2025 VCE Turkish

Teaching and Learning

Contents

[VCE Turkish: Teaching and Learning Activities 1](#_Toc183427725)

[Unit 1 1](#_Toc183427726)

[Outcome 1 1](#_Toc183427727)

[Examples of learning activities 1](#_Toc183427728)

[**Detailed example** 3](#_Toc183427729)

[Outcome 2 4](#_Toc183427730)

[Examples of learning activities 4](#_Toc183427731)

[**Detailed example** 5](#_Toc183427732)

[Outcome 3 6](#_Toc183427733)

[Examples of learning activities 6](#_Toc183427734)

[**Detailed example** 9](#_Toc183427735)

[Unit 2 10](#_Toc183427736)

[Outcome 1 10](#_Toc183427737)

[Examples of learning activities 10](#_Toc183427738)

[**Detailed example** 12](#_Toc183427739)

[Outcome 2 13](#_Toc183427740)

[Examples of learning activities 13](#_Toc183427741)

[**Detailed example** 15](#_Toc183427742)

[Outcome 3 16](#_Toc183427743)

[Examples of learning activities 16](#_Toc183427744)

[**Detailed example** 18](#_Toc183427745)

# VCE Turkish: Teaching and Learning Activities

### Unit 1

#### Unit 1- Area of Study 1

## Outcome 1

On completion of this unit the student should be able to exchange meaning in an informal, personal spoken interaction in Turkish.

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| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Identity | Personal | Inclusivity, Diversity and Belonging | Watch your language! Impact of language use on personal image |

## Examples of learning activities

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| * Introduce yourself to a group or whole class, using informal spoken language. Share information about your interests and hobbies. |
| * Watch a video clip of people sharing a personal story or experience, and identify as many story telling techniques as possible (e.g. sequencing words, descriptive language, tone). Discuss your findings with a partner, then share with the class, working collaboratively to create a mind map that identifies examples of the different techniques. |
| * Share a personal story or experience using the descriptive language and engaging storytelling techniques you have brainstormed as a class. |
| * Create a [language portrait](https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/Understanding-students-language-practices.aspx#:~:text=further%20plurilingual%20activities.-,Language%20portraits,-Teacher%3A%C2%A0Hien%20Webb) and view everyone’s portraits. Write positive messages about each person’s portrait in Turkish on a sticky note and stick these around the portraits. |
| * Discuss the role of language in shaping your personal values and beliefs. Collate information in dot points on the board. |
| * Write a reflective text on your personal identity and its relationship to language. |
| * Complete a weekly reflection journal, documenting thoughts and experiences related to language use, and the impact of language on personal identity, image and inclusivity. Reflect on the use of informal language in this text type and identify texts or contexts where formal language would be required. |
| * Working in groups, create a digital or paper-based word cloud on an aspect of the subtopic related to inclusivity, diversity or belonging. Read a word cloud from another group and discuss the similarities and differences, and any new words that appear. Brainstorm phrases you could use to share your findings, then share your observations with the class in Turkish. |
| * Participate in a [gallery walk](https://learningandteaching.anu.edu.au/resources/gallery-walk-activity/), collecting words and phrases for expressing opinions, then collect a new word cloud from another group and write a small opinion text on that aspect of the subtopic. |
| * View a range of images portraying stereotypes. Brainstorm the vocabulary required to describe the image, then complete a [’What makes you say that? thinking routine](https://pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf). Engage in a class discussion on the impact of language associated with stereotypes and ways to promote inclusive and respectful communication. |
| * In small groups, create posters that unpack and promote more inclusive and respectful communication. |
| * Read an article or watch a video that explores the connection between language, power and social hierarchies, and analyse the power dynamics inherent in language use. Write a reflection about how you use language. |
| * Discuss the use of Turkish between 2 different groups in Turkish-speaking communities and reflect on their language norms and standards. |
| * Analyse the language used in social media posts, comments or online forums and group comments according to different elements (e.g. positive vs negative language, formal vs informal). |
| * Discuss the potential impact of language on shaping online communities, and the responsibility of individuals in promoting positive communication. Write an informative text for an online magazine. |
| * Discuss the strategies employed by advertisers promoting different products. View a selection of advertisements and, in pairs, analyse the language used to promote products or services, then present your analysis to the class. |
| * Listen to a guest speaker sharing personal experiences related to language and personal image, then ask questions and share your personal experiences. |
| * Example icon for advice for teachers Participate in a debate about the impact of language use on belonging. |
|  |
| **Example icon for advice for teachersDetailed example**  **A debate about the impact of language use on belonging.**   * Watch a video of a debate and record useful expressions to use in your group’s debate. * Complete a ‘running dictation’ activity, revising the use of [debating phrases](https://www.debatingsa.com.au/wp-content/uploads/2017/07/Speech-Structure-Template.pdf). * Collect a debate discussion card for your group and research the topic, taking notes and creating a glossary of key terms. * Complete a 'pros and cons’ table, identifying information supporting the 2 sides of the argument. * Brainstorm useful persuasive devices and phrases for use during the debate and create a class-generated online revision activity using these expressions. * Prepare arguments supporting your position and challenging the other team’s possible arguments. * Draft a script of the debate, using your ‘pros and cons’ table to anticipate the other team’s arguments and refute their statements, then edit your work based on feedback from your teacher. * Engage in a structured [debate](https://www.debatingsa.com.au/resources/). |

#### Unit 1- Area of Study 2

## Outcome 2

On completion of this unit the student should be able to analyse information from texts in Turkish related to different aspects of the subtopic studied and respond in writing to short-answer questions about the texts in English.

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| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Sustainability | Community | Sustaining language and culture | Celebrating culture– specific community events |

## Examples of learning activities

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| * Brainstorm a range of words, formulaic phrases and sentences related to cultural celebrations as a class, and create a vocabulary list. |
| * Analyse a text related to a cultural event by annotating key features of the text. Re-read the text, and in a group of 3–4, retell the main points. Write a summary paragraph of the main points in Turkish. |
| * Watch a video about a cultural event and record useful vocabulary and expressions. Create a poster and write captions for a selection of stills and photos from the video. Present your poster to a small group and share your opinions and ideas. |
| * In pairs, look at an image related to a cultural celebration in a Turkish-speaking community and describe what you see. Identify the audience and purpose of the image, then explain what is happening in Turkish from the perspective of one of the people in the image. |
| * Listen to a podcast in Turkish and brainstorm relevant comprehension questions for this text. Develop a set of questions about the podcast in Turkish using the selected interrogatives, then answer the comprehension questions in Turkish. |
| * Analyse 2 texts related to a festival (e.g. a written report and a spoken interview), identify the key information and create a Venn diagram to capture the content that is common to both texts and the content that is unique. |
| * Read an article or a review about a cultural event, highlighting sentences that relate to opinions, then compare these with opinions expressed in a listening text. Summarise the different opinions and ideas in a table. |
| * Example icon for advice for teachers Present a 1 to 2–minute speech to the class about a cultural celebration in a Turkish-speaking community. |
| * Brainstorm useful [discourse markers](https://dictionary.cambridge.org/grammar/british-grammar/discourse-markers-so-right-okay) and backchannelling strategies for use in a conversation or interview to maintain the flow of dialogue and express interest and attention. Practise using these in an informal conversation with a partner. |
| * Write a script for an interview with a local Turkish-speaking community member asking them about an important cultural celebration. |
| * Complete a [PMI chart](https://lo.unisa.edu.au/mod/book/view.php?id=611321&chapterid=100451) about preserving a Turkish-speaking celebration in the local community. Write an informative article in Turkish for the local community paper outlining the advantages and disadvantages of continuing to hold this event. |
| * Choose a cultural celebration and, in small groups, develop a plan to host this celebration at your school. Write a persuasive letter to your school principal providing the details of the event and outlining why it would be a valuable experience for students. |
|  |
| **Example icon for advice for teachersDetailed example**  **A 1 to 2–minute speech about a cultural celebration in a Turkish-speaking community.**   * Choose a cultural celebration from a Turkish-speaking community and complete a ‘know-wonder-learn’ table. * Brainstorm target vocabulary required to present a speech to the class about the celebration. Create and run an online revision activity. * Design and create a [mind map](https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/learningguide-mindmapping.pdf) in Turkish, identifying the different types of information you will require for your presentation. * Watch a documentary, video or film about the cultural celebration or event in Turkish and identify the target vocabulary and main points conveyed in the text. Add this to your mind map. * Revise question words in Turkish and, in small groups, brainstorm a range of comprehension questions that could be used when interviewing someone about a cultural celebration in a Turkish-speaking community. * Identify other students who have chosen the same cultural celebration. In pairs or groups, complete a [question quadrants](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0a821) activity to analyse and select the most appropriate questions for an interview about a cultural celebration. Think about questioning techniques, interview format, style and the information you want to elicit. * Work with a partner from another group to participate in and record a mock interview. Ask questions about their chosen cultural celebration and answer questions about yours. Show interest and engagement by incorporating discourse markers and backchannelling strategies. * Reflect on your own part in the mock interview using a [video performance reflection](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/578?clearCache=ceaeab70-6ab7-bbd1-370c-19a643c2e73d) and write goals for future improvement. * Record your interview about the cultural celebration with a local Turkish-speaking community member, using the questions you have generated and actively listening and participating in the conversation. * Watch the recording of the interview, making notes about key pieces of information, then write several quotes or anecdotes that can be incorporated into your presentation. * Write a draft script for your 1 to 2–minute speech and respond to feedback from your teacher to further improve your work. * Present a 1 to 2–minute speech to the class about your chosen cultural celebration in a Turkish-speaking community. |

#### Unit 1- Area of Study 3

## Outcome 3

On completion of this unit the student should be able to produce original writing in Turkish on the subtopic studied that includes information to support ideas and opinions.

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| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Identity | Community | Living in Australia | Australian leaders in art, literature, music, research or technology |

## Examples of learning activities

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| --- |
| * Explore your own identity through a visual text by creating a [language portrait](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/lmerc.aspx) representing the languages you understand, are familiar with and/or speak. |
| * Brainstorm key vocabulary or phrases required for the subtopic, then collaboratively create a vocabulary list for a classroom display or using an online revision tool. |
| * Explore people’s identities and experiences of living in Australia, through various writing styles and text types such as poems, short stories or personal narratives. Read or view a text, then analyse and discuss what you understood with your peers. |
| * Research Australian pioneers in technology, literature, art, music or research and create a presentation showcasing how these leaders have contributed to shaping Australia’s cultural and technological landscape. |
| * Listen to a presentation that provides an overview of various text types and discuss the characteristics, writing styles and purposes of each. Complete an online scavenger hunt, locating different text types and displaying annotated copies of these in the classroom for future reference. |
| * In pairs or small groups, read a biography, highlight the text type features and discuss useful phrases. Use your findings to write a biography of one prominent Turkish-speaking leader in art, literature, music, research or technology. Describe their contribution to their respective field and discuss how their work reflects aspects of Australian culture and identity. |
| * Create an interactive timeline showcasing important milestones in Australian art, literature, music, research and/or technology. Reflect on and explain how these milestones have influenced the cultural and technological evolution of the nation. |
| * Reflect on your understanding of multiculturalism and people from diverse backgrounds living in Australia and complete a ‘know-wonder-learn’ chart. Working in pairs, brainstorm questions in Turkish that could be asked in an interview. |
| * Conduct interviews with individuals from diverse backgrounds living in Australia. Use Turkish to write notes about how people’s lives in Australia have shaped their perspectives, experiences and identities. |
| * Create a collage representing the diversity of Australian artistic expression, combining visual elements with quotes from influential artists, writers, musicians, researchers and technologists. |
| * Complete a [gallery walk](https://www.theedadvocate.org/how-to-implement-the-gallery-walk-teaching-strategy-in-your-classroom/), viewing different texts or images, or listening to a piece of music created by Australian leaders. Record your learnings, observations and feelings about each item on the walk. Analyse and compare the different pieces, examining common themes that emerge and how they relate to Australian identity and culture. |
| * Example icon for advice for teachersExplore your own identity and experiences of living in Australia, through art, music, literature or technology. |
| * Engage in a [debate](https://www.debatingsa.com.au/wp-content/uploads/2014/03/Debating-A-Brief-Introduction-for-Beginners.pdf) about the significance of cultural representation in Australian creative industries and the importance of diverse voices and perspectives in different forms of artistic expression. |
| * Watch short video clips of different groups speaking about their fields of endeavour and identify the connection between language and identity. |
| * Explore how language influences the way you perceive yourself and others in the context of Australia’s multicultural society, then write a paragraph reflecting on your learning. |
| * Watch songs being performed, reflecting on how they were inspired by Australian landscapes, history or cultural diversity, then compose a song of your own. Use language creatively to convey emotions and tell compelling stories through your lyrics. |
| * Brainstorm how technology has influenced Australian society, exploring both positive and negative impacts. Analyse the role of technology in shaping modern Australian life by collecting resources about a chosen piece of technology and discuss these during a ‘think-pair-share’ activity. Participate in a [fishbowl activity](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/expectations/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/fishbowl), facilitating discussions and sharing your knowledge. |
| * Write a reflective video blog post or journal entry about a piece of technology you have learned about, exchange drafts with peers to provide constructive feedback, then publish your texts in a class journal or on a class blog. |
| * Research and compare initiatives that promote Turkish and/or Aboriginal and Torres Strait Islander languages, and the role these initiatives play in strengthening cultural identity. |
| * Write a report exploring how language preserves and revitalises cultures, identifying links between communities in Australia and Turkish-speaking cultures here and around the world. |
|  |
| **Example icon for advice for teachersDetailed example**  **An exploration of identity and experiences of living in Australia, through art, music, literature or technology.**   * Brainstorm ideas about the concept of identity. Share what you think identity means and how it relates to your life and your experiences of living in Australia. * Discuss ‘Australian culture’ and the diverse backgrounds of people living in Australia, and explore the significance of embracing and respecting various cultural identities. * Watch a video clip or documentary about a Turkish-speaking person living in Australia and how their identity is impacted by their languages and cultures. * Choose a piece of art, music, literature or technology that interests or inspires you and identify the emotions, themes and links conveyed within the work. * Create your own piece of art, music, literature or technology (using Turkish where appropriate), considering the key information you want to convey about your identity. * Write a paragraph explaining why you chose this medium to express your identity and what you want the audience to learn about you. * Display work in the classroom ‘gallery’ and view, listen to, read or experience a piece of work randomly assigned to you. Write notes about what you learned and how the piece made you feel, then write questions about the piece and the creator on cue cards. * Brainstorm repair strategies that could be used in a conversation or interview and create a ‘repair strategies’ revision list. * Watch an online interview and make notes about the key features, unique characteristics and language used. Discuss these features as a class, identifying the purpose and audience of each text. * Collect the cue cards containing questions about you and your work. Read the questions on the cue cards and write key words on sticky notes that you could use to respond to the questions. Consider appropriate language use based on your target audience (e.g. formal vs informal language). * Participate in a pair or small group ‘hot seat’ activity, where someone reads the questions about your piece of work from the cue cards and you respond, using repair strategies and/or your sticky notes if required. * Record a video blog post exploring your own identity and your experiences of living in Australia, incorporating references to your piece of art, music, literature or technology. |

### Unit 2

#### Unit 2- Area of Study 1

## Outcome 1

On completion of this unit the student will engage with the ideas, opinions and/or information raised in a listening text in Turkish and develop the exchange through an extended response in writing in Turkish.

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| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Legacy | Personal | Innovation | Innovations I can’t live without |

## Examples of learning activities

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| * Create a list of innovations you cannot live without. Present your top 3 innovations in Turkish and explain why they are essential to your life. |
| * Brainstorm key vocabulary then, in pairs, play a dictionary game, competing against other pairs to be first to find the target words in Turkish. Discuss why some words may not feature in your print dictionary. Learn and revise the words using an online revision tool. |
| * Watch online videos in Turkish that focus on innovation and its role in shaping the future. Discuss and share your key takeaways and express your thoughts on the presented ideas. |
| * Create a timeline of significant innovations throughout history in Turkish. Share your timeline and explain the importance of specific innovations in the development of society and technology, and how these have impacted your life. |
| * Choose a renowned innovator and research their life and work. Write a biography about them. |
| * Research various innovative products, technologies or services that have significantly impacted modern life, then create a multimedia presentation showcasing your findings. Present it to your class and engage in discussions about the importance and benefits of these innovations. |
| * Discuss vocabulary and grammatical structures that could be useful when expressing opinions in Turkish, then participate in a ‘running dictation’ activity, focusing on revising this information. |
| * Complete a ‘think-pair-share’ activity, brainstorming whether rapid innovation is more beneficial or harmful to society. Brainstorm arguments that use persuasive devices to support a position, then participate in a class debate. |
| * In small groups, present a solution to a real-world problem, explaining the benefits of innovations to achieve this solution. Listen to feedback from your peers, and refine your ideas based on the feedback you receive. |
| * Identify different ways of asking questions in Turkish, discussing both open and closed questions. Participate in a [gallery walk activity](https://comprehensibleclassroom.com/2013/10/07/gallery-walk-language-classes/), walking around the room collecting the questions you would like to ask in an interview, or brainstorm a list of questions you could ask an innovator during an interview. |
| * Create a video blog interviewing an expert or innovator, or peers playing the role of an innovator. |
| * Explore innovations that address environmental and social challenges. Listen to texts about sustainable innovations in Turkish and discuss their potential to create a positive impact on the world. |
| * Listen to a short podcast or interview with experts or innovators and craft a reflective extended response such as a journal entry, discussing the impact of the innovations. |
| * Analyse how innovation is portrayed in popular culture, such as movies, TV shows or books. After viewing or reading, share your insights on the representation of innovation and its influence on society in an online discussion board or shared space. |
| * Read a letter to the editor, focusing on the negative impact of technology in schools. |
| * Example icon for advice for teachersRecord a video blog post responding to the author’s letter, informing them of the impact an innovation has had on your life and the role it has played in shaping your future. |
| * Discuss the ethical implications of certain innovations, such as AI, genetic engineering or surveillance technologies. Listen to diverse perspectives and participate in a [Socratic seminar-style discussion](https://cetl.uconn.edu/resources/teaching-your-course/leading-effective-discussions/socratic-questions/) to explore the ethical challenges involved. |
| **Example icon for advice for teachersDetailed example**  **A video blog post responding to a letter about the impact an innovation has had and the role it has played in shaping the future.**   * Discuss and share your understanding of the concept of innovation and examples of innovative products, services or ideas. * Watch online talks about innovations and take notes using guided note-taking sheets. * Discuss key information, memorable quotes and any new ideas or perspectives you gained from the online talks, then organise your notes using a mind map or ‘plus, minus, interesting’ chart. * Identify how the concepts and innovations discussed in the talks relate to your own lives, communities or the world at large. * Complete a class survey, identifying the innovations you couldn’t live without and identify trends in the data. * Read sample sentences that provide different ways of presenting data (e.g. statistics, fractions, ‘according to experts’) and group them appropriately, then complete a ‘think-pair- share’ task to identify and explain the grammatical structures required for each group of sentences. Use the grammatical structures to write sentences that present the data from your class survey. * Participate in a jigsaw activity where each group reads about the negative impact of a different innovation and highlights the arguments against the technology, then brainstorm counter arguments. Present your findings to the other groups. * Watch a debate and write down the different ways in which arguments can be sequenced, ideas can be linked and statements can be refuted. Read a transcript of the debate and highlight the sequencing and linking phrases in one colour and the phrases or grammatical structures used to refute statements in another colour. Compare your highlighting with the notes you made while watching the debate. * View an image of an innovation, identify key vocabulary required to discuss the image, then complete a ‘lightning’ writing task, describing the innovation from different perspectives (e.g. an environmental activist, a student, a technology innovation designer) within a limited time frame. * Read a letter to the editor, focusing on the negative impact of technology in schools, and highlight arguments against these innovations. * Record a video blog post responding to the letter to the editor, informing them of the impact an innovation has had on your life and the role it has played in shaping your future. |

#### Unit 2- Area of Study 2

## Outcome 2

On completion of this unit the student should be able to produce writing in Turkish for a specified purpose and audience, using relevant information from a reading text in Turkish.

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| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Responsibility | Community | Society | Attitudes to an aging population |

## Examples of learning activities

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| * Brainstorm a list of target vocabulary related to the subtopic ‘Attitudes to an aging population’ and play a dictionary game, competing individually or in teams to locate each word. Add the new words to a glossary list. |
| * Identify strategies for providing information and justifying responses, including grammatical structures and phrases, then read the transcript of a discussion, highlighting these grammatical structures. |
| * Create a list of common myths about aging, then research and present evidence-based arguments to counter these misconceptions. |
| * View images that reflect attitudes to an aging population from different perspectives. |
| * In pairs, choose one image, brainstorm the vocabulary required to describe the image, then complete a ‘word, phrase, sentence’ activity. Write a paragraph describing what you see and how you think the people in the image feel, referencing the image to justify your opinion. |
| * Watch a film or selection of films that feature older adult protagonists or themes related to aging. In groups or as a class, discuss the messages conveyed and the impact of these representations on society. |
| * Read texts about Turkish-speaking individuals or communities dealing with advantages and challenges related to an aging population. Discuss the insights gained from these texts with your class. Compare your findings with the issues related to an aging population in Australia. |
| * View examples of media texts (e.g. advertisements, articles, TV shows) in Turkish that feature older adults and analyse the messages, stereotypes and attitudes conveyed in these representations. |
| * Complete a ‘gallery walk’ to collate grammatical structures, phases and vocabulary required to share information about data. |
| * View, analyse and compare data on the aging populations in different countries to identify trends and potential implications for society. Write short statements providing information about the data. |
| * In groups, design and conduct a survey to assess attitudes towards aging within your community or school. After collecting data, write an informative text (e.g. an article, speech, report) presenting your findings and potential factors influencing these attitudes. |
| * Example icon for advice for teachers **Organise an intergenerational dialogue event with older adults from the Turkish-speaking community and discuss how their lives have changed over time.** |
| * Explore how attitudes towards aging have evolved over time, by reading or conducting research on historical perspectives of aging and older adults. Create a timeline or visual representation to highlight changes in attitudes. |
| * Analyse examples of ageist language in Turkish and discuss how these linguistic choices perpetuate stereotypes. Suggest alternative, respectful ways to refer to older adults. |
| * Research innovative technological solutions designed to enhance the quality of life for older adults, such as assistive devices and communication technologies, and create a blog post evaluating this technology. Read the blog posts written by your classmates, then write a comment with 2 positive statements and one question. |
| * Reflect on what you have learned throughout this unit of work by completing a [circle of viewpoints](https://www.sadlier.com/school/ela-blog/how-to-use-the-circle-of-viewpoints-routine-with-students#:~:text=THE%20CIRCLE%20OF%20VIEWPOINTS%20ROUTINE%201%201.%20Brainstorm,now%20have%20and%20what%20new%20questions%20have%20arisen.) thinking routine. Consider the different perspectives when approaching attitudes to an aging population and create sentences to express viewpoints from these different perspectives. |
| * Discuss vocabulary and grammatical structures that could be useful when expressing opinions, agreement and disagreement in Turkish. Participate in an ‘expressions bingo’ activity, focusing on revising this information. |
| * Discuss or debate different scenarios that pose ethical challenges concerning aging, such as healthcare decisions, resource allocation and intergenerational equity. |
| * Write a short story envisioning how society may change as the population ages. |
|  |
| Example icon for advice for teachers**Detailed example** **An intergenerational dialogue event with older adults from a Turkish-speaking community, discussing how their lives have changed over time.**   * Discuss the benefits of intergenerational connections and why it is essential to engage in meaningful dialogues with older adults. Share personal experiences you have had with older adults and the benefits of these interactions. * Brainstorm a list of thoughtful questions to ask the older adults during an intergenerational dialogue event. Consider topics such as life experiences, historical events, personal achievements, their impact on their community and their perspectives on societal changes. * Select and write a set of questions in Turkish then share these questions with a partner, providing each other with feedback on the grammar, spelling, formality and style. Edit your questions in response to the feedback you receive. * Conduct and record mock discussions to practise asking questions and responding respectfully, then watch the recording, reflecting on your pronunciation, body language and active listening cues when speaking. * Invite local Turkish-speaking community members to attend an intergenerational dialogue event. Ask your prepared questions, listening actively to the responses, and ask follow-up questions to deepen the discussion. * Take notes during the interview to capture key insights, memorable anecdotes and lessons learned. * Complete a Venn diagram, including information about what their lives were like when they were young and what they are like now, identifying the similarities and differences. * Create a quotes wall, identifying the ways in which the people you interviewed contributed to the community, and the impact that other people’s attitudes to aging have had on their contributions. * Discuss your experiences after the dialogue event, consider how the event impacted your understanding of older adults' lives and share your key takeaways. * Write a reflective journal entry about the intergenerational dialogue event and explore the significance of such dialogues for fostering empathy and building stronger communities. * Share your reflections with the class, allowing for further discussions and insights. |

#### Unit 2- Area of Study 3

## Outcome 3

On completion of this unit the student should be able to deliver a spoken presentation in Turkish that accurately expresses meaning to Turkish-speakers on the subtopic related to Australia that has been studied.

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| --- | --- | --- | --- |
| Concept | Perspective | Topic | Subtopic |
| Legacy | Community | Turkish-speaking culture | Turkish cuisine and its influence |

## Examples of learning activities

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| * Research different communities, their languages, cultural practices and how cuisine is influenced by these factors. Present your findings as annotated images or maps, written texts, infographics or videos. |
| * Discuss how language and culture play a role in the way food is prepared, named and shared in different cultures. |
| * In small groups, watch a video clip of a family or cultural group in Australia, focusing on what foods they make, how food is prepared and shared, and how language is used to express their food culture. In your group, brainstorm the key words you would need to discuss this in Turkish. Create a vocabulary list and provide your class with the most important vocabulary in English and Turkish. |
| * Examine the impact of different waves of migration on language and food culture in Australia. Present your findings through a digital presentation or a poster. |
| * View a video or presentation related to the significance of food in shaping cultural identity, which addresses points such as historical influences, symbolism, and family and community connection. In groups, discuss the significance of food in shaping cultural identity, using a range of prompts (e.g. ‘How does your cultural background influence your food choices?’ or ‘Can you identify any unique culinary traditions in your culture?’). |
| * Share personal experiences about how your food choices reflect your identity, and brainstorm questions in Turkish that could be used when interviewing someone about their food, culture, language and identity. |
| * Conduct interviews with a person or people from diverse cultural backgrounds to understand how food choices reflect their identities and write a personal profile about them. |
| * View examples of food advertisements and discuss the language techniques used to appeal to different target audiences. Create a display for the classroom, labelling the different techniques used. |
| * **Example icon for advice for teachersCreate a written food advertisement about a cuisine originating from a cultural group in Australia, encouraging people in your school community to try cooking or eating it.** |
| * Observe or interview someone while they are cooking or baking. Note the specific language and communication patterns involved in the process and discuss your observations as a class. |
| * Read a transcript of the interview and analyse the grammatical structures used (e.g. imperative mood). Write a simple recipe or task list for something you make at home, using the grammatical structures you have learned or revised. |
| * Research different cultural festivals celebrated in Australia, focusing on how language and food are represented during these events to express traditions, rituals and meaning. Write a persuasive email to a friend, encouraging them to attend an event. |
| * Organise a small culinary showcase featuring traditional dishes from the cultures discussed throughout the unit of work. Taste the dishes and appreciate the diversity of dishes and flavours. |
| * Reflect on what you’ve learned and how the food you cook or eat relates to your cultural identity. Express your reflections through drawings, poems or short texts. |
| * Create an online class space where you can write short articles in small groups, highlighting the culinary traditions, language associated with food, and the cultural significance of certain dishes of Turkish-speaking cultures and communities. Post comments or engage in discussions about what you learn from different groups. |
| * Create a food blog in Turkish that celebrates multicultural cuisine or that celebrates cuisine from Turkish-speaking countries or communities. Include language-related insights, stories behind the recipes, and cultural connections. |
| * Write a feature article in Turkish for a food blog about a traditional recipe from your family. Identify the ingredients and explain the cultural significance of the dish. |
| * Choose a well-known dish that has evolved through different cultures. Research and create a visual representation (e.g. map, timeline, infographic) of the dish's journey, highlighting language, cultural exchanges and the modifications that have occurred. |
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| Example icon for advice for teachers**Detailed example** **A written food advertisement.**   * Discuss the significance of language choice and visual representation in advertising. Share examples of food advertisements you have seen that cater to specific audiences. * Watch a video or presentation about the importance of language use in advertising and how it can influence the target audience's perception and connection with the product. Take notes. * Discuss the role of visual elements such as images, colours and symbols in advertisements and annotate the key elements in a range of advertisements. Discuss how different visuals can resonate with different audiences. * Critically analyse the language used in advertisements, identifying the relevant grammatical structures and use of persuasive techniques. * Research a cuisine from a cultural group in Australia, including the history of the cuisine, and the values and traditions associated with the food culture. Brainstorm ideas for creating an advertisement for an imagined restaurant featuring this cuisine. * Create a draft of your food advertisement, focusing on language and visual elements that are culturally and contextually appropriate. Seek feedback from your teacher. * Edit your work and incorporate feedback, then write the final copy of your food advertisement. * Share your food advertisement with the class, explaining how your language choices are appropriate for the context, purpose and audience. * Provide constructive feedback for your peers and engage in discussions about the impact of the advertisements presented in your class. * Participate in a reflective discussion about your experience creating a multicultural food advertisement, where you discuss the challenges, insights and the importance of cultural sensitivity in advertising. * Provide short-answer responses to a series of reflective questions, for example key learnings and insights on cultural diversity and inclusivity in advertising, and how cuisine can promote connection and understanding between people. |