Stage 4 unit starter – class party

# Introduction

**This unit starter has been developed to support you in differentiating and adjusting teaching, learning and assessment activities to support a range of students. It includes information on both differentiation and adjustments, and is a sample only.**

You can adapt this unit starter for any language. Modify the unit to suit the needs of your learners, including identifying the most suitable resources for your students, modifying content or duration and differentiating for learning needs and learner groups. The learning, teaching and assessment strategies and final assessment task are suggestions only.

When you see [language] in this document, insert the language of the syllabus you are teaching. When you see text *in italics*, replace it with appropriate text in the language you are teaching.

# Overview

Class parties provide the perfect setting to interact with peers – having fun, building a sense of class community, developing friendships through learning about each other, and showcasing new language skills to staff. This unit starter includes communicating the date and food/drink preferences, and explores shopping, party themes and games. This unit also brings together language learnt throughout the year, to give students a sense of achievement.

# Meeting student needs through differentiation and adjustments

As teachers, we provide teaching, learning and assessment for learning experiences that cater for the diversity of learners so that all students can learn effectively. This unit starter includes samples of differentiated programming and adjustments. As you contextualise the unit to meet the needs of your own individual students, you will need to modify and/or add to the samples provided.

## 1. Differentiated programming

This information has been adapted from NESA’s information on [differentiated programming](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/differentiated-programming). Visit their site for more information.

Students are individuals who learn at different rates and in different ways. Individual differences may include:

* cognitive abilities, including students’ current level of understanding and ability in relation to a particular topic or skill
* prior learning experiences
* learning preferences
* motivation and engagement with learning
* interests and talents.

Differentiated programming may include:

* providing alternative methods and choices for students to demonstrate their knowledge, understanding and skills
* varying the resources and stimulus materials you provide to students
* promoting flexible learning experiences and encouraging students to work at their own pace
* providing individualised feedback to students to help them identify student strengths and areas for improvement.

Teachers may differentiate the learning activities by making modifications to activities, instruction and student groupings, for example:

* instructional scaffolding
* tiered and levelled activities
* interest centres
* problem-solving and challenge-based learning opportunities
* group and independent study.

You will find examples of differentiation in the **Suggested teaching and learning strategies** column of the unit starter below.

## 2. Adjustments

This information has been adapted from NESA’s information on [students with disability](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/students-with-disability) and [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments). Visit their site for more information.

Making adjustments ensures students with disability can access and participate in education on the same basis as students without a disability. Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/collaborative-curriculum-planning).

Examples of disability include:

* learning difficulties
* intellectual disabilities
* mental illness
* emotional and behavioural disturbances
* Autism Spectrum Disorder
* sensory impairment
* physical disabilities such as cerebral palsy
* speech and language disorders
* chronic illness such as chronic fatigue syndrome.

Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers. The types of adjustments will vary according to the needs of the individual student.

Examples of adjustments may include:

* adjustments to classroom organisation
* alternate formats such as large print or Braille
* simplified texts
* modifications to equipment or furniture
* adjustments to the amount of lesson/unit content or the time allocated to complete work
* structured opportunities for guided and independent practice
* additional support through group work, volunteer or peer tutoring.

You will find examples of differentiation in the **Sample adjustments (will vary based on individual students)** column of the unit starter below.

# Learning intentions

* communicate\* the date in [language]
* interact/negotiate with peers on a theme for the party
* write an invitation to a staff member
* communicate common party food and drink items
* communicate which foods and drinks they like and don’t like, including reasons why
* communicate how often they eat or drink certain items
* convert currency and stay within a budget
* participate in a simple shopping role play
* play games and interact in [language] at a class party

\* Students are encouraged to communicate using their preferred method, for example orally or using Augmentative and Alternative Communication.

# Learning across the curriculum

* Information and communication technology capability
* Intercultural understanding
* Literacy
* Numeracy
* Work and enterprise

# Assessment

* Assessment as learning (AaL)
	1. The evidence of learning column includes sample assessment as learning ideas.
	2. Students complete a self-reflection journal once every 2 weeks to document and reflect on their learning – see [example](https://spark.adobe.com/page/uo3V2GkvM9bGJ/).
* Assessment for learning (AfL)
	1. The evidence of learning column includes sample assessment for learning ideas.
* Assessment of learning (AoL)
	1. You are thinking about working at a children’s party venue in the near future, and want to start putting together a portfolio of your work to showcase your skills. In your portfolio, you will include:
		1. a multimodal or digital presentation persuading viewers to choose a particular party theme (outcomes: LXX4-1C and LXX4-5U) – note that this sample unit starter suggests [Flipgrid](https://info.flipgrid.com/), but any delivery mode can be used
		2. an invitation you have designed (scripted outcomes – LXX4-4C, LXX4-6U and LXX4-7U; non-scripted outcomes –LXX4-4C and LXX4-6U)
		3. a poster advertising the party (scripted outcomes – LXX4-4C, LXX4-6U and LXX4-7U; non-scripted outcomes –LXX4-4C, LXX4-6U).

# Additional content to consider

* Intercultural communication – students could complete the dinnertime around the world activity from [intercultural communication website](https://sites.google.com/education.nsw.gov.au/intercultural-communicator/home) and discuss.
* Fashion – the class party could have a fancy-dress theme and include a fashion parade, with commentary.
* Cooking – if your chosen theme includes a dish which is easy for students to prepare at school, introduce simple recipes and work with your TAS faculty to cook for the party.
* Health – check allergies by introducing *Are you allergic to…?* Drill structures with flashcards – students practise *Yes, I’m allergic to…* or *No, I’m not allergic to…* (Students do not need to tell the truth, just practise the language.)

# Outcomes

|  |  |  |
| --- | --- | --- |
| Outcome code | Scripted languages | Non-scripted languages |
| LXX4-1C | uses [language] to interact with others to exchange information, ideas and opinions, and make plans | uses [language] to interact with others to exchange information, ideas and opinions, and make plans |
| LXX4-2C | identifies main ideas in, and obtains information from texts | identifies main ideas in, and obtains information from texts |
| LXX4-3C | organises and responds to information and ideas in texts for different audiences | organises and responds to information and ideas in texts for different audiences |
| LXX4-4C | applies a range of linguistic structures to compose texts in [language], using a range of formats for different audiences | applies a range of linguistic structures to compose texts in [language], using a range of formats for different audiences |
| LXX4-5U | applies [language] pronunciation and intonation patterns | applies [language] pronunciation and intonation patterns |
| LXX4-6U | demonstrates understanding of key aspects of [language] writing conventions | applies features of [language] grammatical structures and sentence patterns to convey information and ideas |
| LXX4-7U | applies features of [language] grammatical structures and sentence patterns to convey information and ideas | identifies variations in linguistic and structural features of texts |
| LXX4-8U | identifies variations in linguistic and structural features of texts | identifies that language use reflects cultural ideas, values and beliefs |
| LXX4-9U | identifies that language use reflects cultural ideas, values and beliefs | N/A |

Replace **XX** with the code for your language, for example L**GE**4-1C for German or L**AR**4-5U for Arabic.

All outcomes referred to in this unit are adapted from the K-10 language syllabuses developed from the [Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

# Suggested duration

10 weeks (Term 3 or Term 4)

# Unit starter

Activities have been differentiated to enable teachers to select the most appropriate activities to meet the needs of their students.

Note: Before the party, check at the front office to ensure all dietary requirements are catered for, so every student has something to eat and drink, and send a permission note home.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Targeted outcomes | Week/s | Suggested teaching and learning strategies | Sample adjustments (will vary based on individual students) | Evidence of learning and assessment as/for |
| Scripted languagesLXX4-1CLXX4-5ULXX4-6ULXX4-9UNon-scripted languagesLXX4-1C LXX4-5ULXX4-8U | Week 1 | **Let’s party!**Introduce topic of parties by brainstorming reasons for a party on the board. Include celebrations of the students’ cultures and of the target culture/s. Explain the assessment components of the unit – AoL will be a portfolio of tasks they will complete throughout the unit; AaL will be a self-refection journal they will contribute to once/fortnight, including:* a summary of what they have learnt
* ways they can use their new learning
* what they liked best
* what they found most challenging
* the most effective ways they discovered to practise new vocabulary.

To differentiate this activity, provide a range of ways in which students can respond, for example using visuals such as emojis, through a scaffolded template, presenting their reflection digitally or composing a poem, blog or diary entry. (Note: View the online sample self-reflection guide for students on the [Teaching tools section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/teaching-tools) of our website.Display a calendar in [language] and say key dates in [language] to introduce or revise saying the date.Practise with a range of speaking, listening and reading activities (select appropriate activities to meet the needs of students; students in one class may complete different activities), for example:* match written ordinal numbers to numerals, for example through a memory game
* place the months in the correct order
* match the date to the image – provide students with key dates of celebrations/public holidays in Australia for the year, for example Eid, Christmas Day. Students match each date with an image and then compare their answers
* match the date to a short text in [language] describing the importance of the date
* buzz – students sit in a circle. In a clockwise direction, each student says a month (in order). Any student whose turn it is can say “buzz” instead of the month, and play then continues in an anti-clockwise direction until the next student says “buzz”. Each student can say “buzz” only once
* a birthday game to practise ordinal numbers, for example:
* each student writes down 5 dates in any month, for example *the first, the fifth, the thirtieth*. One date must be each student’s own birthday. Once each student has 5 dates, the teacher then goes around the room and asks each student *When is your birthday?* Each student answers in [language] and any student who has that date crosses it off. The winner is the first student with all 5 dates crossed off; OR
* take students outside and ask them to form a line in order of their birthdays, from *on the first* to *on the thirty-first*. In order to do this, they will need to ask each other *When is your birthday?*, and provide answers
* online worksheets through a platform such as [wizer.me](http://www.wizer.me) or [liveworksheets.com](http://www.liveworksheets.com)
* [Quizlet](https://quizlet.com/) games (Note: If the hyperlink doesn’t open, right-click on the hyperlink, then copy the link and paste it into your internet browser).
 | Support oral communication of dates with words and images.Students with difficulties with speech can use their preferred communication method to participate in the buzz game and birthday game.Support students who may find it difficult to share in a group by placing the student with peers they are comfortable with, reducing the group number, or providing the months on cards or a sheet so that the student can keep track of the order of months.Scaffold online worksheets, for example cloze passages, pairing text with images, supporting audio with transcripts. | Students actively participate in games and activities. Students recognise dates in [language].Students complete Quizlet games successfully. (AaL) |
| Scripted languagesLXX4-1CLXX4-4CLXX4-5ULXX4-6UNon-scripted languagesLXX4-1CLXX4-4CLXX4-5ULXX4-6ULXX4-7U | Week 2 | **Choosing a theme for our party**Individually, students research 3 party ideas/themes from the chosen target country and complete a [stop and jot activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/generic-units/stop-and-jot.docx).In groups of 3, students discuss their first preference and choose one idea/theme.Each group creates a [Flipgrid](https://info.flipgrid.com/) to record in [language] what idea/theme they have chosen, related food and drink and reasons why the class should choose their idea/theme using known structures, for example *I like…*, colours and adjectives. Each group member should say 3 sentences in [language], with a strong focus on interacting. The Flipgrid video will contribute to the students’ AoL portfolio.The class views all Flipgrid videos and then votes on an idea/theme for the party.Brainstorm how the classroom will be decorated to match the chosen celebration. Remember to include an advertising poster on the door for your party, so visiting staff learn when the celebration is held. The poster will contribute to the students’ AoL portfolio.Allow a lesson for students to prepare decorations for the classroom – all students design a poster in [language] (a template may be provided). Decorations could also include a date sign for the classroom door with the ‘date’ (if your theme relates to a particular celebration from the target culture), name tags for the tables and leaflets about the party to hand out to visiting staff members. | Provide students with a partially pre-filled version of the [stop and jot activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/generic-units/stop-and-jot.docx), and provide website/s to research, with teacher or peer support.Support students who may find it difficult to share in a group by placing the student with peers they are comfortable with, reducing the group number, or working with the teacher to present their chosen theme as an interview, communicating using their preferred method. | Students complete the stop and jot activity.Students interact in Flipgrid videos or teacher interview. (AaL and AoL)Students design a poster for the party. (AoL)Students start their self-reflection journal. (AaL) |
| Scripted languagesLXX4-4CLXX4-6ULXX4-8UNon-scripted languagesLXX4-4CLXX4-7U | Week 3 | **Who will we invite?**Show students examples of invitations in [language]. Compare the features to an invitation in English and discuss the similarities and differences. Decide on a date for the party and who to invite from the school, for example year advisor, principal/deputy, head teacher.Students complete a bilingual invitation for a staff member or classmate. The following options can support or extend students to complete this activity:* provide a template for students to fill in
* enable students to create a digital invitation using [Canva](https://www.canva.com/) or other software/materials (Note: Canva requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser).

The invitation will be part of the students’ AoL portfolio. Students provide [feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) to a classmate on their invitation, based on the invitations explored earlier.Send invitations to relevant staff members and classmates. | Provide students with an annotated invitation that identifies key features. | Students actively participate in discussions.Students provide peer feedback on each other’s invitations, against a model provided by the teacher. (AaL) |
| Scripted languagesLXX4-1CLXX4-2CLXX4-5ULXX4-6ULXX4-7UNon-scripted languagesLXX4-1CLXX4-2CLXX4-5ULXX4-6U | Week 4 | **What will we eat and drink?*** **Food and drink options**

Brainstorm party foods and drinks in a shareable presentation (for example Google Slides), displayed to the class. Drill pronunciation, adding images of each food. To keep the focus on the structures in the unit, limit vocabulary to 8-10 food items and 3-4 drinks. Students may write more down, however highlight the ones you expect them to know.Introduce the words for *healthy* and *not so healthy*. Show or name food items and students respond if they are *healthy* or *not so healthy*. Share a copy of the food vocabulary presentation to each student, so they can sort vocabulary into *healthy* and *not so healthy*. This can be done either through oral or written responses, or placing names or pictures of food items into categories of *healthy* or *not so healthy*. Include sound files for students who wish to practise pronunciation at their own pace.Students practise vocabulary, through a range of activities, for example [Quizlet](file:///%5C%5CDETNSW.WIN%5CDATA%5CLL-SE%5CKLAs%5CLANGUAGES%5CLanguages%5C2019-2020%20projects%5CWebsite%5CStage%204%5Cquizlet.com) flashcards (Note: If the hyperlink doesn’t open, right-click on the hyperlink, then copy the link and paste it into your internet browser).* **Frequency**

Introduce frequency – either *Do you eat/drink [food/drink] often?* or *How often do you eat/drink…?* and a range of answers, for example *often, sometimes, seldom, never*.Practise with a range of speaking, listening and reading activities (select appropriate activities to meet the needs of students; students in one class may complete different activities), for example:* responding to questions from the teacher and from peers, using flashcards
* online worksheets through a platform such as [wizer.me](http://www.wizer.me) or [liveworksheets.com](http://www.liveworksheets.com), building sentences and responding to questions
* keep a food diary for the week, and then discuss with a partner (focusing on frequency)
* create a promotional poster for a healthy eating campaign
* explore more words and phrases for frequency, for example once/day, twice/week, three times/month and complete a word cline with frequency structures.

Students complete a survey (for example in Google/Microsoft Forms) on typical party foods and how often they eat these foods. Based on the survey results (see sample below), students choose 2-3 popular party foods/drinks and 1-2 culturally-relevant foods to serve at the party, discussing with students how many *healthy*/*not so healthy* options they would like. Healthiness and frequency of eating certain foods and drinks | Students with difficulties with speech can use their preferred communication method to identify food and drink options, and which are *healthy* or *not so healthy*,Students match food and drink options with audio files, in place of practising pronunciation.Provide individual pronunciation support for students who are hard of hearing. Scaffold online worksheets, for example filling in the missing letters in each word, providing word banks. | Students organise dishes correctly under *healthy*/*not so healthy* headings. (AfL)Students complete Quizlet activities successfully. (AaL)Students can discuss how often they eat certain food and drink items in [language]. Students write in their self-reflection journal. (AaL) |
| Scripted languagesLXX4-1CLXX4-2CLXX4-3CLXX4-4CLXX4-5ULXX4-6ULXX4-7UNon-scripted languagesLXX4-1CLXX4-2CLXX4-3CLXX4-4CLXX4-5ULXX4-6U | Weeks 5 and 6 | **What do you like to eat and drink?*** **Preferences**

Introduce preferences – *Do you like to eat/drink…? Yes, I like to eat/drink…/No, I don’t like to eat/drink…*Practise structures orally with flashcards.Students consolidate structures with a card game in small groups. Each group is given a pack of cards. Each card has an image of a food/drink item and a happy or sad emoji – see samples below. Students pick up a card and say *I like/don’t like to eat/drink…,* according to the images on the card. Visit each group, providing explicit feedback and modelling, where required.**Sample card 1 Sample card 2** Select listening, reading and writing activities appropriate to students’ abilities for them to complete in their workbooks or through worksheets (consider creating online worksheets through a platform such as [wizer.me](http://www.wizer.me) or [liveworksheets.com](http://www.liveworksheets.com)). **Students consolidate new structures relating to frequency and preferences by choosing 5 different food or drink items and writing how often they eat/drink it and whether or not they like each one.****Students complete a reading activity comparing the diets of 2 people. Students underline and look up unknown words in the dictionary. Students write who has the healthiest diet and provide reasons for their choices. To support differentiation, students may:*** **complete the activity individually**
* complete the activity with teacher support
* be provided with a vocabulary key to support understanding.
 | Students with difficulties with speech can use their preferred communication method to participate in the card game.Students match images of people eating/drinking to the correct sentence, for example:Sample card - eating and drinking*I like to eat fruit.*Students complete cloze sentences to say if they like/don’t like certain food and drink items.Scaffold online worksheets, for example recording answers in place of writing answers, completing closed (not open) questions. | Students can say and write which foods/drinks they like/don’t like and how often they eat/drink each item in [language]. (AfL)Students share their partner’s food and drink preferences, with reasons why. (AaL)Students write in their self-reflection journal. (AaL) |
| Scripted languagesLXX4-1CLXX4-2CLXX4-4CLXX4-5ULXX4-6ULXX4-7ULXX4-9UNon-scripted languagesLXX4-1CLXX4-2CLXX4-4CLXX4-5ULXX4-6ULXX4-8U | Week 7 | **Let’s go shopping for the party!**Watch a short video on shopping in [language]. Students identify and record key phrases they hear. Brainstorm vocabulary needed for shopping, for example *Can I help you?, I would like…, please, thank you* and revise numbers.Display a mocked-up catalogue of party supplies for your chosen celebration, including decorations, food and drinks. Use as much authentic language and party items as you can, with prices from the target country. Keep prices low. Have images of each catalogue item separately, to ‘sell’ to students and ‘play money’ from the target country.Divide students into groups of 3-4 and allocate a budget of $20 to each group. Students are to work out which items from the catalogue they will buy, ensuring they have at least 2 foods, 1 drink and 2 decorative items. Show students samples of how to convert currency, as they will need to convert their $20 to the currency of the target country and then budget in the target currency.Once each group has decided what to buy, they come to the ‘shop’ where each student is served at least once, until the group has all their items. The shopkeeper can be played by the teacher or by students.Students complete a cloze passage or reorder sentences relating to shopping, to consolidate new language.  | Provide or select a shopping video with closed captions.Provide students with a scaffolded worksheet to accompany shopping video, for example matching [language] phrases to images or English.Support students who may find it difficult to share in a group by placing the student with peers they are comfortable with, reducing the group number.Provide students with ‘play’ notes/coins from the target country and provide the budget in the target currency.Students with difficulties with speech can use their preferred method of communication in the shopping role play. | Students stay within budget to buy the necessary items. Students can ask and pay for items at ‘shop’. (AfL) |
| Scripted languagesLXX4-1CLXX4-5ULXX4-7ULXX4-9UNon-scripted languagesLXX4-1CLXX4-5ULXX4-6ULXX4-8U | Weeks 8 and 9 | **Party preparations*** **Chatting**

It is important students are able to interact in [language] at the party. Brainstorm the topics/themes the class has learnt to date, for example, introducing ourselves, sharing information about our families, discussing free time activities.Divide students into groups of 4-5\* and allocate a topic/theme to each group. Provide blank cards to each group, and ask them to write as many questions or discussion points as they can about each topic in [language], for example *Are you an only child?, Hip hop music is awesome – do you agree?, Cats are awful – do you agree?, Do you like sport?* Examples will vary according to what topics and structures students have learnt. Topics/themes can be differentiated to either support or extend students.\* Some students may prefer to complete this activity individually, then work with one other student for feedback.Once each group has finished (allow approximately 10 minutes), each group then joins with another group to provide feedback on their cards, correcting any errors or enhancing the language. As a class, practise using the conversation cards, with students taking turns to ask and answer questions. Tell students that the goal at our party is to speak as much [language] as possible, so the cards will be shuffled, and a stack placed on each table at the party, to encourage conversation.* **Playing games**

Tell students there will be a [Kahoot](https://kahoot.com/) game at the party, on the chosen theme and language learnt to date.Brainstorm party games the class could play in [language], for example:* a tongue twister competition in [language]
* Pictionary – to play, prepare the vocabulary cards in [language] and put them in a bag. Divide the class into 2 teams and draw a line down the middle of the board. Give one member from each team a marker and ask them to choose a word from the bag. Tell the students to draw the word as a picture on the board and encourage their team to guess the word. Guessing students respond in [language]. The first team to shout the correct answer gets a point. The student who has completed the drawing gives it to the next person. Repeat, until all the words are gone
* a game relevant to your chosen country, for example *kendama* (Japanese), *yutnori* (Korean), *bocce* (Italian) or *pétanque* (French) or even a simple clapping rhyme.

Ensure the game/s are accessible to all students, and will encourage interaction and fun. Try a couple of games to see which ones students prefer. (Note: View the [recording on suggested language learning games](https://www.youtube.com/watch?v=QszPFbUAmN4) for ideas.) | Scaffold the questions that students are to write on their cards, or provide question cards as cloze sentences for students to complete.Pair students with students who have developed more language skills for the feedback activity.Students with difficulties with speech can use their preferred method of communication to ask and answer questions. | Students develop a range of questions and discussion points relating to their allocated topic and provide feedback to classmates. (AaL)Students participate actively in discussions.Students participate in games.Students write in their self-reflection journal. (AaL) |
| Scripted languagesLXX4-1CLXX4-5UNon-scripted languagesLXX4-1CLXX4-5U | Week 10 | **Party time!****Before the party:*** prepare a [Kahoot](https://kahoot.com/) on the class’ chosen theme and language learnt to date, to play at the party
* decorate the room with the students’ decorations (ask for volunteers to come at recess or lunch to help you)
* set up the classroom with tables of 4-6, with name tags for where students are to sit
* place a set of conversation cards in the centre of each table, and food/drinks.

**During the party:*** allow a few minutes for students to find their seats and get settled
* model the question cards with a few students, to warm students up
* allow 10-15 minutes to eat and chat
* play your selected game/s, including the [Kahoot](https://kahoot.it/) game
* display student portfolios.

**What did we learn – reflection** Allow time for students to complete their self-reflection on the unit. | Support students who may find it difficult to participate in the group conversation by placing the student with peers they are comfortable with, or reducing the group number.As the Kahoot game relies on automaticity of vocabulary, students may need to be paired with another student to play the game. | Students interact in [language] across known topics.Students finalise their self-reflection on their learning. (AfL) |

# Evaluation and variation

*Record your reflections on student learning and engagement in the activities and assessment task. Include any variations you implemented, such as differentiation strategies and adjustments for students with disabilities, and considerations for future learning. The evaluation can include feedback from students.*

# Registration

Teacher name:

Teacher signature:

Date: