# [Language] Stage 3 – Caring for the environment! – Part 2

**Learning sequence description**

Students learn new words and expressions about recycling. They learn about the benefits of upcycling and how Aboriginal people from Pormputaaw are upcycling ghost nets to create artworks. Students create their own artworks using clean waste from home and present their artwork to their family explaining what materials they have used. If possible, they ask a family member to record their presentation. **Note to the teacher:** All text between brackets should be replaced by the target language.

## Syllabus outcomes and content

**LXX3-4C** – composes texts in [Language] using a series of sentences

* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences

**LXX3-6U** – applies basic [Language] writing conventions

* identify and reproduce letter clusters, digraphs and diphthongs or equivalent

**LXX3-7U** – demonstrates understanding of [Language] grammatical structures

* recognise the systematic nature of [Language] grammar rules

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## Lesson 1 – Think before you throw away!!!

Students are learning which materials can be recycled and how to recycle clean waste at home. Using [Language] and drawing or images students design labels to promote recycling in school.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | From a list of recyclable items, students identify the words in [Language] they know or they think they may know and give a best guess before checking their print/digital dictionary.  **Students with prior learning and/or experience**  Students select any 5 of the [Language] words they find in the dictionary and create a sentence for each word. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 pp.2-3  Print/digital English – [Language] dictionary  Pen/pencil |
| 1.2 | Students put the recyclable [Language] words/items in the appropriate recycling bins. All text between brackets should be replaced by target language. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 pp.4-5  Pen/pencil |
| 1.3 | Students use language and drawing or images to create a label to promote recycling in school. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 p.6  Pen/pencil  Colour pencils |

## Lesson 2 – Upcycling?

Students are learning about upcycling and how Aboriginal people from Pormpuraaw are upcycling ghost nets to create artworks.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students watch the video [‘Ghost Net Art: Pormpuraaw’](https://www.youtube.com/embed/VraZHXxVJuk) to find out how Aboriginal people from Pormpuraaw are upcycling ghost nets to create artworks.  Students are also given the option to read the article [Recycling off the beach: Aboriginal artists and ghost net at Pormpuraaw](https://australianmuseum.net.au/blog-archive/museullaneous/recycling-off-the-beach-aboriginal-artists-and-ghost-net-at-pormpuraaw/) to find more information about the four pieces of Pormpuraaw ghost net sculpture featured in the video [‘Ghost Net Art: Pormpuraaw’](https://www.youtube.com/embed/VraZHXxVJuk). |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 pp.7-8  Video – [Ghost Net Art: Pormpuraaw](https://www.youtube.com/embed/VraZHXxVJuk)  Article – [Recycling off the beach: Aboriginal artists and ghost net at Pormpuraaw](https://australianmuseum.net.au/blog-archive/museullaneous/recycling-off-the-beach-aboriginal-artists-and-ghost-net-at-pormpuraaw/)  Pen/pencil |
| 2.2 | Students write in English a short paragraph about their favourite Pormpuraaw ghost net sculpture featured in the video [‘Ghost Net Art: Pormpuraaw’](https://www.youtube.com/embed/VraZHXxVJuk). They also include the name of the Aboriginal artist who made it. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 p.8  Pen/pencil |
| 2.3 | From a list of words found in the video [‘Ghost Net Art: Pormpuraaw’](https://www.youtube.com/embed/VraZHXxVJuk) or the article [Recycling off the beach: Aboriginal artists and ghost net at Pormpuraaw](https://australianmuseum.net.au/blog-archive/museullaneous/recycling-off-the-beach-aboriginal-artists-and-ghost-net-at-pormpuraaw/), students identify the words in [Language] they know or they think they may know and give a best guess before checking their print/digital dictionary.  **Students with prior learning and/or experience**  Students select any 5 of the [Language] words they find in the dictionary and create a sentence for each word. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 pp.9-10  Pen/pencil |

## Lesson 3 – Upcycle to create art!

Students are learning to name in [Language] different types of waste material. They collect clean waste material from home and use it to create their own artwork.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students collect clean waste material and fill in a table in [Language] providing information about the type of material they have collected.  **Students with prior learning and/or experience**  Students provide additional information in [Language] about the waste material they have collected for their artwork. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 pp.11-13  Pen/pencil |
| 3.2 | Students are given time to make their artworks using the clean waste material they have collected. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 p.14  Clean waste material from home  Scissors and glue  Colour pencils |

## Lesson 4 – Present your artwork in [Language]

Students are using the language they have learnt to present their artwork to their family explaining what materials they have used.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | **Opportunity for monitoring student learning**  **Present your artwork! – Teacher observation and student work samples**  Students present their artwork to their family using [Language]. They name their artwork and explain what materials they have used. They ask a family member to record their presentation.  **Students with prior learning and/or experience**  Students present their artwork to their family in [Language]. They name and describe their artwork explaining what materials they have used. They also talk about one of the benefits of upcycling. They ask a family member to record their presentation.  **What to look for**  **Students’ ability to:**   * demonstrate their understanding of key language * communicate their ideas effectively using correct pronunciation and intonation. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 p.15  Recording device such as mobile phone or camera |
| 4.2 | **Opportunity for monitoring student learning**  **Self-evaluation**  **Students listen to or watch the recording of their presentation and reflect on their language use. They use the two stars and a wish structure to guide their reflection.**  **What to look for**  Students’ ability to:   * evaluate their own work and thinking * develop learning strategies based on their evaluation * critique their own work against criteria. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 p.16  Pen/pencil |
| 4.3 | **Students submit their workbook completed. They can:**   * Post their workbook to their school. * Scan or take photos of their workbook and email them to their teacher or upload them to their class digital learning platform. * Email the recording of their presentation to their teacher or upload it to their class digital learning platform. |  | [Language] Stage 3 – student workbook – Caring for the environment! Part 2 completed |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?