

## Main idea 2:

# Exploring Cultural Diversity Helps Define Your Own Culture and Appreciate the Value of Others

## CONTRIBUTING QUESTIONS



**Core Question:** “How would your life be similar and different if you grew up in Vietnam/Laos/Timor-Leste/Sri Lanka?” (for the majority of students)



**Structured Question:** “What are the benefits and advantages of growing up in Vietnam/Laos/Timor-Leste/Sri Lanka?” (for those students who require help and support)



**Extended Question:** “How would your life be similar and different if you grew up in Vietnam/Laos/Timor-Leste/Sri Lanka?” (for gifted and high achieving students)

## BACKGROUND INFORMATION FOR TEACHERS<sup>1</sup>

- About 7 million people have migrated to Australia since 1945.
- 45% of Australians are either born overseas or have a parent who was.
- 21 March is Harmony Day when cultural diversity is celebrated.
- People from more than 200 countries make up the Australian community.
- The top 10 countries of birth in Australia are: Australia, United Kingdom, New Zealand, China, India, Italy, Vietnam, Philippines, South Africa and Malaysia.
- More than 300 languages are spoken in Australian homes. Apart from English, the most common are: Mandarin, Italian, Arabic, Cantonese, Greek, Vietnamese, Tagalog/Filipino, Spanish and Hindi.
- More than 100 religions are practised by Australians.

## References

- Vietnamese Culture: <http://www.vietnam-culture.com/>
- Lao Culture: <http://www.laos-guide-999.com/Laos-culture.html>
- Sri Lankan Culture: <http://abooda.com/sri-lankan-culture/>
- Timorese Culture: <http://easttimorgovernment.com/culture.htm>
- Novel: *Water Buffalo Days* by Quang Nhuong Huynh
- Cultural Behaviour: <http://www2.pacific.edu/sis/culture/File/sec1-2-1ht1.htm>
- Fishbone Diagrams: <https://www.moresteam.com/toolbox/fishbone-diagram.cfm>

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1. Facts taken from Harmony Day website: <http://www.harmony.gov.au>

## Main Idea 2: 'Exploring Cultural Diversity Helps Define Your Own Culture and Appreciate the Value of Others'

# Learning Experiences

Learning Experiences	Resources
<p><b>1. Travel brochure:</b> Have students create a travel brochure for the country being studied. Page 37 gives specific instructions together with an assessment rubric. The suggested website provides additional background for students.</p> <p><b>2. My home:</b> Compare and contrast housing around the world. Focus on cultural similarities and differences, for example, age, building materials, climate, location, environment, socio-economics.</p> <p><b>Option 1:</b> Students work in pairs examining photos of four very different houses and then complete a Fishbone Diagram showing similarities and differences.</p> <p><b>Option 2:</b> View website 'Houses Around the World' which shows 18 different houses (with descriptions). Select 4 houses and complete Fishbone Diagram as for Option 1.</p> <p><b>3. Cultural stories:</b> Consider the role of stories in different cultures.</p> <p><b>Directions:</b> Discuss importance of stories in our culture.</p> <ul style="list-style-type: none"><li>• View the YouTube clips made by previous students through the ChildFund Connect program.</li><li>• Group task – Students pick an aspect of their culture to retell in story form.</li><li>• Prepare and present short improvisations.</li></ul> <p><b>4. Exchange Student Hot Seat:</b> Culmination activity for Main Idea 2: 'Exploring Cultural Diversity Helps Define Your Own Culture and Appreciate the Value of Others'. Students work in ability groups previously formed to address differentiated questions and prepare for Hot Seat.</p> <p><b>Core Question:</b> "How would your life be similar and different if you grew up in Vietnam/Laos/Timor-Leste/Sri Lanka?"</p> <p><b>Structured Question:</b> "What are the benefits and advantages of growing up in Vietnam/Laos/Timor-Leste/Sri Lanka?"</p> <p><b>Extended Question:</b> "How would your life be similar and different if you grew up in Vietnam/Laos/Timor-Leste/Sri Lanka?"</p>	<p>Student instructions (p37) Website: <a href="http://www.culturecrossing.net/basics_business_student_details.php?id=9&amp;CID=236">http://www.culturecrossing.net/basics_business_student_details.php?id=9&amp;CID=236</a> Examples of brochures at <a href="http://www.childfundconnect.org/">http://www.childfundconnect.org/</a> 'My Home' – information for teachers (p38) 'My Home' photo sheet (p39) Fishbone Diagram (p40) Houses around world website: <a href="http://www.hagafoto.jp/templates/hagahaga/topics/house/house-e.html">http://www.hagafoto.jp/templates/hagahaga/topics/house/house-e.html</a></p> <p>Student videos: Lovestory: <a href="http://www.youtube.com/watch?v=Eu_itdra1Nc">http://www.youtube.com/watch?v=Eu_itdra1Nc</a> Story of Crocodile and Timor Leste: <a href="http://www.youtube.com/watch?v=3cW3Bf7Bgu0">http://www.youtube.com/watch?v=3cW3Bf7Bgu0</a> Crow Story: <a href="http://www.youtube.com/watch?v=RwvpyO8GCqg">http://www.youtube.com/watch?v=RwvpyO8GCqg</a></p> <p>Hot Seat activity teacher directions (p41) Hot Seat cards for students (p42)</p>

### Assessment

- Travel Brochure assessment rubric.
- Observation of student discussion.

# Travel Brochure

## STUDENT INSTRUCTIONS

### Task

Design a travel brochure for the country you are studying. The finished brochure should be folded A4 in size. It should be informative and eye-catching to attract tourists to your country. Use technology for this task. Gifted students could be asked to design a brochure for specific audiences such as backpackers, seniors etc with their brochure reflecting that audience.

### Content

Your brochure should include sections on each of the following:

- History/Geography: give a brief history of the country and where it is located
- Food: what is eaten and how (utensils, mealtime customs)
- Major attractions: things to do and see
- Cultural traditions: major holidays, celebrations
- Language: including dos and don'ts when communicating
- Travel advice: flights, cost, airport etc
- Reviews: feedback from visitors (make this up)

### Presentation

Think about the colour scheme, consistency of fonts, ease of reading information and visual effect. Do not cut and paste from the Internet. You will be assessed using the following rubric:

Travel Brochure Assessment Rubric Name: \_\_\_\_\_ Country: \_\_\_\_\_ /27

Criteria	0	1	2	3
Presentation (incl. cover)	<ul style="list-style-type: none"> <li>• Effective design/colour</li> <li>• Graphics</li> <li>• Own words</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate design/colour</li> <li>• Graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Low visual interest</li> <li>• Inaccuracies</li> <li>• Cut and paste</li> </ul>	None
History/ Geography	<ul style="list-style-type: none"> <li>• Detailed using own words</li> <li>• Informative</li> </ul>	<ul style="list-style-type: none"> <li>• Some inaccuracies</li> <li>• Adequately written</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly inaccuracies</li> <li>• Badly written/cut and paste</li> </ul>	None
Food	<ul style="list-style-type: none"> <li>• All aspects treated</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks detail in one area</li> </ul>	<ul style="list-style-type: none"> <li>• Too brief or poorly written</li> </ul>	None
Major attractions	<ul style="list-style-type: none"> <li>• Detailed</li> <li>• Vivid descriptions</li> <li>• Own words</li> </ul>	<ul style="list-style-type: none"> <li>• A few things to see/do</li> <li>• Adequate descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Limited things to see/do</li> <li>• Basic descriptions</li> </ul>	None
Cultural traditions	<ul style="list-style-type: none"> <li>• Well written, detailed</li> <li>• Own words</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate</li> </ul>	None
Language	<ul style="list-style-type: none"> <li>• Clear, based on research</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate</li> </ul>	<ul style="list-style-type: none"> <li>• Too brief or poorly written</li> </ul>	None
Travel advice	<ul style="list-style-type: none"> <li>• Detailed</li> <li>• Hotel/Travel/Journey/ Cost</li> <li>• Dining/Food Tips</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate detail</li> <li>• Hotel</li> <li>• Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate</li> <li>• Lacking detail</li> </ul>	None
Visitor feedback	<ul style="list-style-type: none"> <li>• Detailed and varied</li> <li>• Several quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate detail</li> <li>• Motivating</li> </ul>	<ul style="list-style-type: none"> <li>• Limited detail</li> <li>• Boring or non-informative</li> </ul>	None
Submitted on time	<ul style="list-style-type: none"> <li>• Yes: printed and handed in</li> </ul>	<ul style="list-style-type: none"> <li>• In school (electronically) but not printed</li> </ul>	<ul style="list-style-type: none"> <li>• Handed in late</li> </ul>	Not submitted



# My Home Fishbone Activity

**Aim:** To compare and contrast houses from cultures around the world.

**Time required:** 1 session (60 mins).

**You will need:** My Home Photo Sheet, copies of Fishbone Diagram (p40).



## INSTRUCTIONS:

- Distribute My Home Photo Sheet (p39) to students. Students work in pairs to examine the four houses completing a Fishbone Diagram for observations. Each house is represented by a main 'bone' on the fish. Observed details are added to accompanying lines.
- Students should consider characteristics such as age, building materials, climate, location, environment, the layout of the house eg single or multiple rooms.
- Share results to stimulate class discussion. Use guiding questions.
- Create a mind map (or similar) to summarise outcome of discussion.

## GUIDING QUESTIONS:

- Can you explain why homes around the world are different?
- Are homes part of a country's culture?
- What features does a good home have?
- Why do you think houses in some countries have remained the same for centuries while in other places they are constantly changing?
- Why do you think homes are made from different materials?
- Why do some houses only have one or two rooms?
- Is there a difference between a house and a home?
- Could children be equally happy in all four of the houses shown? Why or why not?

## BACKGROUND INFORMATION FOR TEACHERS:

- Despite style, shape, size, choice of building materials or location, houses generally provide: protection from the weather, privacy, security from harm, safe food storage, a space large enough for everyone who lives there, sanitation facilities, a safe water supply. Keep in mind that in many areas these facilities are not always kept under one roof eg outside toilet, laundry, kitchen, cellars etc.
- Housing styles often change as new technology and building methods develop.
- In Anglo-Saxon societies, houses are designed to provide privacy and separation, whereas in other cultures (Vietnam, Timor-Leste) houses often have only one or two rooms. This is as much about cultural preference as it is about materials and money.



# My Home Fishbone Activity

## PHOTO SHEET

**Directions:** With a partner, look closely at the following four photographs. Then create a Fishbone Diagram describing characteristics of each house. Consider age, building materials, climate, location, environment, house layout (single/multi room).

1. A home in rural Sri Lanka.



2. A home in outback Australia.



3. Hue outside her home with her mother and brother in Vietnam.

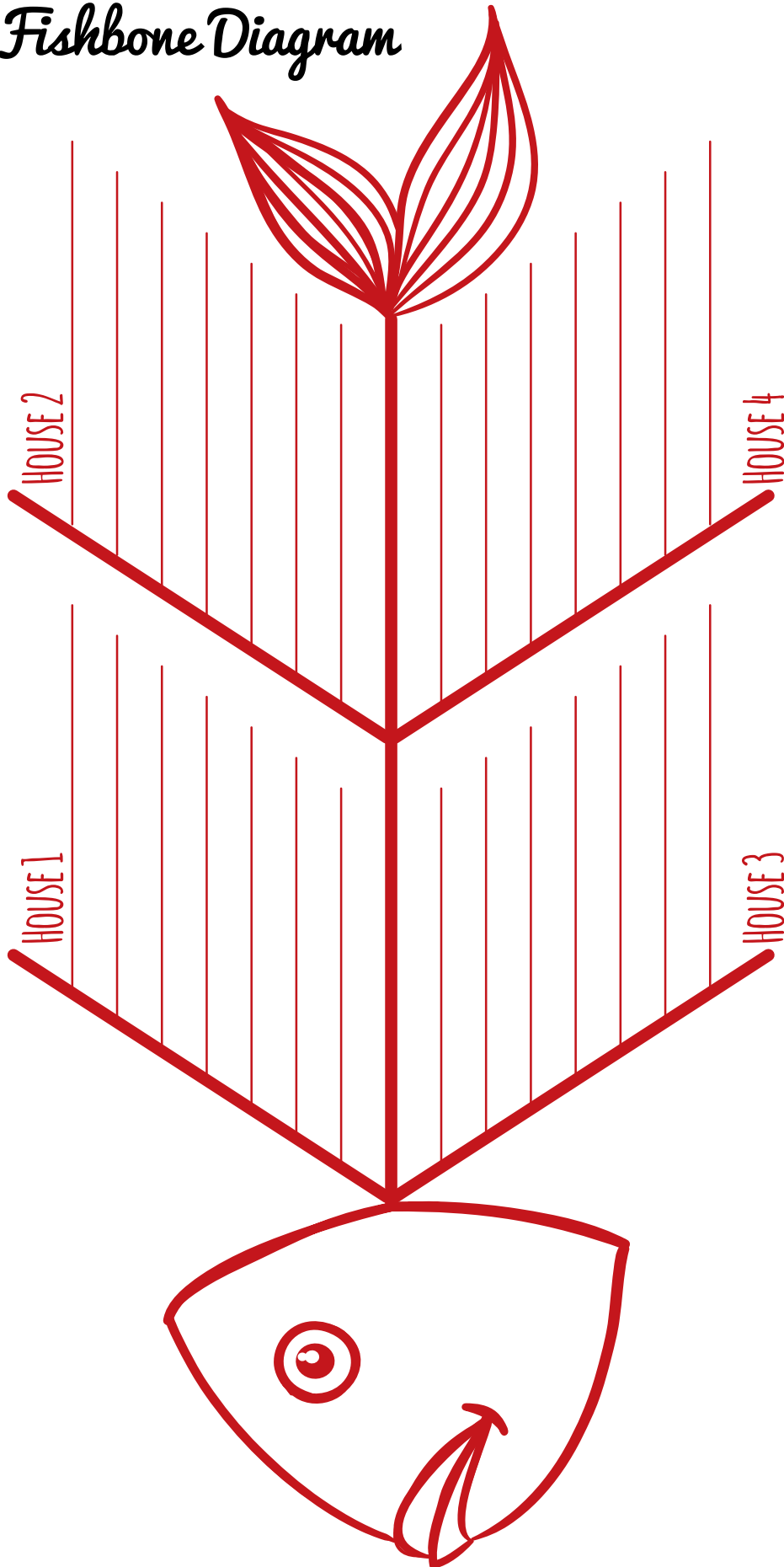


4. May, aged 11, outside her home in rural Laos.





# Fishbone Diagram







# Exchange Student Hot Seat Activity

**Aim:** Respond to Main Idea 2 differentiated questions through participation in hot seat activity.

**Time required:** 1 session (60 mins).

**You will need:** Students grouped (by ability), Hot Seat Cards distributed one per student.



## INSTRUCTIONS:

Group students by ability (using previous groupings).

### Tell students the scenario:

You have just spent the last 6 months living as an exchange student in Vietnam, Timor-Leste, Laos or Sri Lanka. You and several classmates each lived with a family in their community while your exchange partners of similar age lived with your families back in Australia. You all attended the local school, took part in community activities and were responsible for your exchange students' chores within their homes.

You have just returned to Australia and this is your first day back in school. Your classmates are very curious and are going to 'hot seat' you about your experiences.

- Duplicate and distribute cards as appropriate. Form sub-groups if necessary (Group 1=structured, Group 2=core, Group 3=extended).
- Groups to use cards in preparation for the hot seat. Each card is different and addresses the relevant questions associated with Main Idea 2: 'Exploring Cultural Diversity Helps Define Your Own Culture and Appreciate the Value of Others'.
- Cards will assist in anticipating possible hot seat questions. Students should make notes as necessary.
- As groups work, circulate and give assistance as necessary.
- Conduct hot seat. You act as host introducing each group and providing context as appropriate.
- Explain that each group will be responding to a different question. Write the question on the board and direct audience to frame their questions with the group's question in mind.
- After each hot seat, review the group's effectiveness in answering the question.



## TEACHING TIPS:

- Review film content from the ChildFund Connect website (click the WATCH tab) to revisit community life in Vietnam, Timor-Leste, Laos or Sri Lanka: <http://www.childfundconnect.org/>
- Rather than having groups prepare for the hot seat entirely in class, you could set this as a homework task. This would produce discussions or greater depth and prevent time being wasted as students prepare for the hot seat.
- Prior to the hot seat you could write key words on the board as a prompt for the class: environment, family, climate, sports, transport, chores etc.



# Hot Seat Cards



**Group 1 Question:** You are going to be asked about what you think are the benefits and advantages of growing up in Vietnam/Laos/Timor-Leste/Sri Lanka. Remember, you have just lived there for 6 months. Use the following to prepare for possible questions. You will need to take notes. As a group you might also allocate certain areas to different group members so that everyone gets involved.

## Consider:

- Environment: climate, landscape, flora/fauna, pollution. Describe what it was like.
- Recreation activities: What did you do? What did you enjoy most? What was different?
- Role and responsibilities within family: What were your chores? Was more or less expected of you than back home?
- Family: relationships, grandparents. Who lived with you? What were the advantages or disadvantages?
- What did you really like about living in this community? Was there anything you didn't like?



**Group 2 Question:** You are going to be asked about how your life was similar and different growing up in Vietnam/ Laos/Timor-Leste/Sri Lanka. Remember, you have just lived there for 6 months. (You are not saying if it is better or worse.) Use the following to prepare for possible questions. You will need to take notes. As a group you might also allocate certain areas to different group members so that everyone gets involved.

## Consider:

- Environment: climate, landscape, flora/fauna, pollution. Look for similarities and differences.
- Recreation activities: What was the same and what was different? Did you learn anything new?
- Role and responsibilities within family: Look at what you do at home and compare it to what was expected of you overseas. How different was it?
- School: How is going to school different? Is anything similar?
- What things do you do at home that you could not do there? What things did you do overseas that you could not do here?
- Look for cultural similarities and differences. What things in life are important to your family overseas? Is that different to how we feel at home?



**Group 3 Question:** You are going to be asked about what you have learned or realised about your own culture from seeing how people live in Vietnam/Laos/Timor-Leste/Sri Lanka. Use the following to prepare for possible questions. You will need to take notes. As a group you might also allocate certain areas to different group members so that everyone gets involved.

## Consider:

- Environment: climate, landscape, flora/fauna, pollution. After living overseas, does that make you think any differently about your environment at home?
- Recreation activities: Did you get any ideas for your life back at home?
- Family: Role and responsibilities within family, relationships, grandparents.
- School: After living overseas, do you now feel any differently about school in Australia?
- Are there things you have not previously thought about in your own life until you saw how other people live? Is there anything we could borrow from their culture to improve ours?
- Is it important to learn about other cultures? How does that affect our view of the world?