

Denmark – where is it?

Activity 1: Where do i come from? / Language screening

Educational Objective:

Students will be able to write small sentences independently in correct Danish language.

Brainstorm as a class what we know about the country and the language.	Use overhead projector, books and pictures to evoke ideas. Make sure to ask students about their knowledge about Denmark and the Danish language.		Vels Levels
			Youngest group <ul style="list-style-type: none"> Learn basic words for basic conversations Via interactive play - learn new words Make drawings using danish words as captions
Ask students to compare the cultural similarities and differences between living in Denmark and Australia. Student's homework: Write a short story about you and your family: when did you move to Australia, how often do you visit Denmark, have you got a big family in Denmark. Extra curriculum activity: create a family tree asking your parents to help you, you decide how much to put on the tree.	Use Danish music, stories and other resources to encourage imagination and recollection. I have a family tree on my family to show the students and to have a discussion about family and family structure. (This is also to give the students a clear idea about what I'm after and make it a "safe" activity.)	Each student has to explain their "Family Tree" to the rest of the class in Danish.	Middle years <ul style="list-style-type: none"> awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address
Play at least one Danish song that students can sing along to at every lesson. This should be done throughout the school, the songs might differ, but the idea is the same for everybody. Give students a secure and yet fun environment to explore new language options that they can convert later to useful language skills.	Demonstrate correct use of pronunciation, intonation, and letter sound variations. Research shows that visual and audio input combined is more effective than one of the two. The stimulation and thereby learning is more likely to take place.	The students will be asked to talk about the content of the song by handing out the lyrics. The students will have to read it out loud and then enter a group discussion about the content.	Oldest group <ul style="list-style-type: none"> use of effective language learning strategies; for example, gender identification spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and

			<p>culturally appropriate gestures</p> <ul style="list-style-type: none">• extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and styles• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Danish Language

Activity 2: Top 100 words in the Danish language.

Educational objective:

The students will be able to identify the top 100 most used Danish words and their meaning.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Play at least one Danish song that students can sing along to at every lesson. This should be done throughout the school, the songs might differ, but the idea is the same for everybody. Give students a secure and yet fun environment to explore new language options that they can convert later to useful language skills.</p> <p>Ask students to sit in groups of 2. They have 5 minutes to write down as many Danish words as they can.</p> <p>All papers are gathered and the words written on a whiteboard. All students are required to take notes.</p> <p>Group discussion about the meaning of the words and translating them into English.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> Learn basic words for basic conversations Via interactive play - learn new words Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and styles
	<p>We have a prefabricated list with the top 100 words used in Denmark and this will be our worksheet until everybody are able to form sentences freely using all the words randomly from the list.</p>		

			<ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Danish vs. Australian nature (what to encounter when bushwalking!)

Activity 3:

Educational objective:

The students will be able to identify the most common animals and plants in Australia and Denmark when going for a bushwalk.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Play at least one Danish song that students can sing along to at every lesson. This should be done throughout the school, the songs might differ, but the idea is the same for everybody. Give students a secure and yet fun environment to explore new language options that they can convert later to useful language skills.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> Learn basic words for basic conversations Via interactive play - learn new words Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address use of effective language
<p>Follow up on the discussion from last time about "top 100" Danish word.</p> <p>Nature:</p> <p>There is obviously a huge difference between the animals and flowers that we can encounter in Denmark and Australia. Some of these animals and plants are significant for the individual countries. This is meant as a lead up to our camp where we will have a chance to explore</p>	<p>We have a prefabricated list with the top 100 words used in Denmark and this will be our worksheet until everybody are able to form sentences freely using all the words randomly from the list.</p>		<p>learning strategies; for example, gender identification</p> <p>Oldest group</p> <ul style="list-style-type: none"> spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and

<p>some of the differences and get to see more creepy crawly and flowers.</p> <p>The students are expected to collect flowers, press them and index them / photograph them digitally and index them after name.</p>	<p>We are using the internet to look up different groups of animals and flowers. Besides the internet we are getting a book from "Dyrefondet.dk" for the youngest group, and use the internet site SAXO.com for the older students. This theme will be in the respectable class groups due to the material that we are getting in from Denmark.</p>		<p>styles</p> <ul style="list-style-type: none"> • original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Danish vs. Australian nature (what to encounter when bushwalking!)

Activity 4:

Educational objective:

The students will be able to identify the most common animals and plants in Australia and Denmark when going on a bushwalk.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Play at least one Danish song that students can sing along to at every lesson. This should be done throughout the school, the songs might differ, but the idea is the same for everybody. Give students a secure and yet fun environment to explore new language options that they can convert later to useful language skills.</p> <p>Follow up on the discussion from last time about "top 100" Danish word.</p> <p>Nature: There is obviously a huge difference between the animals and flowers that we can encounter in Denmark and Australia. Some of these animals and plants are significant for the individual countries. This is meant as a lead up to our camp where we will have a chance to explore some of the differences and get to see more creepy crawly and flowers. The students are expected to collect flowers, press them and index them / photograph them digitally and index them after name.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>We have a prefabricated list with the top 100 words used in Denmark and this will be our worksheet until everybody are able to form sentences freely using all the words randomly from the list.</p> <p>The students are expected to talk to parents at home about the difference in flowers and animals from Denmark. It is important to encourage the communication in Danish about the differences between the two countries. We are relying on family support to increase vocabulary between schooldays. The best way to do this is to talk about events, places and people in Danish.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> Learn basic words for basic conversations Via interactive play - learn new words Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures extensive reading for gist and understanding of the main

			points and supporting ideas in a range of texts, recognising key features of text types and styles
			<ul style="list-style-type: none"> original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text

Danish vs. Australian nature (what to encounter when bushwalking!)

Activity 5:

Educational objective:

The students will be able to identify the top 100 most used Danish words and their meaning.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Play at least one Danish song that students can sing along to at every lesson. This should be done throughout the school, the songs might differ, but the idea is the same for everybody. Give students a secure and yet fun environment to explore new language options that they can convert later to useful language skills.</p> <p>Follow up on the discussion from last time about "top 100" Danish word.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish. This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>We have a prefabricated list with the top 100 words used in Denmark and this will be our worksheet until everybody are able to form sentences freely using all the words randomly from the list.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and styles
Continue the work on the differences between the flora and fauna in Denmark and Australia.			

			<ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Camp

Activity 6 : Having a camp with a Danish “flavour”

Educational Objective:

Staff will provide students with opportunities to experience Danish traditions, games, songs and food for a weekend.

Activities	Supporting the activities	Assessment
The camp will be from Friday to Sunday 21-23th of March. IILUKA by the Sea, Red Hill Rd, Shoreham, Peninsula. (Melw. 256, D4) is the address of the camp.		

Danish Language

Activity 7 - 10: The Vikings

Educational Objective:

For all students to gain insight into the history of the Vikings and get an understanding of their everyday life, and through this get a better and more accurate picture of the Danish Culture.

We are aiming to achieve this through visual, audio and hands on activities throughout the school.

Activities	Supporting the activities	Assessment	VELS Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p><u>Vikings:</u></p> <p>Danish culture relies heavily on traditions that have their roots in customs started by the Vikings. In order for the students to fully understand the cultural background or heritage and thereby understand and embrace the difference of the society they now call home.</p> <p>These are the areas that we are going to cover during our work with the subject.</p> <ul style="list-style-type: none"> Day to day life for Vikings. Clothes worn by Vikings Jewellery Customs and religion. 	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>Vikings:</p> <p>We are going to use a series of books from the Danish company called Gyldendal has got a book system called: "Hit med Historien" this is a schoolbook system that covers the history of the Vikings in every aspect of their life and will be a perfect support for the learning of the students. as part of the support for the activities surrounding the Theme "Vikings".</p> <p>Besides the textbooks we will use the comic books "Valhalla" written by Peter Madsen and a book written by Lars-Henrik Olsen called "Erik Menneskesøn". These two books give a very good insight into the daily life of the Vikings and the Mythology that the Vikings were so closely bonded with.</p> <p>We are going to work on this theme for a month and as part of the theme we are</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>Vikings:</p> <p>All students will produce different displays regarding "The Life of the Vikings" All four groups have to display a Collage about their findings and support it with a short written comment – no longer than one page of IT written information related to their subject.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> Learn basic words for basic conversations Via interactive play - learn new words Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures extensive reading for gist and understanding of the main points and supporting ideas in

<p>The theme day at the end of the project is set up as a Viking Market where we dress up like Vikings, work and eat like Vikings as well.</p>	<p>going to be working with Teacher throughout the school will work together to produce artefacts copies that are relevant to the theme, we will form groups across the school years in order to support the cooperative learning for all students.</p>		<p>a range of texts, recognising key features of text types and styles</p> <ul style="list-style-type: none"> • original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Danish Language

Activity 11 :Evaluation of the project.

Educational Objective:

The students will learn how to give constructive feedback to class peers in order for them to become better evaluators of their own work. .

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p><u>Evaluation of our Vikings project.</u> In the evaluation of the project we are going to introduce peer assessment as part of the whole evaluation process. (This is mainly aimed at the year 5 and upwards groups) it is important both for the individual student to be able to express themselves regarding the project they have worked on, but also gaining skills and confidence in assessing the world around them.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>Evaluation tools: The most important tools we have to evaluate are our ability to communicate.</p> <ul style="list-style-type: none"> • Helps students to become more autonomous, responsible and involved. • Encourages students to critically analyze work done by others, rather than simply seeing a mark. • Helps clarify assessment criteria. • Gives students a wider range of feedback. <p>The criteria's that we are going to use for this project are:</p> <ol style="list-style-type: none"> a) Presentation of the theme that students have been working with throughout the project? b) How inventive the group has 	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>We will be looking at the older students to take charge and help the younger students achieve a higher level of understanding for the subject. Students are always encouraged to support each other's learning as a way of forming strong bonds across all ages.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising

	<p>been?</p> <p>c) How the group worked together (did everybody help out and did you have fun learning?)</p> <p>d) What did you learn that you didn't already know about the Vikings and their life?</p>		<p>key features of text types and styles</p> <ul style="list-style-type: none"> • original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Sports – Danish vs. Australian sports

Activity 12:

Educational Objective:

The students will gain a deeper insight into the cultural differences in sports between Denmark and Australia.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the “top 100” list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p>Sports: The difference in sports culture between Denmark and Australia are vast, we are looking at the different sports played in the different countries and how they define a culture.</p> <ul style="list-style-type: none"> • Soccer vs. Footy • Handball vs. Rugby • Athletics vs. Cricket 	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>Sports: We will use video clips, newspapers and the internet as support for this theme. It is a lead up to the world cup in soccer and it is a perfect opportunity to look at different cultural approaches to sport.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and

			<p>styles</p> <ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Sports – Soccer World Cup – what is this ?

Activity 13:

Educational Objective:

The students will gain a deeper insight into the cultural differences in sports between Denmark and Australia.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the “top 100” list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <ul style="list-style-type: none"> • Soccer world cup. • The stars • The countries • How big is it compared to footy finals? 	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>Soccer: We will use video clips, newspapers and the internet as support for this theme. It is a lead up to the world cup in soccer and it is a perfect opportunity to look at different cultural approaches to sport.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p> <p>Soccer World Cup: The students will be able to discuss the impact a major sports event have on the spectators desire to participate in group sports and what sports the students take part in.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and styles

			<ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Sportsday! Olympics

Activity 14: Themeday.

Educational Objective:

The students will experience a sports day with different sports from different parts of the world.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p>We are having a sports day where students will have a chance to try different types of sports that are significant for either Denmark or Australia.</p> <p>We are relying on Parents to support and help us instruct in:</p> <ul style="list-style-type: none"> • Handball • Soccer • Footy • Cricket • Rounders (rundbold) <p>There will also be a group that takes care of refreshments for everybody.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and

			<p>styles</p> <ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Seasons

Activity 15 - 18:

Educational Objective:

The students will work with the concept of different seasons (what happens in nature, holidays and eating habits)

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p>Seasons:</p> <p>Students are divided into 4 groups across age groups.</p> <ul style="list-style-type: none"> • Winter • Spring • Summer • Autumn <p>Each group are talking about the signs of their season, when it is (in terms of months) and what to expect weather wise in the season.</p> <p>Then we look at the Danish Seasons and compare the two.</p> <p>The groups are expected to produce a</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>Naturprogrammet - Ind i nature</p> <p>This is a book system that we are using as a support for the students to understand the concept of the different seasons in Denmark and what sets them apart from the Australian seasons.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and

<p>display about their season. This includes food eaten in that season, drawings, songs and games played.</p> <p>Theme day we are reading stories about the different seasons. We are also doing some cooking and eating food that is synonymous with the different seasons.</p>	<p>We are using a range of different fairytales and short stories to support the theme of seasons. We are also cooking in accordance with the different seasons.</p>		<p>styles</p> <ul style="list-style-type: none"> • original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Church and Faith

Activity 19 - 21:

Educational Objective:

The students will gain knowledge and understanding of the religion that is practised in Denmark.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p>Church and Faith The aim for this theme is to make students more aware of different religions and amongst them the Lutheran approach to Christianity.</p> <p>The students will see movies, read books, draw and act out different religious situations over the course of the theme and on our theme day we will act out different religious stories and show different displays about religion.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>Ind i troen – Danish skolebooks about religion that we are going to use as support for the theme. DVD's such as "The Prince of Egypt". And comics such as "Jobs Bog" Besides that we are going to seek assistance from our Danish Priest.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and

			<p>styles</p> <ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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Reading stories and acting

Activity 22 - 28:

Educational Objective:

The students will through reading and acting out the stories that they read gain a better understanding for the Danish Language.

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p>Through a series of acting skills workshops and reading of Danish literature and then combining the two we will gain an even better option for the students to understanding of the pronunciation of different words in Danish.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>We will use books such as "Røde Orm", "Valhalla", Pippi Longstocking, Gummi Tarzan, Albert, Lille Virgil. These are all children's books from Scandinavia. We will hopefully have time to use even more Danish books.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> • Learn basic words for basic conversations • Via interactive play - learn new words • Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> • awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address • use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> • spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures • extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising

			<p>key features of text types and styles</p> <ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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X-Mas Party

Activity 29:

Educational Objective:

The students will gain knowledge and skills in acting

Activities	Supporting the activities	Assessment	Vels Levels
<p>Every session is started by singing/ listening to a song in Danish. The songs change from session to session but we cover different genres of Danish music throughout the school year.</p> <p>The next step of the lesson is to look at a new word that we can put on the "top 100" list of Danish words. The students will be asked randomly to talk about Danish words at home between lessons.</p> <p>We are going to use the theme day to show parents and each other what we have learned over the run of the theme about acting.</p>	<p>We start by singing a Danish song or listen to one on a CD. Throughout the school year we will be listening to different genres but all with one thing in common, it is all in Danish.</p> <p>This will help the students move towards correct use of pronunciation, intonation, and letter sound variations, as well as culturally specific expressions and idioms.</p> <p>All students get to perform on "stage" for parents.</p>	<p>When students are able to randomly use the words on the top 100 list of Danish words to form sentences. This is an ongoing task and challenge that will run throughout the school year.</p> <p>The students will be able to discuss the different sports played in the different countries. This will for the oldest group open up for a discussion regarding the impact on the culture in the two countries.</p>	<p>Youngest group</p> <ul style="list-style-type: none"> Learn basic words for basic conversations Via interactive play - learn new words Make drawings using danish words as captions <p>Middle years</p> <ul style="list-style-type: none"> awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address use of effective language learning strategies; for example, gender identification <p>Oldest group</p> <ul style="list-style-type: none"> spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and

			<p>styles</p> <ul style="list-style-type: none">• original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinions appropriate to the purpose of the text
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