

Main idea 1:

Culture is Diverse and Multifaceted

CONTRIBUTING QUESTIONS



Core Question: “How do people express their culture?” (for the majority of students)



Structured Question: “How are cultures similar and different?” (for those students who require help and support)



Extended Question: “Is it possible to maintain your individuality when you are part of a group and is this important?” (for gifted and high achieving students)

BACKGROUND INFORMATION FOR TEACHERS

Definitions of culture include:

1. Culture is simply the ensemble of stories we tell ourselves about ourselves – Clifford Geertz
2. Culture is the way of life of a particular society or group of people, including patterns of thought, beliefs, behaviour, customs, traditions, rituals, dress and language, as well as art, music and literature – Webster’s New World Encyclopedia
3. The ideas, customs and social behaviour of a particular people or society – Oxford Dictionary
4. The totality of socially transmitted behaviour patterns, arts, beliefs, institutions and all other products of human work and thought – Yahoo Kids Dictionary

References

- What is Culture? YouTube video <http://www.youtube.com/watch?v=57KW6RO8Rcs>
- Identity & Culture in a Globalizing World <http://fc.gsacrd.ab.ca/~cmadill/FOV2-00065971/FOV2-00065974/FOV2-00065975/FOV2-000659A3/Perspectives%20on%20Globalization,%20Chapter%202,%20Identity.pdf>
- Common Threads: Weaving Child Rights into Global Education <http://www.plan.org.au/Learn/Learning-Resources/Common-Threads.aspx>
- Cultural Diversity in Australia: Australian Bureau of Statistics
- The Jigsaw Classroom <http://www.jigsaw.org/overview.htm>
- Think, Pair, Share <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>
- How to Mind Map <http://www.youtube.com/watch?v=4wZ5wV5dPZc>
- Background information from Asia Education Foundation about Timor-Leste can be found at: http://www.asiaeducation.edu.au/teachers/curriculum_resources/countries/timor-leste/timor_leste_resources_landing.html

Main Idea 1: 'Culture is Diverse and Multifaceted'

Learning Experiences

Learning Experiences	Resources
<p>1. Re-define 'culture': Review the definition of culture agreed upon with students. Consider the customs, social behaviour and ideas that combine to produce a culture. THINK/PAIR/SHARE: Place students in pairs and ask them to list aspects of a culture that contribute to its uniqueness, for example, traditions, fashion, religion and music. Create a word bank with photos to display around culture definition.</p> <p>2. Movie Analysis: View 'The Our Day Project' film (30 mins). Hand out Movie Analysis worksheets for students to record cultural similarities/differences. After the film, have a class discussion about the cultural similarities/differences observed by students. Create a class summary. Students can also create a mindmap or use a 'Wordle' style program to record results.</p> <p>3. Badges Activity: Introduce students to the ChildFund Connect website. Students can register using their school email. Email ChildFund Connect to set up your private online class. Once logged on, students explore the site and create a personal avatar. The Badges Activity requires students to view short videos and answer questions based on that country's culture. Badges are collected as tasks are completed. Students complete Plus/Minus/Interesting activity (PMI) either as they view the videos or as a whole class activity afterwards. Explain that during the unit badges may be awarded for: Achievement/Creativity/Cooperation/Initiative/Research. Bronze, silver and gold levels will apply to each badge. (See p48 for more information.)</p> <p>4. Group Task 1 – Photo Stories: Groups select an aspect of culture previously discussed, for example, fashion, sport or food. Next, they plan and shoot a short photo story (5 photos only), which represents that aspect of culture. This task will take several sessions to complete. See p27 for step-by-step instructions. When completed, photo stories can be uploaded to the ChildFund Connect website. Encourage students to comment on each other's photo stories in their online class group. They can comment on camera techniques and how well each group captured their topic.</p> <p>5. Jigsaw Activity: This is the culmination activity for Main Idea 1: 'Culture is Diverse and Multifaceted'. Students will work in ability groups to address the core/structured/extended questions identified above.</p>	<p>DVD: 'The Our Day Project' Movie Analysis: The Our Day Project (p25) Wordle http://www.wordle.net/ Bubblus https://bubbl.us/ Mindmeister: http://www.mindmeister.com/ ChildFund Connect website: http://www.childfundconnect.org/ Email ChildFund Connect to set up your class group contact@childfundconnect.org Computer/internet access required. Badges Activity (p26)</p> <p>Group Task: Photo Story (p27) Photo Story Planning Sheet for students (p28) Photo Story Evaluation Rubric (pp29-30) ChildFund Connect Resources: http://www.childfundconnect.org/resources</p> <p>Jigsaw Activity Instructions (p31) Jigsaw Task Cards (p32) Jigsaw Response Sheet for students (p33) Cultural Photos for students (p34)</p>

Assessment

- Teacher observation of students working with a partner.
- Observation of student ability to access and navigate the website.
- Success in students completing the badge task.
- Use of teacher awards on the website for collaboration, effort, initiative, research.
- Rubric (pp29-30) for student performance in working with others to create photo stories.



Movie Analysis: The Our Day Project

Directions: As you watch the film, observe the children and how they live. Using the categories below, note down what you see. Organise your notes by using bullet points. When you have finished, put a tick beside things you think are culturally different and put 2 ticks beside things you think are culturally similar (common to all children regardless of where they live).



Chores



Food



Entertainment/Games/Spare Time



Animals



Family



Other



Badges Activity

Your name: _____ Country: _____

In this activity you will need to view short videos about your country and answer some simple questions. As you do, you will be awarded badges. Circle them as they are achieved. While viewing the films, record anything you see or hear which you find to be a good aspect of their culture (P), things which are not so good (M) or things you just find interesting (I).

Animals 
Food 
Family 
School 
Fun Stuff 

	Interesting	
Plus		Minus



Group Task 1: Photo Story

Aim: To describe an aspect of the students' culture by creating a photo story.

Time required: 2-4 sessions.

You will need: Photo Story Planning Sheet, one camera or iPad per group, USB sticks, computer access/cables.



INSTRUCTIONS

- Explain the purpose of the activity: to select an aspect of culture previously discussed, and then create a photo story (5 photos), which represents that aspect of culture.
- Form and number groups with 3-6 students in each group.
- Assign roles: group leader who reports back to the class, script writer/s (although this is a whole group responsibility), editor who ensures spelling/punctuation is correct, head camera person (although all should be involved in this).
- Video photo story example from ChildFund Connect website.
- Groups select a topic for the photo story. This should be an aspect of culture previously discussed in class. For example, celebrations.
- Distribute Photo Story Planning Sheet (p28) to each group. Groups to discuss proposed shots, location, props, subject. All decisions should be detailed on the planning sheet, including shot size: close-up (CU), medium shot (MS), long shot (LS).
- Groups report back to the class outlining their ideas.
- Teacher to collect sheets, review proposal and then make a decision about whether filming can take place.
- Discuss general photography tips: don't shoot towards the light source, frame shots carefully, consider camera angles etc.
- View the 'Using Video to Tell Your Story' video on the ChildFund Connect website for camera tips.
- Groups to take photos. Many more than the required 5 shots may be taken.
- Transfer photos from the camera onto the class computer.
- Groups select the final five photos.
- Rename photos. Use group number as a prefix with the photo number eg Gp3No1, Gp3No2.
- Write a caption for each photo. Create an introduction introducing group members and providing context for photo story.



TEACHING TIPS

- Tell the students that the success of this first task will determine whether the groups will be permitted to stay together for the film-making activity.
- Tell students that they will be removed from groups and assigned individual tasks if they cannot work cooperatively with others.
- An extra adult to monitor the upload of photos would be useful. Consider a student teacher or a parent.



Photo Story Planning Sheet

TOPIC: _____

Group Number: _____ Group Leader: _____

Other Members: _____

No.	Subject	Shot	Narration
1			
2			
3			
4			
5			



Photo Story Evaluation Rubric

Group: _____

No.	Leader	Topic	Comments	Score/5
1				
2				
3				
4				
5				



Photo Story Evaluation Rubric

Example of Teacher Assessment

No.	Leader	Topic	Comments	Score/5
1	Cate	What we like to do at school	Very good. Watch photos aren't too distant and watch effect of light behind subject.	4
2	Matilda	In the community	Fantastic. Introduced group members, nice and close and gave content.	5
3	Blake	Fashion	Very creative but did not introduce group members. Watch focus.	3
4	Claudia	Celebrations	Fun, interesting and introduced group members.	5
5	James	What we do in our spare time	Good photos. One a little distant. They would not understand 'force 'em back'	4



Jigsaw Activity

Aim: To provide a culmination activity for Main Idea 1: 'Culture is Diverse and Multifaceted' where students work in ability groups to address the core, structured and extended questions specified previously.

Time required: 1 session (60 mins).

You will need: Jigsaw Task Cards, Jigsaw Response Sheet, Jigsaw Photo Stimulus: How Do People Express Their Culture?



INSTRUCTIONS

- Divide class into 3 ability groups.
- Form groups of 6 students where each group has 2 high achieving, 2 average and 2 requiring support students as best you can.
- Photocopy Jigsaw Task Cards so that a pink card (Gp1) goes to each core pair, a purple card (Gp2) goes to each structured pair and a green card (Gp3) goes to each of your extended pairs, and Photocopy Jigsaw Photo Stimulus: How Do People Express Their Culture? Distribute one copy to each pair.
- Photocopy Jigsaw Response Sheet: Expressing Your Culture and distribute to all students.
- Explain Jigsaw Activity to students (see Teaching Tips below).
- Groups break into pairs to complete activity. Students discuss photos and complete their section of the response sheet. Note: You might like to sit pairs of the same colour together so that they can collaborate and you can supply appropriate support. Ensure students complete the answer sheet.
- Groups reform and each pair takes its turn to explain its task and their responses. Other group members should be adding to their sheet.
- Once all students have had a chance to speak, conduct a class discussion to air various viewpoints. Students may add to their sheet if they wish.
- To conclude, students can transfer information onto another sheet as a final copy for their book or folder. (This would be a separate session.)



TEACHING TIPS

Tell students:

- They will work as a pair in this activity. Three pairs will form a group and each pair will be given a task card: either pink, green or purple.
- This is a 'jigsaw' activity, which means each group of six will separate into its 3 pairs. Each pair (colour) is to examine their task card and then attempt to answer the question posed by looking at the sheet of photos.
- Answers should be recorded in the appropriate place on the 'Expressing Your Culture' sheet.
- Groups will then reform and pairs, in turn, will share their information with the other group members. This will allow all pairs to complete their 'Expressing Your Culture' sheet.

Jigsaw Task Cards

ACTIVITY



EXPRESSING YOUR CULTURE

GROUP 1

How are cultures similar or different? Look at how the people in the photos are expressing the cultural group they belong to. Are there any similarities (things that all cultures do to express themselves)?



CORE

EXPRESSING YOUR CULTURE

GROUP 2

How do people express their culture? Look at the photos and write down what the people are doing or how they look that makes them stand out from other people.



Structured

EXPRESSING YOUR CULTURE

GROUP 3

Is it possible to maintain your individuality when you are part of a group and is this important? Is it best to be proud of your cultural group and look and behave in a similar way? Or should you try to be different to everyone else? Which photos demonstrate being part of a group and which show being an individual?



Extended



Jigsaw Response Sheet

Expressing Your Culture



Group 1 How are cultures similar or different? Here is a list of things that we think all cultures do to express who they are:



Group 2 How do people express their culture? The following is a list of some of the ways that people express their culture:



Group 3 Is it possible to maintain your individuality when you are part of a group and is this important? After discussing this question and looking at the photos, this is what we decided and why:



How do People Express Their Culture?

Examine each of the following photos and then read the accompanying task card.

