

Teaching and learning sequence summary

EAP unit standard 30511, version 1: Read and apply understanding in English for academic purposes

This sequence is designed for learners commencing a pathway to tertiary study. It is aimed at learners who are learning to read and process texts for an academic purpose.

It is designed for English language learners who have achieved English language Level 3 reading standards or can demonstrate a similar level of skills.

The step up from Level 3 English language unit standards involves:

- a level informed by low B2 of the Common European Framework of Reference (CEFR)
- the requirement for students to:
 - identify, analyse and evaluate information to determine its relevance to the academic purpose.
 - apply understanding of the written text in a form that is relevant to the academic purpose.

Using the teaching and learning sequences

The teaching and learning sequences will scaffold and prepare students for the formative and summative assessment against this standard. The teaching and learning sequences link to [The Dimensions of Effective Practice](#). Lessons are built around [Principles of effective teaching and learning for English language learners](#). Teachers will also need to make links to relevant [Key competencies](#). Each learning task includes strategies to scaffold the skills required to achieve this standard.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and/or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1	Finding out learners' prior knowledge of <ul style="list-style-type: none"> ● the topic, ● the academic purpose ● academic writing style ● reading strategies 	-
2	<ul style="list-style-type: none"> ● Identifying information from the text that is relevant to the academic purpose. ● Analysing and evaluating the relevance of key information to the academic purpose 	1.1 Meaning gained from the text is identified, analysed and evaluated to determine its relevance to the academic purpose.
3	<ul style="list-style-type: none"> ● Applying meaning gained in order to address an academic purpose. 	1.2 Relevant information from the text is applied in a form appropriate to the academic purpose and in a manner beyond simple information transfer. Form may include but is not limited to – tabulation or summary.

What is the impact of the teaching and learning?

After the learning tasks, students should complete the formative assessment task for unit standard 30511, version 1.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by recycling tasks in the teaching and learning sequences.

When students are ready, they can complete the summative assessment for unit standard 30511: Read and apply understanding in English for academic purposes.

Other assessment links for 'Belonging' level 3

EAP unit standard 30509: *Demonstrate and apply understanding of a short spoken text in English for an academic purpose*

EAP unit standard 30510, version 1: *Deliver a short oral presentation in English for an academic purpose*

EAP unit standard 30507, version 1: *Write a short text under test conditions in English for an academic purpose.*

EAP unit standard 30508, version 1: *Write a short crafted text for a specified audience using resource material in English for an academic purpose.*

Curriculum links

Learning area: English / Social Studies / Health

Focus: Reading

<p><i>Engaging learners with text</i></p>	<ul style="list-style-type: none"> ● Whole-class feedback. Groups take turns giving one factor that helps students feel that they belong. They should not repeat a factor already given by another group. ● If the class agree that this is a factor, they add it to their own list if it is missing. ● Continue until all factors on the students' lists have been discussed. ● Repeat for factors that make students feel that they don't belong. <p><i>Provide multiple opportunities for authentic language use with a focus on students using academic language.</i></p> <p>2. Identify the academic purpose</p> <p>The aim of these activities is to assist students to think about a possible academic purpose for the topic of 'Belonging'.</p> <p>Task 2a. Think / Pair / Share</p> <ul style="list-style-type: none"> ● Students complete the task of matching the academic purpose to the definition individually and then compare answers in pairs. ● Finally discuss the answers as a whole class. Ensure that each group contributes to the feedback. 	<p><i>What information has this provided on student learning gaps that need to be addressed?</i></p>
<p><i>Instructional strategies</i></p>	<p>Task 2b. Identifying academic purpose</p> <ul style="list-style-type: none"> ● In groups students <ul style="list-style-type: none"> ○ read the question ○ identify the academic purpose (review the different academic purposes identified in Task 2a if necessary) ○ Note what information would be required to answer each question. <p>3. Activating reading strategies</p> <p>Review your learners strengths and learning needs in order to determine what reading strategies they need to develop further e.g.</p> <ul style="list-style-type: none"> ● Predicting what will be in a text ● Self-correcting predictions after reading ● Making connections with prior knowledge ● Asking questions about a text ● Skimming and scanning ● Identifying main ideas, supporting detail / specific information 	<p><i>Are my students able to identify and articulate what they have learnt?</i></p>

	<p><i>Select from the following activities according to your learners needs.</i></p> <p>Task 3a. Dictogloss The aim of this activity is to activate prior knowledge of the reading strategy of scanning.</p> <ul style="list-style-type: none"> • Read the text to class who just listen. • Read the text again, and the students write six words only. • In groups, students reconstruct the text. <p>Task 3b. Scanning for information The aim of this activity is to practice scanning in order to find specific information.</p> <ul style="list-style-type: none"> • Use a think / Pair / Share strategy to scan the text for specific information <p>Task 3c. What is skimming? The aim of this activity is to introduce or revise the strategy of skimming.</p> <ul style="list-style-type: none"> • Students complete the barrier activity before moving on the use the strategy in Task 3c below <p>Task 3d. Skimming a text The aim of this activity to to assist students to read to get an overview of a text and decide on its usefulness.</p> <ul style="list-style-type: none"> • In small groups students read the text and highlight the first and last sentences in the paragraphs. • They use these sections to write a summary of the text. • They then read the text more carefully and revise their summary if necessary. • As a whole class share the answer to the final question <p><i>Variation for further practice</i> Complete a joint construction of the summary of main ideas.</p> <p>Task 3e. Active reading - Skim, Predict, Question, Read, Reflect, Evaluate The aim of this activity is to encourage students to use active reading strategies to engage with texts.</p> <ul style="list-style-type: none"> • Students complete each section in pairs and then share their answers with another pair. 	<p><i>Do any students need additional support to complete this task? How will I provide this?</i></p>
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	<ul style="list-style-type: none">● Circulate around the room, monitoring students' understanding of the text and assisting where necessary. <p><i>Further practice</i> A range of strategies to further develop these skills can be found</p> <ul style="list-style-type: none">● at the following website http://www.uefap.com/reading/readfram.htm● In the text <i>Effective Literacy Strategies in Years 9 to 13: A Guide for Teachers</i> which is available on Literacy Online http://literacyonline.tki.org.nz/Literacy-Online/News/Effective-Literacy-Strategies-in-Years-9-to-13-A-Guide-for-Teachers-resource-now-available-online <p><i>Include opportunities for monitoring and self-evaluation.</i></p> <p>Reflection</p> <p>Learning log: Students choose one of the starters to complete a learning log.</p> <ul style="list-style-type: none">● How many different academic purposes can you remember?● What would you like to learn about the topic of belonging?● What makes students feel that they belong to a group?● What makes students feel that they don't belong to a group?	
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Student tasks
Teaching and learning sequence 1

Task 1b. Complete the chart in your group

Factors that help students feel that they belong	Factors that make students feel that they don't belong.

2a: Identifying academic purpose

Match the academic purpose in the box below to the correct definition.

to compare and contrast

to explain

to argue

to persuade

to identify problems and solutions

to discuss

to inform

Academic purpose	Definition
1.	The writer focuses on what is wrong about something and provides ideas on what to do.
2.	The writer tries to convince the reader to agree with his or her point of view on the topic.
3.	The writer covers both sides of an issue and then presents an opinion.
4.	The writer focuses on what is the same and what is different about a subject.
5.	The writer focuses on one side of an issue and gives evidence to support either for or against.
6.	The writer says how or why something happens or has happened. The text may focus on different causes and effects.
7.	The writer gives information about a topic. The writer uses facts.

2b. What is the academic purpose of the following questions?

You may decide that a question can be answered in more than one way.

Academic purpose	Question	What will an answer to this question contain?
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	What factors result in teenager feeling connected?	
	What issues can result in a lack of connectedness. What are some possible solutions to these issues?	
	Is a sense of connectedness important for teenagers?	
	Why feeling that I belong is important to me.	

Task 3a. Dictogloss

Read this text to students

Scanning is a strategy we use to locate specifically required information. When you scan a text you should ignore everything except the specific information you want. Scanning is directed and purposeful and should be extremely fast.

Task 3b. Scanning for specific information

Read the following text quickly and fill in the table. What do the numbers given in the table refer to?

15 - 29	
184	
930,000	
1.1	
2.2	
18	
12.5	

Country a magnet for young migrants

New Zealand is found to be a migration hot spot for the young and educated if everyone who wants to move here were allowed to do so, a poll has found.

Gallup's Potential Net Youth Migration index found the number of migrants aged between 15 and 29 years would burgeon from 930,000 to nearly 2.2 million.

The number of educated adults in New Zealand with at least a bachelor's degree would increase three-fold if all migration was allowed.

Massey University marketing researcher Henry Chung said New Zealand's reputation for being a good place to raise a family and quality education could be the reason behind its popularity with younger migrants.

"New Zealand is definitely an attractive destination for quality lifestyle, is safe, and has a good education system," Dr Chung said.

The overall population - estimated at 4,380,700 at September 30 - would increase by 184 per cent to nearly 12.5 million, making it the second most popular migrant destination on the Gallup's Potential Net Migration Index, released in August. The index is calculated by subtracting the number of people who want to move out of a country from those who want to move into it. New Zealand's adult population would grow the most from international migration, behind Singapore but ahead of Canada and Switzerland.

Net migration numbers are down despite a 1.1 per cent increase in population, Statistics NZ said yesterday. "Net migration has decreased by 18 per cent compared with the previous September year," said Bridget Hamilton-Seymour, population statistics manager.

Tan, L. (2010, November 16). *Country a magnet for young migrants*. *New Zealand Herald*.

Retrieved from

https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=10687864

Task 3c. Skimming

Barrier activity Student A

Skimming is _____ when you want to get a general idea of what a text is about and _____ a text is useful. When you skim a text you _____ and look for the main ideas only. Main ideas are usually found in the _____ of each paragraph and in the first and last paragraphs. It is also useful to look at the _____ of the text.

To help you decide if a text _____ or what part of a text might have information you can use you should quickly read or look at

- _____ which is often a summary of the topic
- _____ and illustrations which will tell you what the text is about
- the first and last paragraphs which can give a good idea of the overall _____ of a text
- the first and last sentences of paragraphs - the first sentence of each paragraph is often an _____ and the last is often a summary of, the paragraph.

Barrier activity Student B

_____ is useful when you want to get a _____ of what a text is about and decide if a text is _____. When you skim a text you ignore the details and look for the _____ only. Main ideas are usually found in the _____ of each paragraph and in the first and last _____. It is also useful to look at the organisation of the text.

_____ you decide if a text is useful or what part of a text might _____ you can use you should quickly read or look at

- the title which is often a _____ of the topic
- headings and illustrations which will tell you what the text is about
- the first and last _____ which can give a good idea of the overall content of a text
- the _____ of paragraphs - the first sentence of each paragraph is often an introduction and the last is often a _____ of, the paragraph.

Task 3d. Putting it into practice

Read the text below:

- Highlight the first and last sentences in the paragraphs.
- Use these sentences to write a summary of the text.
- 'Now read the text more carefully. Does your summary cover the main ideas of the text?
- Is this text useful for our topic? Explain your answer.

The importance of connecting to a group

Having a sense of connectedness to a group can help you to feel happier and it also can help to reduce mental and physical health problems. When people feel they have social support, they have faster recovery from trauma or illness and are better supported in healthy lifestyle habits. Feeling part of a group where you have shared values and interests can help you feel less depressed and increase happiness levels

However it has to be the right group! A study of almost 5,000 people carried out over 20 years (Fowler & Christakis 2008) found that those who surround themselves with happy people are more likely to be happy themselves. It also revealed that happiness is catching – one person's happiness triggers a chain reaction that not only benefits their friends, but their friends' friends – and their friends' friends' friends, with the effect lasting for up to a year. So, the group has to be a happy one to make you happy. And according to research by Cruwys et al (2014), the group also has to be one you identify with. Their study concluded that belonging to a group can provide meaning to life, encourage the giving and receiving social support, and help social create a sense of belonging. Belonging to the right group for you affects your mood and sense of wellbeing.

Adapted from Psychologies (2014). *The importance of belonging to a group*. Retrieved from <https://www.psychologies.co.uk/importance-connecting-group>

Task 3e. Active reading - Skim, Predict, Question, Read, Reflect, Evaluate

Read the text below and complete this table.

Skim	
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<p>Look at the title, headline, any sub-headings (there are no photos or illustrations with this text). Is it relevant to our research topic on belonging and groups we belong to?</p>	
<p>Predict Use the title, headline, any sub-headings to predict what the text will be about.</p> <p>Write down five words or phrases connected with the topic that you may find in the text.</p>	
<p>Question Write down at least two things you would like to find out from the text.</p>	
<p>Read Read the first and last paragraphs and the beginning and final sentences of the other paragraphs.</p> <p>Write down in 1 or 2 sentences what the main ideas are.</p>	

<p>Reflect</p> <p>Were your predictions correct?</p> <p>Do a second more careful reading of these sections and mark any new words that are important for your understanding.</p> <p>Finally check on the main idea and revise what you wrote if necessary.</p>	
<p>Evaluate</p> <p>How does the information fit into what you already think and know?</p> <p>Does it confirm your ideas, add to them, conflict with them?</p> <p>Is there opinion or information that you agree or disagree with?</p>	

Groups people belong to and how we define them

What is a group?

There are many ways to define a group. When we talk about groups in society we are usually referring to people who have gathered together because they have something in common.

Sometimes this can be as simple as people belonging to the same family. Other groups can be based on things they believe in, like churches and political parties, or on hobbies and interests, like sporting clubs and bands. Sometimes people are said to belong to a group based on something they have no control over, like being a man or a woman.

Different kinds of groups include families, friends, classes in school, people at work, sporting clubs, musical groups, dance groups, hobby clubs, religious groups, cultural groups, age groups and gender groups.

Interaction

Most of the groups listed above are groups of people who meet and see each other regularly. You see your family and school friends almost every day. If you belong to a sporting club you probably meet at least once a week to train and one more time to play your sport.

Most groups in society rely on this sort of interaction in order to survive. A church or political party would not last long if nobody attended their meetings. Very few groups are considered to be significant if they do not meet regularly.

Today it is possible for many groups to exist even though very few (sometimes none) of the members have ever met. This is because many groups exist today on the internet. This technology has allowed groups to form with members from all over the world. New technology is changing the way that people meet and interact.

Voluntary and involuntary

Have you ever heard the old saying, "You can choose your friends, but you can't choose your family?" Some of the groups that people belong to are groups that they didn't choose. These are groups like families and groups that are based on cultural or racial distinctions. These are groups that are based on involuntary membership.

Most groups that are active in society rely on voluntary membership. This means that they need people to volunteer to join them. These are groups that are made up of people who have common interests and hobbies. These include groups like sports clubs, political parties, music groups and charities. Groups that have formed using recent media technology like the internet are also based on voluntary membership.

Some groups have requirements that must be met before a person can become a member. These requirements can include things like paying a joining fee, agreeing to a code of conduct or having the support of one or more existing members.

Groups in society

It can be said that society as a whole is made up of the various groups that exist within it. Most people are members of several groups and will share interests and

experiences with many other people. The impact that each of these groups has on society will vary depending on the type of group, but all of them play an important part in our lives.

Skwirk Online Education (n.d). Retrieved from http://www.skwirk.com/p-c_s-1_u-110_t-291_c-976/groups-people-belong-to-and-how-we-define-them/nsw/groups-people-belong-to-and-how-we-define-them/media-representation-and-global-identity/what-is-in-a-group-

EAP unit standard 30511, version 1: Read and apply understanding in English for academic purposes

Dimension of effective practice	Teaching and learning sequence 2: Identifying, analysing and evaluating information from the text to determine its relevance to the academic purpose.	Metacognitive prompts
<p><i>Expectations</i></p> <p><i>Knowledge of the learner</i></p> <p><i>Engaging learners with the text</i></p>	<p><i>Identifying the learning outcomes including the language demands of the topic.</i></p> <p>Teaching and learning purposes</p> <ul style="list-style-type: none"> ● Meaning gained from the text is identified, analysed and evaluated to determine its relevance to the academic purpose (1.1) <p>Student learning outcomes:</p> <ul style="list-style-type: none"> ● I can choose information that is relevant to the academic purpose. <p><i>Choose from the following activities according to the strengths and learning needs of students.</i></p> <p><i>Finding out the learners' prior knowledge</i></p> <p>1. Ranking exercise</p> <p>The aim of this activity is to find out how well students can evaluate information to meet an academic purpose.</p> <ul style="list-style-type: none"> ● Students cut up the grid of factors and research questions. ● They organise the factors into two groups, headed by one of the research questions provided. ● Student rank the factors with the most important at the top and the least important at the bottom. ● Each group explains their ranking to another group. 	<p><i>Which students will need extra support to identify key</i></p>

<p><i>Instructional strategies</i></p>	<ul style="list-style-type: none"> ● Circulate while the task is being completed and note what students can and cannot do. Use this information to inform further teaching and learning. <p><i>Providing multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>2. Four Corners</p> <p>The purpose of this activity is to give students the opportunity to understand key information and decide its relevance to the academic purpose.</p> <p>Use a variation of the Four Corners activity.</p> <ul style="list-style-type: none"> ● Place one academic purpose in each of the four corners of the room. ● Give each student a piece of paper with one piece of key information that matches one of the academic purposes. ● Students then circulate to find the opening statement that matches the key information they have been given. ● While the students are working, observe their progress, making note of what students can and can't do. ● When students have chosen their 'corner' give them a short time to check that everyone has matched their key information correctly. They can move again if necessary. <p>3. Trash or Treasure</p> <p>The aim of this activities is to assist student to evaluate information in relation to their academic purpose.</p> <ul style="list-style-type: none"> ● In pairs students analyse and evaluate the text in relation to the academic purposes and research questions. ● Students then form groups of four to review their answers and decide which is the most appropriate research purpose and research question for this text. 	<p><i>information and its relevance to the academic purpose?</i></p> <p><i>What further opportunities can I use to enable students to practise these skills?</i></p>
<p><i>Knowledge of the learner</i></p>	<p><i>Providing multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>Task 4: The negative effects of a feeling of not belonging</p> <p>The aim of these activities is to provide support for learners to identify information relevant to their academic purpose and justify their selection.</p>	<p><i>What information has this sequence</i></p>

	<p><i>their own and become depressed. They might also try to find a group who they think will accept them. These could be people with similar problems or who are a negative influence but these things only happen once the students feels that they are not important.</i></p> <p>Task 5: The positive effects of belonging The aim of these activities is to ensure that students can evaluate information that is relevant to the academic purpose and justify their selection independently.</p> <p>Task 5a. Identifying relevant information</p> <ul style="list-style-type: none"> • Using the same text <i>The Importance of Belonging for Teenagers</i>, students work in groups to highlight the positive effects for teenagers of belonging • A completed copy of the notes is put on the board or outside the room. • The students work in groups of three or four to take turns running to the text and returning to dictate a section to their group. • The first group to complete the text correctly is the winner. • Student compare their completed notes with the effects they highlighted in the text noting any difference and highlighting these on the text. <p>Task 5b: Rank the negative effects</p> <ul style="list-style-type: none"> • In groups students select the most important positive effects of feeling that they belong for teenagers. • They write an explanation of their ranking. Each student should make a copy of the explanation <p>Task 5c: Peer review</p> <ul style="list-style-type: none"> • Two students should review the explanation of another groups and complete the Peer Review grid • Once peer review is completed they can return to their home group and make any necessary changes. <p>Task 6: Putting it all together The purpose of this task is to provide practice in identifying, analysing and evaluating meaning to determine its relevance to an academic purpose.</p> <p>Completion of this task will inform decisions around student readiness for formative assessment or learning</p>	<p><i>How can I form groups so that students can support each other?</i></p> <p><i>How can I ensure that all students are involved in the activity?</i></p>
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	<p>needs that must be addressed before assessment can take place</p> <ul style="list-style-type: none"> ● Students read the text and identify the positive and negative effects of belonging to groups on teenagers. ● They then rank the three most important effects in order of relevance to the academic purpose and explain their ranking. ● Students can reuse the peer review grid, Task 5c, to provide feedback on ranking and explanations individually or in small groups. ● Students make any necessary changes to their ranking and explanations. <p><i>Providing opportunities for reflection and evaluation</i> Reflection: Students answer one of the following questions. 1. What helps you to decide if a text is useful? 2. What are three things you should include in an explanation of ranking?</p>	<p><i>What does the class discussion show me about students' understanding of the task?</i></p> <p><i>Are my students able to identify and articulate what they have learnt?</i></p>
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Student tasks

Teaching and learning sequence 2

Task 1: Ranking exercise

Organise these factors into two groups.

1. First find the **two** research question.
2. Then organise the factors under the correct research question.
3. Rank the factors in order of importance.
4. Explain your ranking to another group. You must explain why you put things in the order you chose.

What are some ways that schools can be inclusive?	Having welcome signs in many languages.	Making sure students learn about different cultural groups.
Playing music from the country of origin of its families shows a respect for the diverse backgrounds of community members.	Identifying and removing any barriers that prevent students from taking part in schooling.	How can schools celebrate cultural diversity?
Encouraging the participation of all students.	Having a local community member to translate the school newsletter can help to make content relevant and accessible to families.	Paying special attention to students who may be at risk of failing for any reason.

Task 2. Four Corners

Place these in the four corners of the room
<p>Academic purpose 1</p> <p>Your academic purpose is to answer the following research question: <i>Explain why belonging is important.</i></p>
<p>Academic purpose 2</p> <p>Your academic purpose is to answer the following research question: Why do teenagers want to fit in?</p>

Academic purpose 3

Your academic purpose is to answer the following research question:
What can schools do to to ensure student well-being in schools?

Academic purpose 4

Your academic purpose is to answer the following research question:
Discuss the negative results that feelings of not belonging can cause teenagers.

Key information

A lack of belonging can have negative effects for children and young people, causing them to become disengaged with school, and involved in activities which do not help their learning. It is important that both parents and schools make sure that young people feel accepted.

School resources, such as English language classes, can improve academic progress in immigrant children. Teachers can help young immigrants feel a greater sense of belonging at school through supportive teacher-student relationships.

High-achieving school environments often emphasise both high expectations and valuing each student within the school community. Teaching practices that support both academic achievement and use classroom management strategies to create a positive, welcoming environment result in both academic gains and increased supportive behaviour among students.

Social groups can offer a set of guidelines about how to behave, dress and think. Dressing, behaving and thinking like the rest of a subculture can give teenagers a sense of belonging and identity. It can also just be fun to be in a group.

It is hugely important for our children and young people to have a strong sense of belonging, and to many psychologists this is the most important thing in child development. Research indicates that unless children and young people within schools feel welcomed, valued, respected and feel like they 'belong', their level of educational participation and engagement will always be limited. Participation and engagement have a significant effect on success both inside and outside of school.

Task 3. Trash or treasure

The world is full of information. However, not all of it is useful or accurate.

Read the following texts and answer the questions below.

Text 1

Inclusion

Inclusive schools are those that welcome all school staff, students and their families. Inclusion involves welcoming the diversity that exists within a community – respecting and celebrating the differences between people. This diversity includes; beliefs, religion, cultural heritage, education level, language, social or economic circumstances, family arrangements, gender, sexual orientation, lifestyle, personality, interests, learning style, abilities and disabilities.

Teachers need to be aware of the diversity in their school community and make an effort to include all students, taking into account the range of individual needs including cultural, religious, social and economic or academic needs.

Schools should also teach about inclusive behaviour, what this does and doesn't involve. They should also celebrate differences. This makes it more likely that students will gain a sense of acceptance and belonging to their school.

Schools can be inclusive by:

- Identifying and removing any barriers that prevent students from taking part in schooling;
- Encouraging participation from all students;
- Paying special attention to those groups of students who may be at risk of failing for any reason;
- Using teaching methods that are inclusive;
- Teaching about inclusion.

Celebrating cultural diversity

It's important that all families feel valued and significant to the school and that their contribution to the school community is appreciated.

Working to build shared understandings about each other's needs and beliefs, can go a long way towards helping people feel respected and connected to the school community.

Talking to community members can help the school to learn about different cultural beliefs and encourage discussions with families that are respectful of these beliefs.

There are lots of things that school staff can do to build a positive school community. Sometimes small actions can be significant.

For example:

- Playing music from the country of origin of its families shows a respect for the diverse backgrounds of community members;
- Have welcome signs in many languages;
- Having a local community member to translate the school newsletter can help to make content relevant and accessible to families;
- Making sure students learn about different cultural groups.

Adapted from MindMatters. *Relationships and belonging*. Retrieved from

https://www.mindmatters.edu.au/docs/default-source/learning-module-documents/j4383_mm_modulesummary-1-4-relationships-and-belonging-v6.pdf?sfvrsn=0

Research question	Academic purpose <i>Circle one</i>	Does the text have any information that can be used to answer the research question? <i>If it does copy one example below that you could use to answer the research question.</i>
What can schools do to become more inclusive?	Explain Argue Discuss Inform Problem / Solution Compare / Contrast	
Are New Zealand schools inclusive?	Explain Argue Discuss Inform Problem /	

	Solution Compare / Contrast	
Why is it important that schools are inclusive?	Explain Argue Discuss Inform Problem / Solution Compare / Contrast	

Task 4a: Identifying information relevant information

Read the text below and highlight any possible negative effects for teenagers of feeling that they don't belong.

The Importance of Belonging for Teenagers

Teens need to feel a sense of belonging to feel good about who they are. Those who do not have at least a few close friends often suffer from isolation, insecurity and a poor self-image. Teens gain much of their identity from the people they spend time with, because these people often reflect similar interests and beliefs. Whether peer groups are found in school, community or church groups, positive groups will help build healthy emotional and psychological development through a strong sense of belonging.

Positive Belonging

Teens who find a secure place in a particular group with those who share common interests are more apt to feel a sense of positive belonging, which can influence choices and relationships along the way. A sense of self-respect and self-confidence is gained from being a part of a group with good values. Teens who spend time together and are interested in significant areas of life can encourage and support each other to achieve their goals.

Peer Pressure

Teens who have a sense of belonging to a particular group learn valuable lessons from social interaction within the group. Teens often judge themselves based on what their peer groups says or thinks. The members of peer groups provide important feedback about behavior and personalities to group members. Teens who are a part of a group with positive goals and influences can gain confidence in social settings by learning the value of cooperation for the good of the group.

Teens who belong to a positive group, and share a sense of belonging with group members, are often better able to resist negative peer pressure from outside sources. These teens often possess a strong sense of self worth. However teens who do not feel that they belong may join groups that have a negative influence. These negative peer groups may affect their behaviour, academic performance and even lead to drugs, alcohol and gang activity.

Family Connections

Teens need need to feel a sense of belonging their family even though they may spend more time with friends than at home during the teen years. Teens have a strong need to belong, and although they will begin to experiment with relationships outside of the family and closest friends, it is important that strong family relationships are maintained.

Adapted from P. Richards (2013) *The Importance of belonging in teenagers*. Retrieved form <https://www.livestrong.com/article/1002787-importance-belonging-teenagers/>

Barrier activity - Student A

What are some possible negative effects for teenagers of not belonging?

They may

- be _____ and not have any friends
- be insecure, _____ they don't trust their own decisions
- think they are _____ or that they don't matter to anyone
- _____ negative peer groups
- behave _____
- do badly at school

- start _____ drugs or alcohol
- join gangs

Barrier activity - Student B

What are some possible negative effects for teenagers of not belonging?

They may

- be lonely and not have any _____
- be insecure, this means that they don't trust their own _____
- think they are not important or that they _____ _____ to anyone
- join negative _____ _____
- behave badly
- do badly at _____
- start using drugs or alcohol
- _____ gangs

Task 4b: Ranking the negative effects of a feeling of not belonging for teenagers

Effect	Explanation of ranking
	We ranked this as the most important negative effect because

Task 5a: The positive effects of belonging

1. Read the text *The Importance of Belonging for Teenagers* a second time.
2. Use a different colour to highlight the positive effects for teenagers of belonging.
3. Work in groups to complete the running dictation.
 - Take turns.
 - Each member of your group must read the notes and then come back and dictate what to write.
 - Then check the notes against the things you have highlighted in the text.
 - Add anything you have missed or remove anything that is incorrect.

Text to display**What are the positive effects for teenagers of belonging?**

They may

- feel good about themselves
- have healthy emotions
- have good psychological development
- make good choices
- have good relationships with people
- have good self-respect
- be confident
- have support from other people
- learn to mix with other people
- learn how to behave in groups
- learn to cooperate with others
- be able to resist negative peer pressure

Task 5b: Ranking the positive effects of a feeling of belonging for teenagers

Explanation of ranking

Task 5c. Peer review grid

Read another group's explanation of their ranking.

Use the following grid to give feedback on their explanation.

Your name	No / Yes - if it is yes, copy what they have written. Write the first and last 2-3 words only e.g. <i>As a result ... become depressed</i>
Partner's name	
Has the effect been stated?	
Have they explained why they chose this?	
Have they given an example from the text of how this affects teenagers?	
Do you have any other advice to give?	

Task 6: Putting it all together

Read the text below and then answer the question.

The academic purpose is explanation.

You will investigate the effects of belonging on teenagers and determine which are the most important effects in order to answer the following research question:

Research question: Is a sense of belonging important for teenagers?

The Importance of Belonging in Teenagers

Teens need to feel a sense of belonging to feel good about who they are. Those who do not have at least a few close friends often suffer from isolation, insecurity and a poor self-image. Teens gain much of their identity from the people they spend time with, because these people often reflect similar interests and beliefs. Whether peer groups are found in school, community or church groups, positive groups will help build healthy emotional and psychological development through a strong sense of belonging.

Positive Belonging

Teens who find a secure place in a particular group with those who share common interests are more apt to feel a sense of positive belonging, which can influence choices and relationships along the way. A sense of self-respect and self-confidence is gained from being a part of a group with good values. Teens who spend time together and are interested in the same things can encourage and support each other to achieve their goals.

Peer Pressure

Teens who have a sense of belonging to a particular group learn valuable lessons from social interaction within the group. Teens often judge themselves based on what their peer groups says or thinks. The members of peer groups provide important feedback about behavior and personalities to group members. Teens who are a part of a group with positive goals and influences can gain confidence in social settings by learning the value of cooperation for the good of the group.

Teens who belong to a positive group, and share a sense of belonging with group members, are often better able to resist negative peer pressure from outside sources. These teens often possess a strong sense of self worth. However teens who do not feel that they belong may join groups that have a negative influence. These negative peer groups may affect their behaviour, academic performance and even lead to drugs, alcohol and gang activity.

Family Connections

Teens need need to feel a sense of belonging to their family, even though they may spend more time with friends than at home during the teen years. Teens have a strong need to belong, and although they will begin to experiment with relationships outside of the family and closest friends, it is important that strong family relationships are maintained.

Adapted from P. Richards (2013) *The Importance of belonging in teenagers*. Retrieved from <https://www.livestrong.com/article/1002787-importance-belonging-teenagers/>

Part A

List the negative effects that belonging to groups can have on teenagers	List the positive effects that belonging to groups can have on teenagers

Part B: Analyse and evaluate

Identify the three most important effects that belonging to groups can have on teenagers in order of relevance to the academic purpose and explain your ranking. Put the effect that is the most important to student's well-being at the top and the one that has the least positive effect at the bottom.

Explain your ranking. Your answer must be in your own words and not copied from the text. Refer to the information from the text in your answer. Write approximately 100 - 150 words in total.

Effect	Explanation of ranking
1.	I ranked this as the most important effect because
2.	I ranked this as the second most important effect because

3.	I chose this as the least important effect because
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<p><i>Instructional strategies</i></p>	<p><i>Variation for further practice</i></p> <p>Provide further opportunities for students to apply information in a form that is appropriate to an academic purpose. For these activities it is necessary to set a clear academic purpose e.g. comparing and contrasting, problem solving, discussion, analysis, as well as a task to complete, such as information transfer. The questions from TLS 1 Task 2b could be reused for this purpose.</p> <p><i>Using approaches that include listening, speaking and writing.</i></p> <p>2. Paraphrasing: Verb dictation</p> <p>The purpose of activities 2 and 3 is to ensure that students can paraphrase texts.</p> <ul style="list-style-type: none"> ● Teacher reads each sentence and writes the verb only on the board. ● When finished, students use the verbs as prompts to recreate the sentences orally. ● They can then write the sentences. ● Finish with a discussion on why students need to paraphrase. <p><i>Recycling the use of the same language in different ways</i></p> <p>3. Paraphrasing practice</p> <p>The aim of this activity is to consolidate learning by providing practice in paraphrasing parts of a text.</p> <ul style="list-style-type: none"> ● Teacher models joint construction of a paraphrase of Text A working through the key steps (as in the verb dictation). ● Students then work in small groups to paraphrase Text B using the model as a guide. This is done on an A3 sheet of paper. Students choose a different coloured pen. Each student is responsible for one sentence. ● When finished each group attaches their sheet onto a wall and paraphrases are compared. <p><i>Planning the learning tasks so that all learners are actively involved</i></p> <p>4. Summarising skills</p> <p>The purpose of activities 4 and 5 is to ensure that students can summarise texts.</p> <ul style="list-style-type: none"> ● Read a short text together as a class 	<p><i>What further opportunities can I use to enable students to practise these skills?</i></p> <p><i>What information has this sequence provided on student learning and gaps that need to be addressed?</i></p> <p><i>What further opportunities can I use to enable students to practise these skills?</i></p>
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	<ul style="list-style-type: none"> ● Ask students to look at a specified paragraph and write a statement that sums up the main idea or ideas. ● Students compare and discuss their statements in pairs or groups. 	
	<ul style="list-style-type: none"> ● Explain to students that not all paragraphs have a main idea e.g. a conclusion will be a summary of the main ideas. ● Ask students to summarise the overall idea of the text and / or give the text a title <p><i>Variation for further practice</i></p> <p>Repeat the activity using the second text or other alternative texts.</p> <p><i>Providing multiple opportunities for authentic language use with a focus on learners using academic language</i></p> <p>5. Summarising succinctly</p> <ul style="list-style-type: none"> ● Students are in small groups. Each person in the group is allocated a paragraph to find the main idea and write one sentence on a strip of paper. ● Students then put the statements together and write a summary (making sure that there is no repetition). ● Students then add to the summary by explaining to what extent the text meets the academic purpose. <p>Follow up: Groups present their summaries for other groups to critique.</p> <p><i>Planning the learning tasks so that all learners are actively involved.</i></p> <p>6. Tables and flow charts</p> <p>The aim of this activity to to provide practice in aplying information in different ways for different academic purposes.</p> <ul style="list-style-type: none"> ● Students cut up the information and arrange into columns of problems and solutions. ● They give the columns a title, write a suitable research question and take a photo of their work. ● Students then share their work with another group noting any differences between their arrangement of information and their research question. 	<p><i>How can I make links to knowledge students have about summarizing?</i></p> <p><i>Have I thought about pairing students so that those who are stronger in this area and support others who need more assistance?</i></p> <p><i>What has the reflection shown</i></p>

	<ul style="list-style-type: none">• The students repeat the activity but this time they match problems with possible solutions.• They repeat the activity a third time matching what schools should do and why they should do this. <p><i>Variation for further practice</i> Repeat the exercise using other suitable texts e.g. texts from earlier parts of the teaching and learning resource or online texts on the topic.</p> <p><i>Providing opportunities for reflection and evaluation</i> Reflection:</p> <ul style="list-style-type: none">• 1. Recall two things from the lesson that will help you to meet the learning outcome.	<p><i>me about the learning of my students through this sequence?</i></p>
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Student tasks
Teaching and learning sequence 3

Task 1: Finding the correct information

Academic purpose: To inform

Research question: *How can we make sure that our classrooms and schools are places where all students are successful and feel that they belong?*

a. Rewrite the question in your own words.

.....

.....

b. What information would you look for to answer this question?

.....

.....

c. Read the text and highlight any information that you think will help you answer the research question.

Migrant students make up a growing number of students in schools throughout the world. These students and their families face numerous challenges as they settle into new countries, adjust to their new environment, and learn the language of schooling.

Elizabeth Coehlo (2002) argues that there is widespread concern about the academic performance of newcomer children. These students often experience feelings of isolation and stress about their ability to learn the new language. They have difficulty expressing their feelings and demonstrating knowledge and skills, due to limited proficiency in the language of the school.

The role of schools is to create inclusive environments for students from diverse backgrounds, where they feel safe, welcome and cared for. Sousa (2011) argues this is essential for learning and that feelings of insecurity, threat or anxiety can create barriers to learning.

Schools can be places that bring children, adults and communities together and they play an important role in helping newcomer children and families successfully fit into the school and community. Schools can become inclusive places that create a safe space for students to explore the languages and cultures that they and their families bring to the school.

Many newcomer/migrant students arrive in their new schools with additional languages other than the language of the school. Schools and communities need to value these language and cultural backgrounds and experiences. According to Cummins (2001) newcomer/migrant students' cultural knowledge and language abilities in their home language are important resources, not problems to be overcome.

When educators take the time to find out about their students' past experiences and culture and then incorporate students' personal and cultural strengths into teaching and learning, everyone benefits (Coelho, 2012). Gathering background information about newcomer students helps both students to feel welcome and teachers to understand their students' needs. She (2012) argues that teachers who take the time to learn about their students' past experiences, and home and community cultures, are better able to provide a good learning environment for students.

In order for students to be successfully integrated into the school system and achieve academically, they must feel they are able to maintain their own identity.

Adapted from *Creating and inclusive classroom environment*. Retrieved from <https://moodle.community.ecml.at/mod/book/tool/print/index.php?id=188>

Task 2 : Paraphrasing: Verb dictation

- Your teacher will read each sentence and write the verb only on the board.
- In pairs, use the verbs as prompts to retell the text.
- Write the text together.
- At the end discuss why you need to paraphrase.

Text to be read to students - Teacher use only

1. **Read** the text until you understand its full meaning.
2. **Underline** the main ideas.
3. **List** main ideas
4. **Rewrite** the text by
 - **using** synonyms or phrases for the key words,

- **changing** the word form
- or **changing** the word order.

5. **Include** the name of the author and **use** quote marks for any phrases copied exactly from the source.

Task 3. Paraphrasing practice

Paraphrase Text A with your teacher

Text A

Migrant students make up a growing number of students in schools throughout the world. These students and their families face numerous challenges as they settle in new countries, adjust to their new environment, and learn the language of schooling.

Elizabeth Coehlo (2002) argues that there is widespread concern about the academic performance of newcomer children. These students often experience feelings of isolation and stress about their ability to learn the new language. They have difficulty expressing their feelings and demonstrating knowledge and skills due to limited proficiency in the language of the school.

The role of schools is to create inclusive environments for students from diverse backgrounds where they feel safe, welcome and cared for. Sousa (2011) argues this is essential for learning and that feelings of insecurity, threat or anxiety can create barriers to learning.

Adapted from *Creating and inclusive classroom environment*. Retrieved from <https://moodle.community.ecml.at/mod/book/tool/print/index.php?id=188>

Now paraphrase this Text B

- In groups go through the steps of paraphrasing with the text below.
- Use an A3 sheet of paper to write your paraphrase. Make sure that each person in the group uses a different coloured pen. Agree together on what you write but each person is responsible for one sentence.
- When finished attach your sheet onto a wall and compare your paraphrase with what other groups have done.

Text B

Schools have great potential to be places that bring children, adults and communities together and they play a vital role in helping newcomer children and families successfully fit into the school and community. Schools can become inclusive places that create a safe space for students to explore the languages and cultures that they and their families bring to the school.

Many newcomer/migrant students arrive in their new schools with additional languages other than the language of the school. Schools and communities need to value these language and cultural backgrounds and experiences. According to Cummins (2001) newcomer/migrant students' cultural knowledge and language abilities in their home language are important resources, not problems to be overcome.

When educators take the time to find out about their students' past experiences and culture and then incorporate students' personal and cultural strengths into teaching and learning, everyone benefits (Coelho, 2012). Gathering background information about newcomer students helps both students to feel welcome and teachers to understand their students' needs. She (2012) argues that teachers who take the time to learn about their students' past experiences, and home and community cultures are better able to provide a good learning environment for students.

In order for students to be successfully integrated into the school system and achieve academically, they must feel they are able to maintain their own identity.

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Task 4 Summarising skills

Possible texts for class activity.

Summary - Text A

Peer relationships are very important to teens. Friendships provide teens with opportunities to develop social skills. Teens can learn how to end a fight and still remain friends. Friends provide fun and excitement for teens through companionship and recreation. Friends also give advice to one another. Teens talk through lots of issues and problems with their friends. Loyalty is a valued trait in friendship. Teens are looking for loyal allies that can help them out at school or in their own neighborhood. Friendships also provide stability during times of stress or change. It is helpful to teens to have a friend who is going through the same situations and can ease the worries and stresses of that times.

What happens when teens don't have friends? Teens without friends tend to be more lonely and unhappy. They tend to have lower levels of academic achievement and lower self esteem. As they get older, they are more likely to drop out of school and to get involved in negative activities.

Friendships change as youth move into their teen years. Teens tend to spend more time with their peers without their parents. There is increased contact with opposite-sex peers. Small groups of friends, or cliques, are formed which help to boost their confidence and give them a sense of identity. Another feature of the teen years is the emergence of crowds. These are large groups of teens who gather together because they have characteristics that identify them with a particular crowd. Teens use crowds to figure out who to associate with. Crowds help teens sort peers into groups of people they would like to spend time with and those they wouldn't. Through crowds, and cliques, teens show other people who they are.

Parents need to encourage friendships among teens. However, it is vital to know who the teen's friends are and to communicate openly about changes in peer relationships and friendships with teens.

Adapted from: Gateway: Parenting Into the Teen Years, Issue 6, University of Illinois Extension. Retrieved from <https://extension.illinois.edu/familyworks/teen-05.html>

Summary - Text B

Researchers suggest the following strategies to create an inclusive learning environment:

- Get to know your students and help them get to know one another.
- Work together as a school staff to make the school welcoming for all students and their parents. This may include having a plan for welcoming families and involving all staff in the orientation of newcomers.
- Become aware of the strengths and needs of new students and their families.
- Reflect the linguistic and cultural diversity of all students in such things as displays, artifacts, posters, pictures, music, games, storybooks, multimedia resources. Ensure that resources used in the classroom show a diversity of people, cultures and perspectives.
- Use resources within the school and community. This may include using interpreters and cultural brokers to bridge linguistic and cultural barriers to communication.
- Provide opportunities for family and community members to become involved in school activities. This may include parents serving as school helpers as well

as providing them with opportunities to share cultural knowledge and experiences with students in the classroom in their home language and language of the school.

- Establish safe places in the school for students. This may include prayer rooms for religious minorities or diversity clubs.
- Ensure all students are valued and respected and that discrimination is effectively and quickly addressed.

Task 5: Summarising succinctly

Academic purpose: Problem solution

Research questions: Identify the causes of loneliness in teenagers and suggest some possible solutions.

Loneliness in teens can cause a number of problems -- in a 2003 article for 'Psychology Today', Hara Estroff Marano even links a lack of connection to school dropouts. Most of all, loneliness makes anyone feel upset and alone. As a parent, you need to walk the fine line between being supportive and smothering your teen when he or she is feeling alone or isolated.

Loneliness in teens can stem from a number of reasons. Social awkwardness and bullying can often trigger isolation. Changes, like moving to a new location, or family changes can also have an affect on a teen's ability to connect. Puberty is also a cause, since it can change emotions and appearance. Finally, teen depression can also have teenagers hiding in their rooms, as social withdrawal is a common side effect of feeling depressed.

If you notice that your teen seems lonely and has little connection with other teens, suggest activities outside of school. Sports, church groups and community groups are ideal for those who feel like they don't fit in with kids in a school setting. Lonely teens might also feel solace in the Internet: a 2010 study published in "Cyberpsychology, Behavior, and Social Networking" found that lonely teens were more likely to seek the comfort of online relationships, viewing them as more protective than face-to-face connections. That's fine for lonely teens, as long as they're being safe online -- a talk with your teen about sharing information and forming relationships is in order before using the computer. However it is rarely the best way to solve loneliness.

Adapted from *Loneliness in teenagers*. Retrieved from <https://www.livestrong.com/article/1003601-effects-teen-curfews/>

Task 6: Creating tables and flow charts

Read the text below and complete the table to answer the following research questions.

Academic purpose: Problem solution

Research question: What problems do new migrant students face and what can schools do to help resolve these problems?

Part A

1. Cut up the information below and arrange it into two columns Problems and Solutions.
2. Give each column a heading.
3. Write a research question for your table or flow chart.
4. Take a photograph of your work.

Part B

1. Now try arranging these in different groups. The first column should be Problems but you should match them with Solutions. You may have several problems with one solution or several solutions with one problem.
2. Give each column a heading.
3. Write a research question for your table or flow chart.
4. Take a photograph of your work.

Parts C

1. Now try a third way or arranging these. Column 1 - What schools should do. Column 2 - Why they should do this.
2. Give each column a heading.
3. Write a research question for your table or flow chart.
4. Take a photograph of your work.

Part D

Work with another group to share your tables and flow charts and discuss your research questions.

Adjusting to a new school environment	Include the languages that students speak	Feeling isolated (alone)
Find out about the students background and past experiences	Adjusting to a new country	Feeling stressed

Poor academic performance	Unable to explain how they feel or what they need because of the language barrier	Frustration because they know how to do the but don't know the words in English
Have information in lots of languages	Teach about the students cultures	Adjusting to a new language
Provide English lessons	Create an environment where students feel safe and welcome	Have bilingual teachers or teacher aides