

# Cultural Connections

## A GLOBAL EDUCATION TEACHING RESOURCE





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- Bronwyn MacLeod, Gateways Education and University of New South Wales.



## Foreword

In our globalised world, the value of technology as a tool not just for learning, but connecting learners across the globe is becoming increasingly important. New forms of communication provide an opportunity for children and adults, wherever they may live, to form connections that promote a sense of community and friendship, and build mutual understanding.

Technology is also making new demands on the way we teach and learn. Children understand they are part of a global community and want to learn about other countries and cultures. Global education programs can help stimulate their curiosity, increase their understanding about the world we live in and encourage them to think about their role in a globalised society.

In 2010, ChildFund Australia began piloting a new global education program that uses multimedia technology to help Australian children connect and learn with their peers in developing countries. Children here and overseas were given the opportunity to learn about each other's lives using technology as their tool.

Three years later, the ChildFund Connect program is giving over 1,000 children in classrooms and communities across Australia, Laos, Sri Lanka, Timor-Leste and Vietnam the opportunity to teach and learn from each other through the creation of shared content. During this time, children have created hundreds of videos, photo stories and articles on issues that are personally important to them.

'Cultural Connections' draws from this diverse material to provide rich content for Australian teachers and educators seeking to add a global perspective to their classroom. We are pleased to present this unique resource that we trust will truly engage your students, stimulate their curiosity about the wider world and help them to develop their sense of global citizenship.

**Nigel Spence**  
**CEO**  
**ChildFund Australia**

# Introduction

'Cultural Connections' supports the Australian Curriculum's focus on intercultural understanding and can be integrated seamlessly with the Geography, English and Civics and Citizenship curriculum. This unique resource was developed by experienced educator Andrew Thomson in conjunction with ChildFund Australia, using interactive lesson ideas and multimedia content created by children for children through the ChildFund Connect program. Andrew has a practical and in-depth understanding of ChildFund Connect, having been an active participant alongside his Year Six pupils at Balgowlah North Public School for two years. In creating these materials, Andrew worked closely with students, teachers and the ChildFund Connect team to create innovative, meaningful and engaging lesson activities.

## What is ChildFund Connect?

ChildFund Connect is a global education program for children in their last years of primary school in Australia and developing countries. The program's objective is to provide children around the world with an opportunity to connect and learn from each other. Using a variety of multimedia tools, with a central website acting as the hub for all communications and child-created content, the program facilitates cross-country exchanges and collaborative education projects. By creating these communication links, children learn about the lives of their peers in different parts of the world. They are supported to ask their own questions, form their own ideas and plan their own collaborative projects with their overseas groups. This enquiry-led learning process allows children to explore each other's lives and develop a sense of global awareness and personal connection with children in another country. ChildFund Connect began in 2010 and is supported by Australian Aid and ChildFund Australia. Visit [www.childfundconnect.org](http://www.childfundconnect.org)

## Who are ChildFund Australia?

ChildFund Australia is an independent and non-religious international development organisation that works to reduce poverty for children in the developing world. We implement programs with a range of local partners in Cambodia, Laos, Myanmar, Papua New Guinea and Vietnam, and manage projects delivered by partner organisations throughout Asia, Africa and the Americas. Our work is funded through child and community sponsorship, as well as public donations and government grants. ChildFund Australia is a member of the ChildFund Alliance – a global network of 12 organisations which assists more than 15 million children and families in 58 countries. ChildFund Australia is a registered charity and is fully accredited by the Australian Agency for International Development (AusAID). Visit [www.childfund.org.au](http://www.childfund.org.au)

*Children in Timor-Leste pose with a pocket camera during their ChildFund Connect activities.*



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# How to Use This Unit

In 'Cultural Connections', students explore the concept of 'culture' through the focus question: 'How and why is the way we live similar to and different from the way children live in another part of the world?' Students compare and contrast the way they live with students living in South East Asia, specifically in Laos, Sri Lanka, Timor-Leste and Vietnam. Four main ideas underpin the students' study of 'culture'.






The unit aims to encourage critical thinking and an appreciation of cultural diversity. Additionally, it encourages students to become active and informed citizens in their own country and an increasingly interconnected world.

The activities have been developed to support and extend the ChildFund Connect program. This is a global education program that connects children in Australia, Laos, Sri Lanka, Timor-Leste and Vietnam, with the aim of exchanging cultures and learning about each other's lives. This unit draws on many of the media resources and films produced by children involved in this program. To get started using the online and media resources, visit [www.childfundconnect.org](http://www.childfundconnect.org)

## UNIT STRUCTURE

This unit has been written using the conceptual framework model<sup>1</sup>. It aims to provide scope for teachers to differentiate learning experiences to cater to the different learning needs of students. Contributing questions are presented at three levels:

-  A Core Question for the majority of students;
-  A Structured Question for students requiring most support; and
-  An Extended Question for gifted and high achieving students.

Introductory activities are also provided to enable teachers to motivate students and identify prior knowledge and the learning needs of students. Activities can then be selected and/or modified to address such needs. This unit is designed as a term's work. However, teachers should select and modify suggested content in light of existing school policies, programs and priorities. It is not expected that all activities be completed.

1. MacLeod, B. (2005). *Module 5 - Curriculum differentiation*. Sydney. Australian Government Department of Education, Science and Training (DEST) and University of New South Wales, GERRIC.

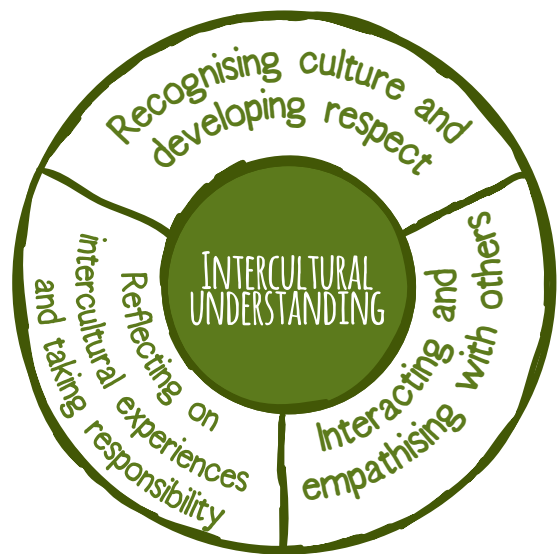
# This Unit and the Australian Curriculum

Common to all Australian curricula are seven general capabilities: literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding and **intercultural understanding**.

While the scope of this unit is relevant to all capabilities, it has been written primarily to support the Australian Curriculum's focus on intercultural understanding. The Australian Curriculum says that intercultural understanding "involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect".<sup>1</sup>

Further, the Australian Curriculum says that intercultural understanding "encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically."<sup>2</sup>

This unit provides a practical context for engaging students in all these things.



## PROGRAMMING OPTIONS

1. Teachers can opt to program this unit as a cross-curricular initiative; it certainly fits with the Australian Curriculum's cross-curriculum priority: 'Asia and Australia's engagement with Asia'. Three organising elements (see diagram) have been provided to assist teachers in planning learning experiences for students.<sup>3</sup>

2. This unit could also be programmed in the area of IT or media studies. The use of technology is a focus of several core activities within the unit, primarily in photography and film making. The 'Media and the Arts' component of the Australian Curriculum, 'The Arts' (to be implemented from 2014<sup>4</sup>), states:

- Students will undertake preproduction by using storyboards and formal scripts to design ideas for productions.
- They will gather a variety of digital still and moving images, record sound and use software to edit, mix and arrange digital materials.

3. Alternatively, this unit could be taught within a specific subject area; in particular, Geography or Civics and Citizenship, placing an emphasis on intercultural understanding. The following curriculum statements apply:

### Geography (draft – for implementation from 2014<sup>5</sup>)

- Students investigate and explore Asian places, and learn about the ways in which Australia and Asia are interconnected.
- Geography enables students to learn about the diversity between and within the countries of Asia, and helps to counter stereotypes and to foster intercultural understanding.
- By examining the characteristics of Asian places... a study of geography leads to a growing understanding of the varied environments, peoples, economies and cultures of Australia's neighbours.

### Civics and Citizenship (draft – for implementation from 2014<sup>6</sup>)

- Students develop intercultural understanding as they learn to value their own cultures, languages, religion and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture.
- Students learn about and engage with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.
- Students should have opportunities to engage with their own cultures, values and beliefs and those of others in local, national, regional and global contexts. They should be given opportunities to explore how people interact across cultural boundaries and to consider how factors such as group membership, traditions, customs and religious and cultural practices impact on the function and form of daily life.

1. <http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Introduction/Introduction>
2. <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Intercultural-understanding>
3. <http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding/Organising-elements/Organising-elements>
4. [http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_The\\_Arts\\_-\\_Compressed.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_The_Arts_-_Compressed.pdf)
5. [http://www.acara.edu.au/verve/\\_resources/2.\\_Draft\\_F-12\\_Australian\\_Curriculum\\_-\\_Geography.pdf](http://www.acara.edu.au/verve/_resources/2._Draft_F-12_Australian_Curriculum_-_Geography.pdf)
6. [http://www.acara.edu.au/verve/\\_resources/Shape\\_of\\_the\\_Australian\\_Curriculum\\_Civics\\_and\\_Citizenship\\_251012.pdf](http://www.acara.edu.au/verve/_resources/Shape_of_the_Australian_Curriculum_Civics_and_Citizenship_251012.pdf)

# Concept: Culture

## Focus Question:

How and why is the way we live similar to and different from the way children live in another part of the world?  
(Vietnam, Laos, Timor-Leste or Sri Lanka)

### Main Idea 1:

*'Culture is diverse and multifaceted'*



#### Core Question

How do people express their culture?



#### Structured Question

How are cultures similar and different?



#### Extended Question

Is it possible to maintain your individuality when you are part of a group and is this important?

### Main Idea 3:

*'Culture is learned and shared'*



#### Core Question

How are cultures similar and different?



#### Structured Question

Who and what influences the cultural views we hold?



#### Extended Question

How and why are people's views on culture similar to and different from their parents?

### Main Idea 2:

*'Exploring cultural diversity helps to define your own culture and appreciate the value of others'*



#### Core Question

How would your life be similar and different if you grew up in Vietnam/Laos/Timor-Leste/Sri Lanka?



#### Structured Question

What are the benefits and advantages of growing up in Vietnam/Laos/Timor-Leste/Sri Lanka?



#### Extended Question

How can you gain a better understanding of your own culture by observing how other cultures live in Vietnam/Laos/Timor-Leste/Sri Lanka?

### Main Idea 4:

*'Culture changes over time'*



#### Core Question

How important is it to maintain your culture?



#### Structured Question

How is our culture different from the way it was when our parents were our age?



#### Extended Question

Is cultural change always a good thing?

# Introductory Activities



The following activities aim to:

- Assess prior knowledge of students
- Familiarise students with the geographic locations of cultures being studied
- Introduce students to the concept of 'culture'
- Introduce students to the unit's content and scope

Activities	Resources
<p><b>1. Pre-test:</b> Administer a pre-test to establish the level of prior knowledge. This establishes background knowledge on the content to be taught. It will allow you to determine the depth at which the unit will be taught and ensure you cater to the learning needs and capabilities of your students. (Adjust suggested activities accordingly.)</p> <p><b>2. Unit Outline:</b> Introduce the focus question to students outlining the scope of the unit and the individual/group tasks to be undertaken.</p> <p><b>3. Immersion Day:</b> (see pp11-17).</p> <p><b>4. Define Culture:</b> Set the question "What is 'culture'?" as a homework task. When responses come in, conduct a THINK/PAIR/SHARE. During the sharing session, establish a class definition for 'culture'. Display this.</p> <p><b>5. Video:</b> Watch video 'If the world were a village' – 3 mins (whole class). With a partner, discuss what you learned and then share your feelings with the class. Relate to 'culture' definition.</p> <p><b>6. Survey:</b> Use the class as micro-community to survey the ethnic background of children. Locate these on a map (if time).</p> <p><b>7. Mapping:</b> In pairs, locate 4 countries on the blank map provided (p18). Colour and label each country linking to Australia with arrows. Individual country maps have also been provided.</p>	<p>Pre-test (pp9-10).</p> <p>Immersion Day Activities (teacher directions) and associated task cards (pp11-17).</p> <p>Think/Pair/Share:  <a href="http://olc.spsd.sk.ca/DE/PD/instr/strats/think/">http://olc.spsd.sk.ca/DE/PD/instr/strats/think/</a></p> <p>'If the world were a village' video  <a href="http://www.youtube.com/watch?v=f6mr12zroxA&amp;feature=related">http://www.youtube.com/watch?v=f6mr12zroxA&amp;feature=related</a></p> <p>Blank maps (pp18-22), atlases, IWB.</p>

## Assessment

- Establish students' prior knowledge through pre-test.
- Teacher observation of student interaction and contribution to class discussion.
- Quality/accuracy of written work.

# Pre-test

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**1. Culture:** This term we will be discussing the word 'culture'. Write down what you think this word means.

**2 Differences in culture:** Write down an example of how cultures around the world and within Australia are different.

**3. Similarities in culture:** What aspects of culture are the same, regardless of where you live?

**4. What do you think?** Read each statement below and circle a number from 1 to 5 to show what you believe.

Statement		Strongly Agree - Strongly Disagree				
A	Many of our views about culture come from our parents and friends.	1	2	3	4	5
B	Culture changes over time.	1	2	3	4	5
C	Children who do not have the opportunities in life that I do are not very happy.	1	2	3	4	5
D	It is important to keep the way of life you have and not let it be changed by others.	1	2	3	4	5
E	I am interested in finding out how children live in other places around the world.	1	2	3	4	5



## Pre-test

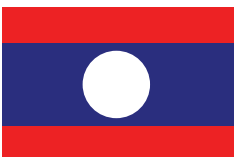
5. Locate the following places on the map. Write the numbers where you think they are situated.

① Timor-Leste      ② Vietnam      ③ Laos      ④ Sri Lanka      ⑤ Australia



6. Draw a line from each place to its national flag.

Timor-Leste      Vietnam      Laos      Sri Lanka      Australia



# Immersion Day Activities

**Aim:** To provide an introductory activity (where students have little or no prior knowledge) that will generate high levels of interest and engagement.

**Time required:** 2 sessions.

**You will need:** Role-Play Cards (copy and cut one per student (pp12-16), Pros/Cons/Questions (PCQ) Chart (p17), any suitable props.

**Instructions:** This activity is set up for five groups of five (25 students). Adjust groups to accommodate variations in class numbers. To accommodate average class sizes, a fifth cultural community, Arnhem Land, has been added to the four countries being studied.

## SESSION 1: ROLE-PLAY CARDS

- Hand out a Role-Play Card to each student.
- Tell students to read the card and then locate the other four members of their 'family'. (Information on the cards will provide clues.)
- Once 'families' are formed, they should sit together and take it in turns reading their cards to gain an understanding of what their 'family' is like.
- Each group ('family') should then be told by the teacher what country they are from.
- A PCQ Chart is to be completed by each group. Groups detail any pros, cons or questions that come from their discussion. (Individual copies will assist students during class discussion.)

## SESSION 2: FAMILY PRESENTATIONS

Select one of the following options:

### Option A:

- Groups prepare and present a short improvised play which presents the information contained on the cards.
- Groups present to the class as the family, explaining their lives as described on the cards.
- Students should not introduce humour inappropriately.
- After each presentation, groups present their PCQ Chart completed in Session 1.

### Option B:

- Each team is 'hot seated' as a family. They come to the front of the class and are interviewed as a family. Each person is to stay in character.
- Children must divulge the information from Role-Play Cards and PCQ Chart. Questions must include: What do you like/dislike about being a member of your family?
- Class discussion/analysis of presentations concludes the session.

# Role-Play Cards: Laos



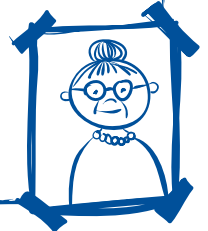
## My Identity

- I am a 5-year-old boy.
- I live in a little village.
- I help the family by collecting water from the village well.
- I have a 13-year-old sister. She plays with me and looks after me a lot. I help her with jobs at home too.
- I feed the chickens every day and collect the eggs.
- My grandmother lives with us.
- My house has 2 rooms.
- I speak H'mong at home with my family.



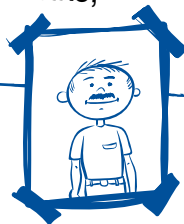
## My Identity

- I am a 60-year-old woman (quite old for a woman in my country).
- I live with my daughter and help with the cleaning and cooking.
- I also help by looking after my 2 grandchildren who are 5 and 13.
- I was born in our village and have never left it. I have never travelled to another country, been on a train or an aeroplane.



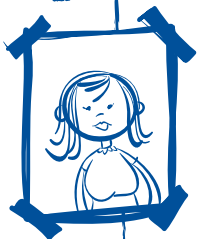
## My Identity

- I am a 31-year-old man.
- My wife is 28.
- I live with my wife, 2 children and my wife's mother.
- I look after the water buffalo.
- I have never been to school.
- We travel by motorbike, bicycles or foot.



## My Identity

- I am a 28-year-old woman.
- I have a 5-year-old son and a 13-year-old daughter.
- My husband looks after the water buffalo and trades with the other villages.
- I cannot read or write.
- I cook and clean for my family.
- My mother lives with us.
- Our laundry is away from the house.
- I am lucky my children are all healthy as it is difficult to access hospitals and medicine in my area.



## My Identity

- I am a 13-year-old girl.
- I live in a district called Nonghet.
- I help the family by cutting up the vegetables and looking after my brother.
- I have a 5-year-old brother.
- I am learning Lao at school, which is difficult as I speak H'mong at home. I love playing with my friends at school, but class can be hard. I didn't start going to school until I was 9 because I was busy helping my parents at home.
- Like many girls, I will get married when I am 15 or 16. I might have 6 children of my own.





# Role-Play Cards: Vietnam



## My Identity

- I am an 8-year-old boy.
- I have a 10-year-old sister.
- I attend primary school.
- My grandparents live with us.
- I help my parents by sweeping and cleaning.
- My house is made of wood and we keep cattle under the flooring.
- The roof of our house is made of leaves.

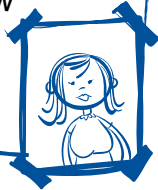


## My Identity

- I am a 10-year-old girl and I live in Bac Kan District. This is a rural area in my country.
- I have an 8-year-old brother.
- I am in my last year of primary school.
- Although I walk to school, the most common form of transport is bicycle (for adults too).
- I help my parents by feeding the chickens and looking after the veggie garden.

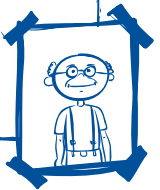
## My Identity

- I am a 35-year-old woman.
- Bamboo shoots are a delicacy in our area.
- I have a beautiful daughter (10) and a lovely son (8).
- I am a farmer like my husband.
- We live in the country where there are beautiful green hills.
- I work in our field to grow rice and vegetables.
- My husband's parents live with us.



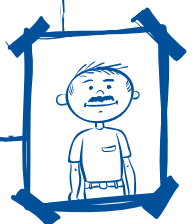
## My Identity

- I am a 50-year-old grandfather.
- My wife and I live with our son, his wife and their 2 children.
- I take my 8-year-old grandson and his older sister to school.
- Even though we do not have electrical appliances or a computer, we are all very happy.
- Our little house with its leaf roof is in a beautiful rural (country) area with green hills.



## My Identity

- I am a 40-year-old man. I live in a poor, rural area, which is quite different to the big cities in my country.
- My wife is 35 and our family lives in a small house with a roof made of leaves.
- We raise cattle under the flooring.
- We have 2 children at school so we have to work very hard in our field to support them.
- Everything is done by hand. We do not have washing machines, vacuum cleaners or dishwashers.



# Role-Play Cards: Timor-Leste



## My Identity

- I am a 12-year-old girl.
- I live with my 2 brothers and parents.
- At home we speak Bunak with our parents. At school we learn Portuguese but speak Tetum (our national language). Our school books are in Portuguese, Bahasa Indonesian, English and a few in Tetum, so we cannot always read our books.
- At break time at school, I play lots of games with my friends like jump rope and clapping games.
- My parents cannot read or write. They are farmers.



## My Identity

- I am a 14-year-old boy.
- I live with my parents and my brother and sister. I am the eldest. I love to play soccer with my friends after school!
- At home we have electricity up until lunch time. At night we use kerosene lanterns for light.
- Like the rest of our family, I speak Bunak.
- We do not have a bath so we have to bathe in the river near our home.



## My Identity

- I am a 6-year-old boy.
- I live with my brother, 12-year-old sister and my parents. Our family is quite small.
- Most of my friends have 5 to 7 brothers and sisters.
- Clean water is very precious. I help collect it for the family and of course it has to be boiled before we drink it.
- There is not much electricity at my school. If we really need it, we can sometimes use a generator.



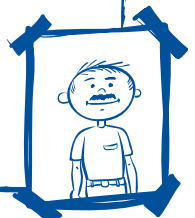
## My Identity

- I am a 31-year-old woman.
- I am married with 3 children. I had my first child when I was 17.
- We began getting electricity for the first time last year but we only get it for half the day. We hope by next year we will have electricity for 24 hours a day.
- I help my husband to look after the cassava (a root vegetable) and I help tend the animals.
- Our children help with the chores. Even my youngest, who is 6 years old, helps to collect water.



## My Identity

- I am a 32-year-old man. My family and I live in Bobonaro District in my country.
- I am married with 3 children. I had my first child when I was 18.
- We grow cassava and farm buffalo and pigs. I didn't have the chance to learn to read or write at school because our country went through some difficult times when I was younger.
- The language I speak is Bunak.
- During the dry season, it is sometimes hard to get water so we wash and bathe in the river.



# Role-Play Cards: Sri Lanka



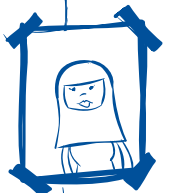
## My Identity

- I am a 4-year-old boy. I live in a district called Puttalam.
- I live close to the beach. I love to look for dolphins with my sister. I don't go to preschool because there are not any close to where I live. I stay at home with my grandmother and play with our cows and goats.
- At home I am learning to speak our language called Tamil.
- I have a 10-year-old sister.



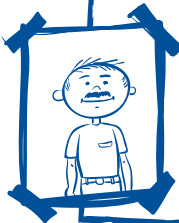
## My Identity

- I am a 30-year-old woman. I have a son and a 10-year-old daughter.
- I pray that our son will go to university but that will be very hard as only about 1 in 30 students who qualify actually get the chance to go.
- Our family is very poor. My husband works hard to catch prawns but his wages are low.
- My husband loves cricket.
- Being Muslims, religion is very important to us. We worship several times a day. It sets our minds free.



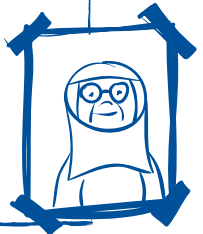
## My Identity

- I am a 30-year-old man. I have a wife the same age as me, a son and a daughter.
- I work in the shrimp industry. Shrimps are prawns.
- It is very warm where we live. The temperature gets to 30 degrees Celsius almost every day of the year.
- I pray several times a day. It helps to set my mind free.
- My 49-year-old mother lives with us. She was forced by a group of rebels to leave her husband and relatives in the north and come here to live. She was 22 at the time. I came with her. I was 3.



## My Identity

- I am a 49-year-old grandmother. I have 2 grandchildren.
- I live with my son and his family. My son works in the shrimp industry.
- I help with the chores and looking after my grandchildren.
- I am a Muslim.
- I have lived in Puttalam for nearly 30 years. I came here as a refugee when I was forced to flee from my home in the north by rebel fighters who tried to take over the country.



## My Identity

- I am a 10-year-old girl. I live in a district called Puttalam with my little brother, my parents and grandmother.
- Like most of the people in my town, we are Muslims. Grandmother says that about 20 years ago, many Muslim women and children were forced to leave their homes in the north of the country to come here.
- We have a beautiful lagoon near our home.
- My father is in the fishing industry. He catches prawns.
- I spend 2-3 hours daily helping with housework.
- Doctors are hard to find so if you get sick you have to find a car to take you to the hospital.



# Role-Play Cards: Arrnhem Land

## My Identity

- I am a 33-year-old woman.
- I grew up around Goulburn Island. This is the land of my ancestors and we have so many stories about this land.
- Ceremony and culture are part of our way of life.
- We teach our children Dreamtime stories about life, law and our culture.
- I work at the school teaching the kindergarten class.



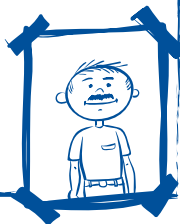
## My Identity

- I am a 12-year-old boy. I have a 14-year-old sister.
- I attend Waruwi School. We have over 100 people at our school. Sometimes students move about and visit other islands to take part in ceremonies.
- There are 400 people on our island.
- I love fishing, bike-riding and going mud-crabbing.
- I speak Maung language at home and English at school.



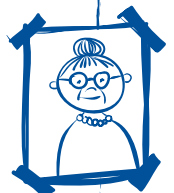
## My Identity

- I am a 40-year-old man. I am married with two children, 14 and 12.
- I work as a gardener in our Waruwi gardens growing cassava and other vegetables.
- In the afternoons I often go fishing with my family and catch fish for dinner.
- We have to look out for crocodiles if we go down to the ocean early in the morning. Sometimes they are on the beach, sunbaking.
- We go to Darwin on long weekends and holidays to see friends and other family.



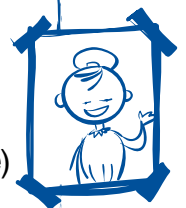
## My Identity

- I am a 58-year-old grandmother.
- I am an elder in our community and know many stories about our land.
- Our island has changed as new government policies change.
- I look after my grandchildren but many of the children here call me Grandma as we have extended families.
- I like to collect oysters with my granddaughter.



## My Identity

- I am a 14-year-old girl. I have a 12-year-old brother.
- I love singing, swimming and playing basketball.
- I sometimes help my mother collect oysters and yams. Grandmother sometimes comes too.
- I like hanging out with my friends, just listening to music or talking.
- Sometimes when I go to the beach, I see turtles and dugongs.
- We often have visitors coming to our island, like Balandas (white people) coming to work or relatives or friends coming to visit.



# Pros/Cons/Questions (PCQ) Chart

Country \_\_\_\_\_

Family Members \_\_\_\_\_

Male/Female: \_\_\_\_\_ Age: \_\_\_\_\_ Male/Female: \_\_\_\_\_ Age: \_\_\_\_\_ Male/Female: \_\_\_\_\_ Age: \_\_\_\_\_

Male/Female: \_\_\_\_\_ Age: \_\_\_\_\_ Male/Female: \_\_\_\_\_ Age: \_\_\_\_\_

**Directions:** Appoint a scribe and a reporter for your group. Then, as you discuss your family, the scribe should note down anything you decide would be a 'pro' (good thing) about your family, 'con' (negative) about your family or 'question' you have about your family.

Pros

Cons

Questions

# South East Asia



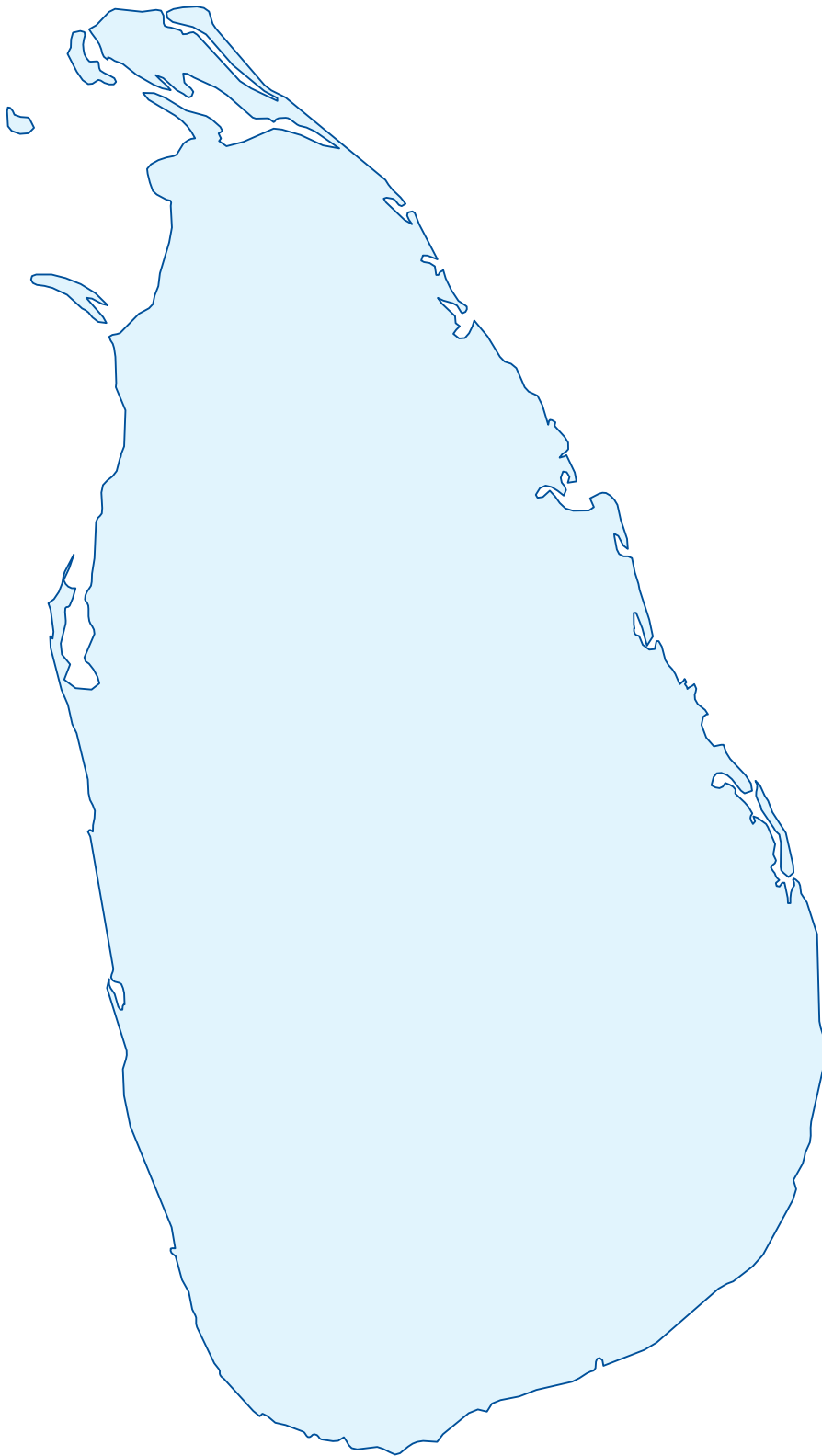
# Vietnam



# Laos



# Sri Lanka






# Timor-Leste



## 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](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><b>1. Re-define 'culture':</b> 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><b>2. Movie Analysis:</b> 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><b>3. Badges Activity:</b> 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><b>4. Group Task 1 – Photo Stories:</b> 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><b>5. Jigsaw Activity:</b> 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 <a href="http://www.wordle.net/">http://www.wordle.net/</a> Bubblus <a href="https://bubbl.us/">https://bubbl.us/</a> Mindmeister: <a href="http://www.mindmeister.com/">http://www.mindmeister.com/</a> ChildFund Connect website: <a href="http://www.childfundconnect.org/">http://www.childfundconnect.org/</a> Email ChildFund Connect to set up your class group <a href="mailto:contact@childfundconnect.org">contact@childfundconnect.org</a> 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: <a href="http://www.childfundconnect.org/resources">http://www.childfundconnect.org/resources</a></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



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).



Interesting

## 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



## 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)?



## 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.



## 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?



# 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:

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

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**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:

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# How do People Express Their Culture?

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



## 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)</p> <p>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></p> <p>Examples of brochures at <a href="http://www.childfundconnect.org/">http://www.childfundconnect.org/</a></p> <p>'My Home' – information for teachers (p38)</p> <p>'My Home' photo sheet (p39)</p> <p>Fishbone Diagram (p40)</p> <p>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:</p> <p>Lovestory: <a href="http://www.youtube.com/watch?v=Eu_itdra1Nc">http://www.youtube.com/watch?v=Eu_itdra1Nc</a></p> <p>Story of Crocodile and Timor Leste: <a href="http://www.youtube.com/watch?v=3cW3Bf7Bgu0">http://www.youtube.com/watch?v=3cW3Bf7Bgu0</a></p> <p>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)</p> <p>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.



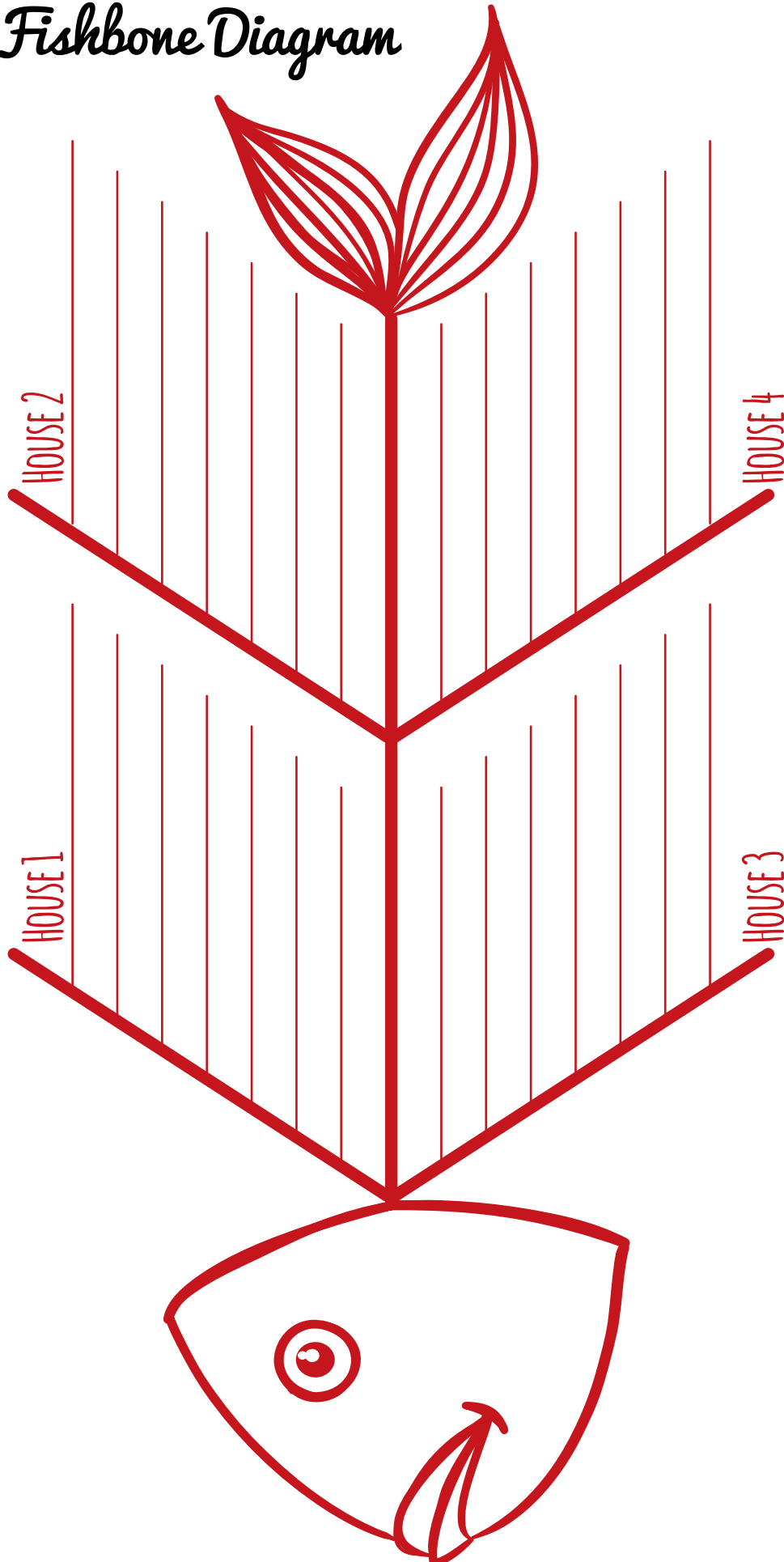
3. Hue outside her home with her mother and brother in Vietnam.



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?

## Main Idea 3:

# Culture is Learned and Shared

## CONTRIBUTING QUESTIONS



**Core Question:** “Who or what influences the cultural views we hold?” (for the majority of students)



**Structured Question:** “How do our family and the mass media shape who we are?” (for those students who require help and support)



**Extended Question:** “How and why are people’s views on culture similar and different from their parents?” (for gifted and high achieving students)

## BACKGROUND INFORMATION FOR TEACHERS

Culture is not inherited biologically. There is no such thing as cultural instinct. The choices you make when demonstrating your culture are learned behaviours (unlike certain unlearned physiological behaviours such as blinking). How we dress, cut our hair, eat, wear ornaments, sing or shake hands are behaviours we learn culturally. Such behaviour is not something demonstrated by one person alone. Customs, beliefs, traditions and values are adopted and shared by groups of people. While the following learning experiences for this main idea do not separate the core/structured/extended questions identified above, teachers are encouraged to provide opportunity for students to address these issues. This could be done as a homework task or through group work in class.

## REFERENCES

- ‘The Mega Movie Making Guide For Kids’: <http://coolspotters.com/articles/the-mega-movie-making-guide-for-kids>
- ‘Make a ... One-minute Movie’: <http://www.bbc.co.uk/films/oneminutemovies/howto/>
- Cultural Behaviour: <http://www2.pacific.edu/sis/culture/File/sec1-2-1ht1.htm>
- How to Storyboard: <http://www.youtube.com/watch?v=e-yeI83fN6s>
- How to Make Storyboards: <http://www.youtube.com/watch?v=KfBsmy2dP40>

## Main Idea 3: 'Culture is Learned and Shared'

### Learning Experiences

Learning Experiences	Resources
<p><b>1. Drama: 'Judge and Jury':</b> A cooperative learning strategy where students argue a case in the setting of a court. Two students prepare and present opposing cases with a third acting as judge. Topic: 'Children should look after their parents when they get to old age'.</p> <p><b>2. Family Traditions:</b> One of the special things about a family is the opportunity to pass on life experiences to children and grandchildren. For homework, have children ask parents (and possibly grandparents) about things that they learned from their parents. Answers might be: a craft, a skill, the love of a particular sport; or it might be a human quality such as honesty, modesty, integrity etc. Additionally, have students list what they have learned or been taught by their parents. Present the results as a mind map with 'Family Traditions' in the centre or 3 mind maps with grandparents, parents and the student at the centre.</p> <p><b>3. Alphabet Stories:</b> To introduce students to the process of film making, students will work in groups to produce a short film about a letter of the alphabet. See instructions on page 46.</p> <p><b>4. Group Task 2 – Video Project:</b> Students work in groups to create a video of no longer than 5 minutes. Video topics will relate to an aspect of culture. This activity will take several weeks to complete with some of the work possibly done beyond school hours and on weekends.</p> <p>Detailed instructions for this activity and templates for scripting and storyboarding follow.</p>	<p>'Judge and Jury' – teacher instructions (p45)</p> <p>Video Cameras (with HD capabilities) – one per group</p> <p>Alphabet Stories – teacher instructions (p46)</p> <p>Video Project – teacher instructions (pp47-48)</p> <p>Video Group Project Summary (pp49-50)</p> <p>Storyboard Template 1 (p51)</p> <p>Storyboard Example 1 (p52)</p> <p>Storyboard Template 2 (p53)</p> <p>ChildFund Connect Resource Page:  <a href="http://www.childfundconnect.org/resources">http://www.childfundconnect.org/resources</a></p>

### Assessment

- Observation of student involvement in drama activity.
- Written responses from parent surveys and written work produced.
- Student/group self-assessment including peer assessment (pp56-57).
- Quality of films produced and observation of ability of students to work collaboratively in groups (anecdotal records).
- Use Video Project Assessment rubric (p58) to evaluate completed videos.

# Judge and Jury

**Aim:** To investigate the cultural concept of family responsibility through the cooperative learning strategy 'Judge and Jury'.

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

**You will need:** Appropriate classroom space as described below.



## INSTRUCTIONS:

- Assign numbers to students: 1, 2 or 3.
- The number 1s are to present a 90-second argument FOR the topic. The number 2s are to present a 90-second argument AGAINST the topic and the 3s are to decide on the result and announce their verdict (Prosecution/Defence/Judge and Jury).
- Announce the topic: 'Children should look after their parents when they get to old age'.
- Provide preparation time. Put your 1s into groups of 3-4. Do the same for your 2s and 3s. Provide 10 minutes for teams to prepare their case, either for or against the topic. The 3s should also meet to decide on how they will decide. What will be their criteria? (Is it number of or strength of arguments?) Judges to be referred to as 'Your Honour'.
- You will need to allocate courtroom space. You will have 2 or 3 courtrooms.
- Teacher to time-keep. Allow 90 seconds for defence (1s) to present case. Allow judges to discuss/take notes. Repeat for prosecution.
- Students listen as each set of judges announces their decision. "After listening to both sides of this case and the evidence presented, we find in favour of the..."
- You might then have particular arguments repeated for the rest of the class to hear. A general discussion will follow.
- At this point, relate the activity to the cultural groups being studied. Refer back to the role-playing at the beginning of the unit (Immersion Day) and that many grandparents live with children/grandchildren. Discuss the benefits of having grandparents living at home.
- Survey your class to see how many grandparents live at home or nearby.



## TEACHING TIPS:

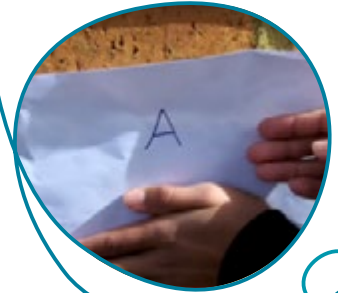
- Explain that good debaters can argue both sides of an argument so it should not matter which side they are asked to argue.
- Individual white boards are useful for judges and debaters when they are in groups forming arguments.
- The judges will have less to do so you might spend time with them. They might rehearse the wording for their decision.

# Alphabet Stories

**Aim:** To introduce students to the process of film making before commencing Group Task 2.

**Time required:** 2 sessions (2 x 30 mins).

**You will need:** Pocket cameras (1 per group), laptop/PC, projector, copies of storyboard sheet (pp51,53)



## INSTRUCTIONS:

- Explain activity to students. Each group will be given a letter of the alphabet. Their task is to make a movie about their letter. Groups begin by brainstorming ideas starting with that letter. A storyboard should then be created which organises and sequences ideas (shots). Groups should then use their storyboard to make their movie.
- Discuss the storyboard sheet and explain how it should be used (see example, p52).
- View a sample Alphabet Story ('The Letter A') which can be found in the Resources section of the ChildFund Connect website: <http://www.childfundconnect.org/resources>
- Break into groups (3-4 per group).
- Distribute cameras and storyboard sheets to each group.
- Each group brainstorms ideas.
- Groups storyboard ideas.
- Groups then film from their storyboards.
- Upload films to the laptop/PC between lessons.
- Show videos back to class and discuss content and technical issues that arise.



## TEACHER TIPS

- Break into groups (3-4 per group).
- Distribute cameras and storyboard sheets to each group.
- Before groups begin filming, discuss camera techniques. Watch 'Using Video to Tell Your Story': <http://www.childfundconnect.org/content/using-video-tell-your-story>
- Organise lessons either side of lunch or at the end of day and beginning of next day to allow time to transfer films.
- As each film will be made up of several shots, create folders by group name to organise clips.
- Look for issues concerning lighting (they must avoid shooting towards a light source), camera stability, clipped shots, speaking too quickly or not clearly, too much panning or zooming.
- Explain that zooming is unnecessary.

# Group Task 2: Video Project

**Aim:** To create a short film (3-5 mins) about an aspect of culture identified in class. (Those schools partnered with another school overseas will send them through ChildFund Connect to partner schools. If classes are working independently of ChildFund Connect, completed films are to be promoted and viewed within the school.)

**Time required:** Several sessions spread over 3 to 6 weeks.

**You will need:** Video cameras (HD) or iPads, Video Group Project Summary (pp49-50), Storyboard templates (pp51,53), Parental Permission, Group Self-Assessment sheets (pp54-56).

## INSTRUCTIONS:

### Step 1: Form your groups

- Tell students that cooperation is imperative and that students who cannot work in this way will be removed from groups and assigned individual tasks.
- Discuss roles: Unless students have specific skills, roles should be rotated from the earlier activity so that everyone gets a go. Roles: group leader who reports back to the class, an organiser who keeps track of things such as sheets, meeting dates etc, scriptwriters/storyboarders, an editor who ensures all on-screen spelling is correct, camera persons and film editor (if you are editing your own films).

### Step 2: Select topic

- Discuss possible topics for videos. They will be aspects of culture identified in previous lessons. They may even be the same topics as for the photo stories.
- View examples of previous work. See ChildFund Connect Resources: <http://www.childfundconnect.org/resources>
- Discuss that the purpose of the video is to inform students living in a different culture about how we live.
- Have groups report back to class with their chosen topic. Encourage variety. If two or more groups want the same topic, they must have a different approach. For example, one might be a narrative while the other is a documentary.
- Once topics are selected, ask students to complete the Video Group Project Summary (pp49-50). This includes a synopsis of the proposed film.

### Step 3: Script and storyboard

- Groups are now ready to begin scripting. There are 2 sample scripting/storyboarding templates included (pp51,53). Re-examine the sample storyboard (p52). Make sure students understand the purpose and value of a storyboard. While it seems like unnecessary effort, it is essential. It allows you to brainstorm and organise your ideas before you start. It is your plan. It tells you what shots to film. It provides the order of your shots which you will need when editing.
- Photocopy desired templates and distribute. Remind students to number scenes. Visuals can be stick figures or descriptions. Circulate between groups giving support. They will possibly have trouble starting but once they do they will be fine. Remind them that there must be enough detail for anyone to pick up their storyboard and know what is going on.
- At the end of the session, have each group report progress back to class.

### Step 4: Film tips and camera technique

- Before groups begin filming, review good and bad practice. Watch 'Using Video to Tell Your Story': <http://www.childfundconnect.org/content/using-video-tell-your-story>
- Review children's films on ChildFund Connect: <http://www.childfundconnect.org/resources>
- Stress the issues of camera stability (use of tripod), not filming towards a light source (eg window), remembering to count to 3 after 'record' is pressed before you start and at the end before you press 'stop'.

### Step 5: Action!

- By now groups should be planning their 'shoot' sessions and preparing necessary requirements. Remind students that consent must be obtained from all who are filmed.
- Ensure that cameras can film in HD and that this setting is selected prior to filming.
- In many cases filming will be done off site when you are not around. In this case your job will be to have regular contact with group leaders to check on progress. Make sure groups swap phone numbers for keeping in touch. Setting up a Wiki or using sites like Edmodo are a good way for teams to collaborate from home.
- Have sharing sessions where students give progress reports to their classmates.

### Step 6: Editing

- Groups edit their videos using iMovie (for Mac computers or iPads) or Movie Maker (for PCs). This software can be downloaded from the Apple store (Mac) or through DET for Movie Maker.
- Ensure groups use copyright free music if they would like to upload them to a public website such as the school website, blog or YouTube. See Teacher Tips for a list of copyright free music links.
- As films are finished, view them and give groups constructive feedback. Ask for re-editing if there are spelling mistakes, on-screen information required for clarity, very poor editing that might be improved etc.
- The final video should be rendered/exported in high definition (.mov or .mpeg formats are best).

### Step 7: Self-assessment

- At the completion of films, have each group complete a self-assessment of their group's performance (pp54-56).

### TEACHER TIPS

- **Parent letter:** It is useful to send a letter home to parents explaining the project and letting them know that much of the work may be done at home. Invite parents to assist with group tasks (when you are not around). Desirably, have a parent with each group. Find out if cameras and video-editing software are available.
- **Establish a timeline:** Desirably, the majority of filming will take place before the end of a term. It can also be completed during the holidays.
- **Award badges:** During the course of the group task, the ChildFund Connect website allows you to award points for progress being made and the contribution and effort of individual students. Points should be awarded in 100 point lots. Categories are: Achievement, Cooperation, Creativity, Initiative and Research. Within each category, there are three levels: bronze, silver and gold. 100 points would give a bronze badge in that category. A further 100 points would mean silver and a third 100 points would mean gold.
- Copyright-free music websites:  
<http://freemusicarchive.org/>  
<http://soundbible.com/>  
<http://www.jamendo.com/en/>  
<http://www.podsafeaudio.com/>  
 NB: Ensure groups have this information prior to editing.

# Video Group Project Summary

VIDEO TEAM #: \_\_\_\_\_ MEMBERS: \_\_\_\_\_

SUPPORT PARENT: \_\_\_\_\_

Topic: \_\_\_\_\_

Film Title: \_\_\_\_\_

## RESPONSIBILITIES

If role is to be shared,  
write 'shared'.

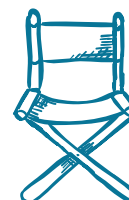
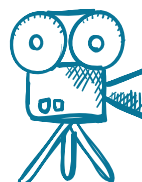
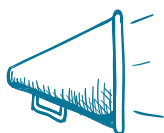
Organiser: \_\_\_\_\_

Leader: \_\_\_\_\_

Script/Storyboard: \_\_\_\_\_

Camera: \_\_\_\_\_

Editing: \_\_\_\_\_



## EQUIPMENT & FILMING/EDITING DETAILS

Camera: \_\_\_\_\_ Personal/School? \_\_\_\_\_

Editing software: \_\_\_\_\_ PC/Mac? \_\_\_\_\_

Filming locations: \_\_\_\_\_

Where will editing take place? \_\_\_\_\_

When will filming commence? \_\_\_\_\_



## VIDEO STYLE (DOCUMENTARY, NARRATIVE ETC):

## STORY:

## ARRANGEMENTS:



# Video Storyboard #1

COUNTRY \_\_\_\_\_ GROUP \_\_\_\_\_ TOPIC \_\_\_\_\_

Scene No.	Scene Description/Drawings (Clear description of who/where/how)	Shot (Zoom/Pan/2 shot)	Audio (Clear description of what is being said/music/effects)
1			
2			
3			
4			
5			

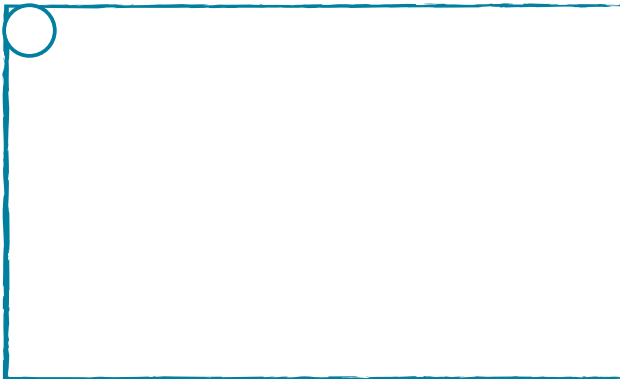
# Video Storyboard #1

COUNTRY \_\_\_\_\_ GROUP \_\_\_\_\_ TOPIC \_\_\_\_\_

Scene No.	Scene Description/Drawings (Clear description of who/where/how)	Shot (Zoom/Pan/2 shot)	Audio (Clear description of what is being said/music/effects)
1	Classroom: Teacher (Mr T) sitting at table reading. Students at desks working. Clock to show 2:59 pm	Cu of clock  Pull back to wide shot of class working  Tripod	Mr T: "It's almost bell time so please clear off your desks and get ready for home... and Tua, clean up your mess!"
2	Cut from scene 1 to class laughing. Big mess to be seen on and around Tua's desk. One or two students point at the mess!	Wide shot, showing Tua on one side	Class laughing
3	Cut to Tua sitting at his desk, beginning to pick things up	Cu	Tua: All right, all right, it's not that funny! (Bell rings)
4	Pan of Mr T walking from desk to front of room	M	Mr T: "OK, stand please. Looking for the neatest table to go first!"  Sounds of furniture moving as people stand at desks.
5	Tua standing at clean desk smiling. Wide shot of class	Dissolve to M of Tua and then pull out to wide shot of class	Silence
6	Wide shot from back of room showing Mr T and class. Mr T walks to stand near Tua. After dialogue, Tua walks out. Scene to finish on an empty door frame	Wide shot panning to Mr T as he walks to Tua; 2 shot pulling back to wide shot as Tua walks out	Mr T after walking to Tua: "Tua, you are a star! I knew you could do it." Tua: "Not a problem, Mr T! See you tomorrow!" Sounds of class groaning!

# Video Storyboard #2

GROUP \_\_\_\_\_ MOVIE TITLE \_\_\_\_\_

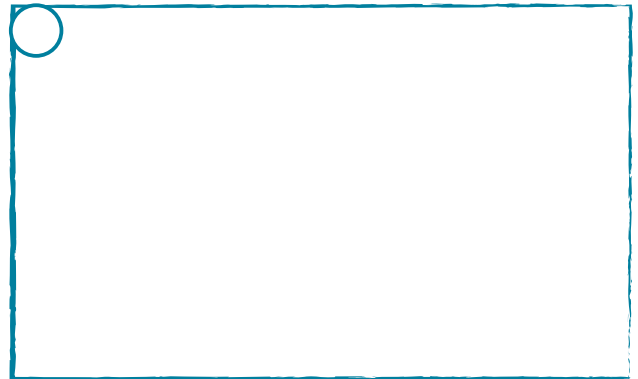



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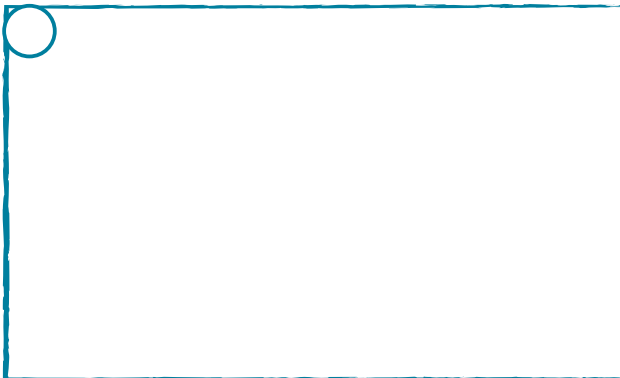



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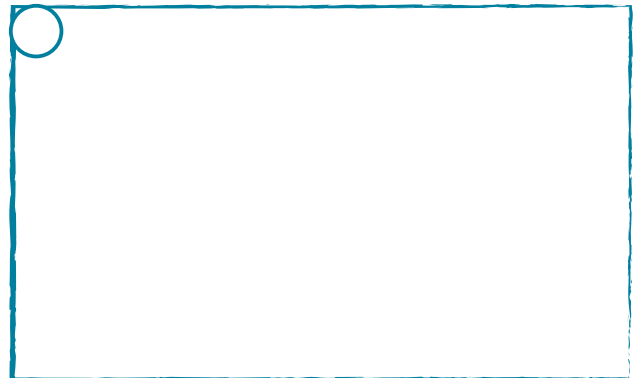



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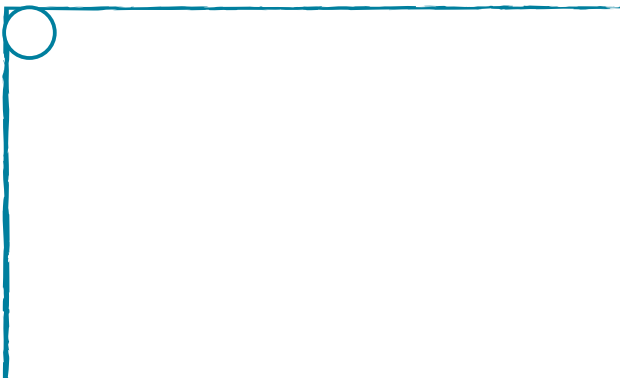



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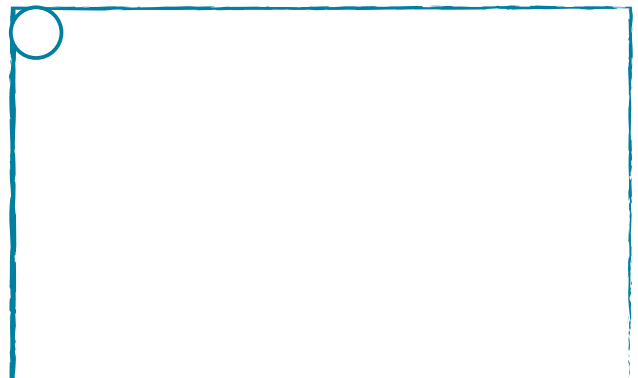



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# Video Project: Self-Assessment

MY NAME \_\_\_\_\_ OTHER GROUP MEMBERS \_\_\_\_\_

PROJECT TITLE \_\_\_\_\_

This form is where you explain your role and contribution to the film you have made. Please read each statement and check the box accordingly. You will not have done everything but, hopefully, you have made a meaningful contribution within your group.

No.	Film Making	Yes/No/A little
1	I created a script and/or storyboard for my project which put our ideas into sequence.	
2	I used the camera to film parts of our project. I understand the basic operation of the camera.	
3	I acted in the film.	
4	I directed the film.	
5	I imported the video clips from the camera onto the computer.	
6	I edited the film (using timeline and trimming/splitting clips as required).	
7	I applied transition effects between clips (eg dissolves).	
8	I added titles/credits/voice-over/background music.	

## GROUP WORK

How would you rate your group's ability to cooperate and work together as team?

☐ Excellent ☐ Good ☐ Fair ☐ Unsatisfactory

Any arguments?

☐ Y / ☐ N

Anyone too bossy?

☐ Y / ☐ N

Did everyone contribute as best they could?

☐ Y / ☐ N

Did you do your share of the work?

☐ Y / ☐ N

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Video Project: Self-Assessment

## PROJECT SPECIFICATIONS

Film title \_\_\_\_\_  
 Duration \_\_\_\_\_  
 Camera used \_\_\_\_\_  
 PC or Mac \_\_\_\_\_  
 Editing software used \_\_\_\_\_  
 Background music used \_\_\_\_\_ Copyright free (Y) / (N) Origin \_\_\_\_\_

## QUALITY OF OUR FILM

The best things about our film

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The weaknesses in our film

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## MY OVERALL OPINION

Write down what you liked and disliked about this project

What I liked \_\_\_\_\_

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What I disliked \_\_\_\_\_

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## IF THERE WAS A NEXT TIME

If you had the chance to make your film all over again, what would you do differently?

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## Video Project: Assessment Rubric

Video Group# \_\_\_\_\_ Group Members: \_\_\_\_\_

Video Title \_\_\_\_\_ Duration \_\_\_\_\_ Score \_\_\_\_\_ /30

For each of the following, you have been awarded a score of 1 to 3. A score of 3 represents work and effort of an outstanding standard. A score of 2 is for work and effort which is satisfactory, while a score of 1 means that work and effort are below what was expected.

No.	CRITERIA	1	2	3
1	<b>Group Work:</b> Group worked cohesively and any issues were dealt with appropriately. There was equitable sharing of tasks.			
2	<b>Topic Choice:</b> Topic choice was appropriate to the task and purpose for making the video.			
3	<b>Message:</b> There is a clear message in the video which is evident to the viewer.			
4	<b>Detail:</b> Content is varied and of sufficient depth to communicate the desired message. Length of video is appropriate.			
5	<b>Engagement:</b> Video is interesting and engaging.			
6	<b>Planning:</b> Storyboard provided a practical summary of audio requirements and desired camera shots.			
7	<b>Camera Work:</b> Shots clearly focused and well framed. Camera steady and shot choice varied and appropriate.			
8	<b>Sound &amp; Lighting:</b> Scenes are appropriately lit (not too dark or light). Sound is clear and audible.			
9	<b>Editing:</b> Video moves smoothly from shot to shot. Transitions are appropriate and titling is correct and effective.			
10	<b>Copyright:</b> There are no issues with illegal use of accompanying music or graphics.			

### COMMENTS

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## Main Idea 4:

# Culture Changes Over Time

## CONTRIBUTING QUESTIONS



**Core Question:** 'Is cultural change always a good thing?' (for the majority of students)



**Structured Question:** 'How is our culture different from the way it was when our parents were our age?' (for those students who require help and support)



**Extended Question:** 'How important is it to maintain your culture?' (for gifted and high achievers)

## BACKGROUND INFORMATION FOR TEACHERS

No culture is static although many communities resist change. Why does it change?

- International commerce is expanding (China is rapidly embracing western culture).
- The mass media is increasingly global.
- The world population will double in less than 50 years.
- New inventions bring change.
- Traditional gender roles have changed.
- Change in interrelationship between culture and environment (depleting energy resources, global warming, greenhouse gases).

## References

- Culture Change: An Introduction to the Processes & Consequences of Culture Change (2008)
- Global Education: <http://www.globaleducation.edu.au/>
- Think, Pair, Share: <http://olc.spsd.sk.ca/DE/PD/instr/strats/think/>
- Extent Barometer (p65). Other examples can be found at: <http://www.teacherpd.com.au/bar>
- Using Cartoons & Comic Strips: BBC English: <http://www.teachingenglish.org.uk/language-assistant/teaching-tips/using-cartoons-comic-strips>

## Main Idea 4: 'Culture Changes Over Time'

### Learning Experiences

Learning Experiences	Resources
<p><b>1. Survey:</b> Conduct a survey of parents and grandparents about their life as a 10 to 12 year old. Have a Think/Pair/Share session where students examine survey results. Are the changes all for the better? Are the changes all tied to advancements in technology? Has anything not changed over time?</p> <p><b>2. Timeline:</b> Take one aspect of culture that has changed over time (fashion, entertainment, attitude to the environment etc). Create a timeline for change. Timelines should include dates and be mainly visual. Gathering the visuals could be a research task set for home and the timeline constructed at school. This could be done individually or with a partner.</p> <p><b>3. Comic Strip:</b> Students create a cartoon strip which sends a character (possibly themselves) via their time machine into the past to discover how much their culture has changed!</p> <p><b>4. Differentiated Task – 'Culture Changes Over Time':</b> Divide class into 3 ability groups. Groups should sit together but work in pairs within groups for greater efficiency.</p> <p><b>Core Question:</b> 'Is cultural change always a good thing?' Identify three aspects of cultural change that you believe are positive and find three aspects of cultural change that you would not like to see change. Use p62 to record your views.</p> <p><b>Structured Question:</b> 'How is our culture different from the way it was when our parents were our age?' Students create a 'Pros and Cons' chart for at least 5 changes in our culture previously identified.</p> <p><b>Extended Question:</b> 'How important is it to maintain your culture?' Group to discuss the aspects of culture specified on p63. Group to decide how important it is to not allow change over time. Opinions to be represented with a numeric score. If group cannot reach consensus, individual responses are kept.</p> <p>At the conclusion of this activity, groups to report back to the class explaining their task and the results of their collaboration.</p>	<p>Culture Survey of Parents and Grandparents (p59)</p> <p>Comic Strip (p60) Web2.0 Tools: <a href="http://www.comicmaster.org.uk/">http://www.comicmaster.org.uk/</a> <a href="http://www.bitstripsforschools.com/">http://www.bitstripsforschools.com/</a></p> <p>Is Cultural Change Always Good?: Plus &amp; Minus (p62)</p> <p>'How Did Our Parents Live?' Pros &amp; Cons Chart (p61)</p> <p>Extent Barometer (p63)</p>

### Assessment

- Quality of survey results.
- Quality of research and timeline produced.
- Continued anecdotal records of group work.
- Post-test of unit (teachers to decide based on unit content covered).
- Teacher administered rubrics to assess group and classwork (p64).

# Culture Survey of Family Members

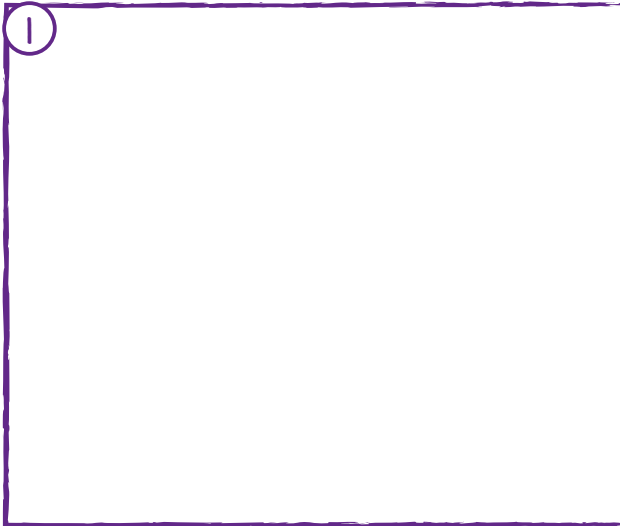
Conduct a survey of family members of different ages to see how the following aspect of culture has changed since they were your age. Add 2 survey topics of your own.

	Parents/Guardian	Older Family member
Holidays		
Toys		
Hobbies		
House hold Chores		
TV Programs		
Clothing Styles		
Favourite Foods		

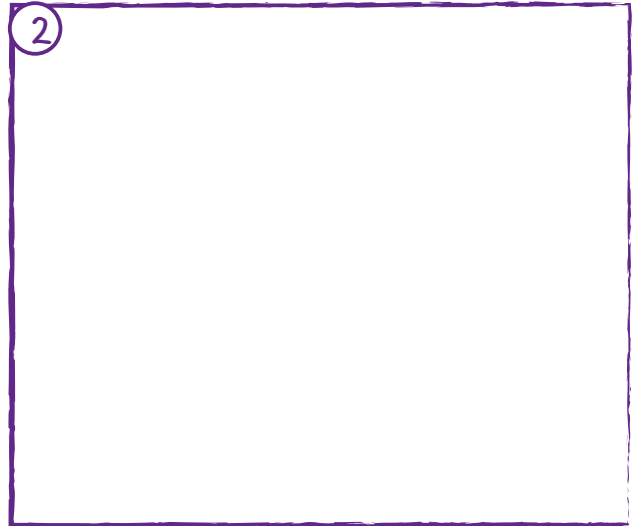
# Comic Strip

**Directions:** You are a time traveller. Your mission: go back in time to your older family member's childhood and discover how life was back then. Your comic strip should focus on aspects of cultural change.

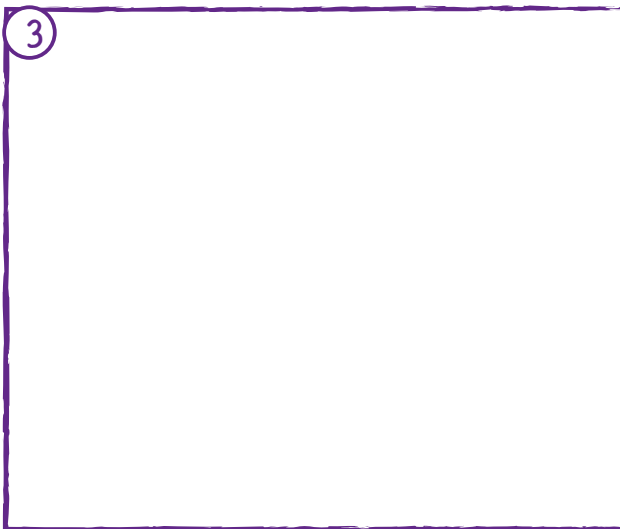
1



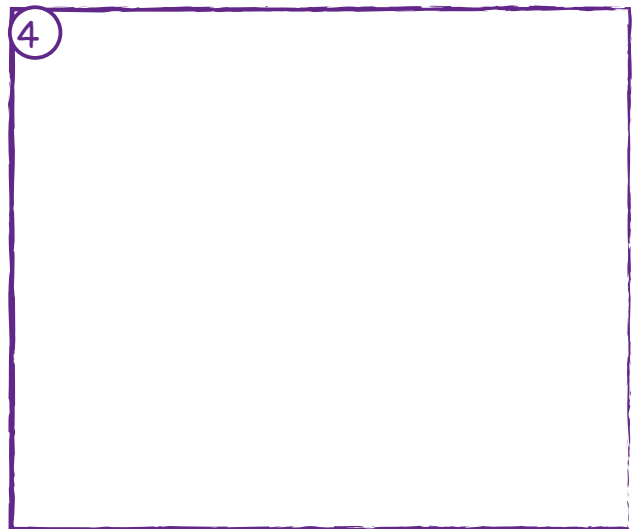
2



3




4



5



6



# How Did Our Parents Live?

**Instructions:** In the first column, list 5 aspects of culture which may have changed from when your parents were your age. In the middle column, write down any good things or advantages (pros) of this change. In the right-hand column, list any negative aspects to these changes (cons). Be prepared to report back to the class.

 Purple Group 1

	Cultural Change	Pros	Cons
1			
2			
3			
4			
5			

# Is Change Always Good?

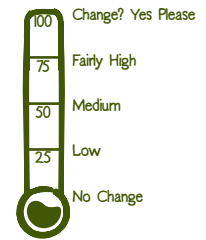
**Instructions:** Work with a partner to find 3 cultural changes that you think are a good thing. Record these explaining why such change is a good thing. Then think of 3 cultural changes that you believe are not for the better. Again, explain your thinking. Be prepared to report back to the class.

 Pink Group 2













Cultural Change	Why is change a good thing?
Cultural Change	Why is change not a good thing?

# Extent Barometer

**Directions:** We have found that culture changes over time. But is that always a good thing? Examine each of the following aspects of cultural change and decide whether you would rather it stayed as it is. Use the extent barometer to express your view: 0 (zero) if you want no change to 100 if change is a very positive thing. Explain your view in each box.



Green Group

Australia's Flag View	Family Relationships View	Hairstyles View
		
		
		
		

HOW MUCH CULTURAL CHANGE DO WE WANT?

# Unit Rubric

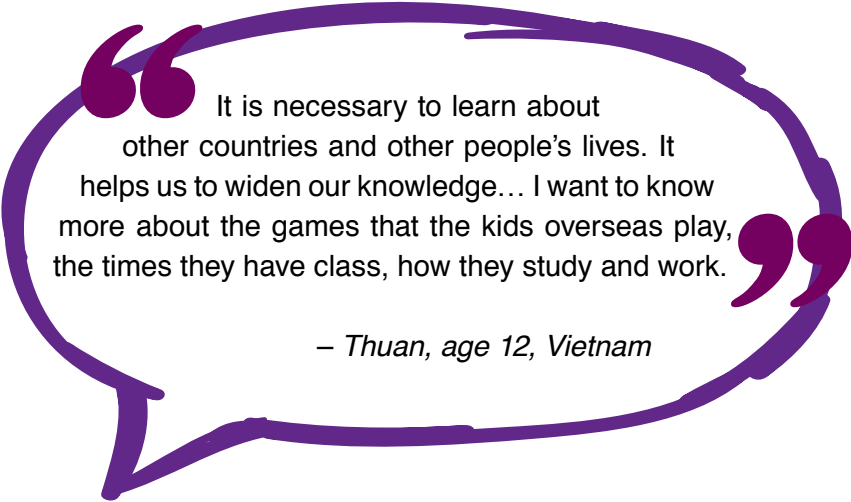
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Criteria	1	2	3	Score
Participates in class discussions	Little or no participation	Occasional participation or when called upon	Regular, enthusiastic participation	
Working with a partner	Uncooperative or regularly off-task	Cooperative and mostly on-task	Reliable, collaborative and always on task	
Engagement in lessons	Regularly off-task and distracting to others	Mostly on-task. A fairly independent worker	Enthusiastic, always on-task, independent	
Completes set tasks	Unreliable. Needs constant reminding. Work often late.	Most work completed on time	Work always on time	
Quality of work produced	Below requirements of task	Meets requirements of task	Exceeds requirements of task	
Total				

# Group Work Rubric

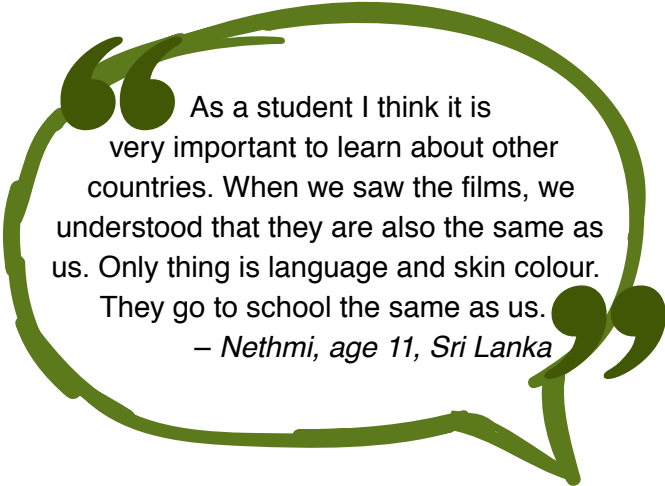
NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Criteria	1	2	3	Score
Social interaction	Frequently interrupts or 'puts down' others or does not contribute	Listens to others and co-operates most of the time	Respects the views of others; a real team player	
Leadership	Uncooperative; accepts few or no tasks	Co-operative: accepts tasks	Organises and plans tasks	
On-task behaviour	Easily distracted and often off-task	On-task most of the time	Consistently on-task	
Contribution to group	Unreliable; completes few or no tasks	Completes set tasks	Goes beyond what is necessary	
Total				



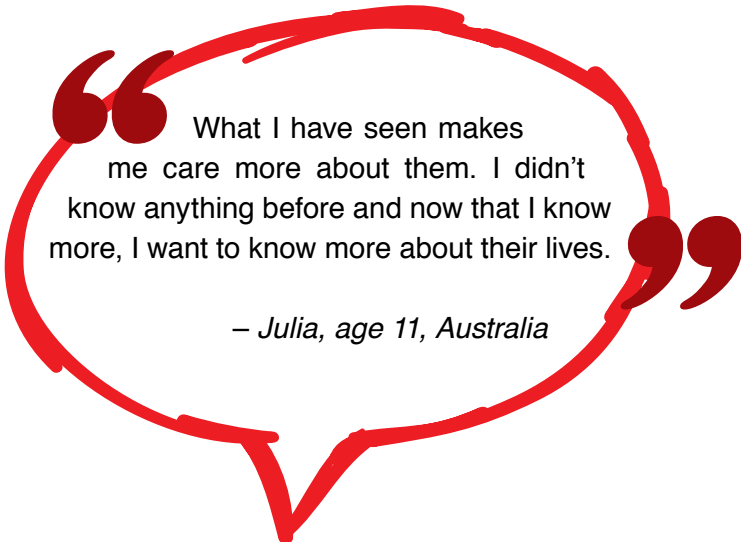
“ It is necessary to learn about other countries and other people’s lives. It helps us to widen our knowledge... I want to know more about the games that the kids overseas play, the times they have class, how they study and work.”

– Thuan, age 12, Vietnam



“ As a student I think it is very important to learn about other countries. When we saw the films, we understood that they are also the same as us. Only thing is language and skin colour. They go to school the same as us.”

– Nethmi, age 11, Sri Lanka



“ What I have seen makes me care more about them. I didn’t know anything before and now that I know more, I want to know more about their lives.”

– Julia, age 11, Australia

# ChildFund

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