

Unit 3: SIGNS OF CELEBRATION

Level 3 VELS, Years 3 and 4

Overview

This unit is about the enduring practices of celebrations and ritual, and the role of symbols within these. In this unit students examine a variety of different celebrations in order to develop understandings about how celebrations are an important part of any community. They explore how celebrations are consistent across time and cultures. They compare several celebrations such as; Eucharist, Aboriginal smoking ceremonies and Anzac Day, to find similarities and differences. They investigate why, when and how different people celebrate and explore the values that underpin celebrations. During the unit they will discover that some celebrations are traditional and have been conducted over long periods of time, and that many of these commemorate a special event.

This unit could be taught in conjunction with preparation for Eucharist.

Understandings

- A community is a group of people who have common beliefs and values.
- All symbols have meaning and convey a message.
- Communities choose symbols that have meaning to reflect the things that are important to them.
- Ceremonies are a way to connect with community, celebrate the things we value and remember the past.
- There are many different Aboriginal and Torres Strait Islander ceremonies where laws and stories from The Dreaming are acted out.
- Understanding of the beliefs, values and symbols of different groups can lead to respect and tolerance.

Rich Question

How do symbols and celebrations reveal what people value?

Contributing Questions

- How and when do we use symbols in our lives?
- Why do people celebrate?
- How do different communities celebrate and commemorate?
- What is unique about Aboriginal and Torres Strait Islander ceremonies and celebrations?
- How are symbols used in different celebrations?
- Why is it important to respect other people's beliefs and symbols?
- How can we celebrate or commemorate the things that we value?

Background Notes

From the Yarra Healing website: essential learnings.

- The Dreaming stories tell of aspects of Indigenous lifestyles and law. They explain the creation of the land, the animals and the people. The Dreaming stories are a powerful way of educating young children about rules for living, the natural environment and the spiritual world.
- Some Dreaming stories are steeped in ritual and sacred ceremonies, while others

are "campfire" stories for entertainment and/or moral instruction.

- Not all Dreaming stories are told in a complete or near complete sequence. Many Indigenous people learn them over time, in the course of experience.
- Some Dreaming stories are restricted. They are controlled by a few in the community, usually an Elder or Elders, who are the only people to tell or hear them, or perform associated rituals.
- Dreaming stories vary from region to region, and different versions of the same story will exist because of differences in emphases and interpretation amongst Indigenous groups.
- When the earth was barely formed the great Spirit Ancestors made epic journeys across the land creating rivers, trees and rocks and naming plants and animals as sacred species for their descendants. The Spirit Ancestors taught Indigenous Australians how to live in harmony with nature and how to behave towards one another, thus setting the pattern of Aboriginal and Torres Strait Islander cultures and identities.
- Indigenous Australians, as descendants of the Spirit Ancestors, have custodial responsibilities for maintaining the Dreaming and for passing on the heritage of story, law and sacred ceremony.
- Indigenous Australian's cultural and spiritual identification with their place of birth or ancestry (their country) is often inclusive of particular places of significance such as paths of Spirit Ancestors, places where ceremonies are held, birth and burial sites, lands used for hunting, fishing and gathering.

From the website <http://www.indigenoustralia.info/culture.html>

- When discussing specific ceremonies it is important to have a local Aboriginal person present.
- There are many ceremonies and reasons for ceremonies in Aboriginal and Torres Strait Islander societies, all have a firm place with The Dreaming.

Resources

Written texts

Ciddor, A. 1995, *The First World War Through Children's Eyes*, Macmillan, South Melbourne.

Hoy, C. and Johnson, B. 2005, *My Grandad Marches on Anzac Day*, Lothian, Sydney.

Greenwood M, and Lessac, F. 2008, *Simpson and His Donkey*, Walker Books, NSW.

Walters, C, and Mullins, P. 2007, *Only A Donkey*, Viking, Melbourne.

China: A Portrait of the Country Through it's Festivals and Traditions, Fiesta Series, Moondrake, 1998, Reed Educational, Port Melbourne

Websites

<http://www.topics-mag.com/internatl/holidays/festivals.htm> contains brief information texts about festivals and celebrations around the world.

<http://www.nationaltreasures.com.au/> This website contains symbols of important historical events in Australia such as Gallipoli. Click on the icon to reveal the story behind the symbol.

<http://lvillage.education.vic.gov.au/lv/beps/hp.nsf/PreviewHomePages/celebrations> contains brief information texts and weblinks about celebrations in Australia and around the world, including Aboriginal and Torres Strait Islander and religious celebrations.

<http://www.indigenoustralia.info/culture.html> contains information about Aboriginal and Torres Strait Islander ceremonies as well as stories from the Dreamtime.

<http://www.vaeai.org.au/regions/index.html> You can find your Local Aboriginal Education Consultative Group (LAECG) through the VAEAI website.

Audio Visual

Reconciliation Gayip video

Video clips of a recent Anzac Day march or ceremony

Photographs/ posters of Anzac day or World War 1 scenes

VELS Links

Standards are indicated in italics.

Physical, Personal and Social Learning Strand

CIVICS AND CITIZENSHIP

As students work towards the achievement of Level 3 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities that make up the Australian community. They explore the ways that Australians are connected to other regional and global communities.

Students learn about some key events, which contributed to the development of the Australian nation. They explore symbols and celebrations of Australia's and Victoria's past and present; for example, the Australian national flag, the ATSI flags, the Victorian flag, coats of arms, floral emblems, colours, flower, animal and bird emblems, the national anthem, Australia Day and the Queen's Birthday. They consider the meaning and values that are reflected in these celebrations and symbols. They consider what they value about Australia.

Civic Knowledge and Understanding

Students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations.

Community Engagement

At Level 3, students contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community

Discipline Based Learning Strand

ENGLISH

Reading

Students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts.

They infer meaning from material presented in informative texts. They use several strategies to locate, select and record key information from texts.

Writing

Students write texts containing several logically ordered paragraphs that include ideas and information about familiar topics. They order information and sequence events using some detail or illustrative evidence. They combine verbal and visual evidence in the texts they produce. They meet the needs of audiences by including appropriate background information.

Speaking and Listening

Students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information. They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.

HUMANITIES

As students work towards the achievement of Level 3 standards in the Humanities, they apply the concepts of time, continuity and change through a study of the history and traditions of Australians. They examine stories, artefacts and other evidence from the past and present to learn about Australian society and its origins, such as the history of national symbols, including the flag, and key commemorations and celebrations such as Anzac Day and Labour Day. They examine the histories of the cultural groups represented in their classroom, community and nation. They learn to sequence some key events on a timeline and write simple explanations of events.

Humanities knowledge and understanding

At Level 3, students describe and sequence some key events in Australian history, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation.

Humanities skills

At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters.

Interdisciplinary Strand

COMMUNICATION

Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music, which illustrate a variety of perspectives on a range of topics and ideas. They learn how to

identify the main message, develop their own interpretation, and provide evidence to support it.

THINKING PROCESSES

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge. Students develop language to describe specific thinking processes and, with support, use thinking tools to assist them to complete a given task. They continue to reflect regularly on their thinking, learning to describe their thinking processes verbally.

Reasoning, processing and inquiry

At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Reflection, evaluation and metacognition

At Level 3, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking.

| Assessment Strategies | | | |
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| When | What | Why | How |
| Pre and post-beginning and end or unit | Brainstorm grid | To assess prior knowledge. To assess if students can identify symbols and celebrations from different communities. To track development of students' understandings. Civics and Citizenship and Humanities | Students write and draw symbols and celebrations they know about, using a grid, containing the following categories: Australian celebrations, Australian symbols, Aboriginal and Torres Strait Islander celebrations, Aboriginal and Torres Strait Islander symbols, celebrations from other cultures, symbols from other cultures. Complete this activity at the end of the unit and ask students to compare and reflect on what they know now that they didn't know before. |
| Pre and post-beginning and end or unit | Sorting and classifying | To assess prior knowledge. To identify what students know about celebrations and commemorations and whether they can identify the common values or themes within them. Civics and Citizenship | Use sets of pictures of different symbols. Students individually sort symbols into groups. They label their categories and explain why they grouped them this way. Introduce related pictures of celebrations and ask them to sort these. They can add pictures to their existing categories or create new ones. Students then write what the celebration is who is involved and why they think these people are celebrating. Complete this activity at the end of the unit and ask students to compare and reflect on what they know now that they didn't know before. |
| During the Building stage | Anzac Day reflection | To determine whether students can identify the purpose and symbols of Anzac Day. Humanities and Civics and Citizenship | After participating in Anzac day experiences students respond individually by creating a charcoal drawing of some of the symbols or images that are meaningful to them and writing a reflection. |
| At the end of Building stage | Venn Diagram | To assess whether students can identify the similarities and differences between the 3 celebrations studied so far. Humanities, Thinking Processes and Civics and Citizenship | Using the cross classification chart as a scaffold students individually compare the 3 celebrations using a triple Venn diagram. To support students who would find this difficult use a double Venn. |
| At the end of Investigating stage | Individual investigation | To identify whether students can independently gather, interpret and present information. To identify student's understanding of key ideas. Humanities, Thinking Processes, Communication, Civics and Citizenship | Students research their own personal wondering finding out about a particular celebration or symbol. They share their findings as an oral presentation using criteria. The presentation could be supported by visual aids (eg. pictures, artefacts or a powerpoint display). |

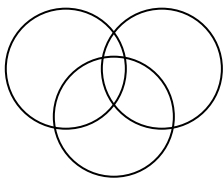
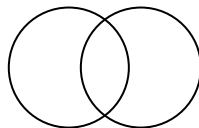
BUILDING

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

| Purpose | Activity | Teacher notes |
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| To establish students' prior knowledge about symbols and celebrations | <p>Pre assessment tasks</p> <p>Brainstorm grid Students write and draw symbols and celebrations they know about using a grid containing the following categories: Australian celebrations, Australian symbols, Aboriginal and Torres Strait Islander celebrations, Aboriginal and Torres Strait Islander symbols, celebrations from other cultures, symbols from other cultures.</p> <p>Sorting and classifying Use sets of pictures of different symbols. Students individually sort symbols into groups. They label their categories and explain why they grouped them this way. Introduce related pictures of celebrations and ask them to sort these. They can add pictures to their existing categories or create new ones. Students then write what the celebration is, who is involved and why they think these people are celebrating.</p> | Keep these original responses for comparison with the same task at the end of the unit. |
| To engage students in the topic and generate enthusiasm. To expose students to a range of different celebrations that they will likely have prior experience of. | <p>Mystery bag role plays Organise class into small groups. Each group is given a 'mystery bag' that contains a variety of symbols connected by a theme. Students discuss the symbols: What are they? What or who do you associate them with? When would you see or use them? How would you use them? What do they represent?</p> <p>Students then create a role-play using each of the symbols. They present this to the class. Discuss the symbols as a whole class and the meaning of them. Discuss the significance of the event/celebration they represent.</p> <p>Suggestions for Mystery Bags: Birthday- cake, candles, balloons, gifts, streamers, card, party hat, invitations, lolly bag. Wedding- rings, confetti, bubbles, cake bags, horseshoe, veil, bow tie, wedding book. Football grand final- footy, pie, scarf, beanie, footy record, banner, streamers, whistle, flogger. Baptism- water, oil, candle, stole, baby doll, certificate, cake. Melbourne Cup- hat, form guide, betting ticket, jockey's hat, whip. Christmas- nativity scene, star, present, card, bon-bon,</p> | Adapt the celebrations to connect with the types of experiences the students will have had, and to connect with recent celebrations. |

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| | <p>stocking.</p> <p>Brainstorm all the different types of celebrations the students know or have experienced. Sort and classify the different celebrations.</p> | | | | | | | | | |
| <p>To engage students in the inquiry process.</p> | <p>Wonderings and Discoveries</p> <p>Brainstorm questions children have about different symbols and celebrations. Use Weiderhold's question matrix to help develop richer questions.</p> <ul style="list-style-type: none">• What, where, when, which, who, why, how.• Is, did, can, would, will, might. <p>Display these questions on a wonderings and discoveries board.</p> | <p>Wonderings and discoveries should be revisited regularly throughout the unit.</p> | | | | | | | | |
| <p>To experience an Aboriginal and Torres Strait Islander celebration/ ceremony and begin to explore the unique features of these.</p> | <p>Smoking Ceremony</p> <p>Immerse students in the ritual of Aboriginal and Torres Strait Islander celebrations using one of the following methods:</p> <ul style="list-style-type: none">• Excursion to a local cultural centre including participation in a smoking ceremony.• Invite an Elder or a respected person from your local Aboriginal group to perform a smoking ceremony at the school and explain its significance to students as well as other celebrations and symbols. You can contact VAEAI for assistance. <p>In small groups students create a poster recording a symbol they saw or found out about to show;</p> <ul style="list-style-type: none">• what the symbol was• what it means and• why it was used <p>Each group presents their poster to the rest of the class.</p> <p>Whole class discussion recalling what they found out about Aboriginal and Torres Strait Islander celebrations. Use photos from the day to support the discussion. Commence a cross classification chart to record the following information:</p> <table><tr><td>Celebration and people</td><td>What symbols were used?</td><td>What was the purpose of the celebration</td><td></td></tr><tr><td>Aboriginal and Torres Strait Islander smoking ceremony</td><td></td><td></td><td></td></tr></table> <p>View the 'Reconciliation Gayip' video 2001 that was issued to all Catholic schools. This Mass held at the MCG commenced with a smoking ceremony performed by the Wurundjeri people.</p> | Celebration and people | What symbols were used? | What was the purpose of the celebration | | Aboriginal and Torres Strait Islander smoking ceremony | | | | <p>A different Aboriginal and Torres Strait Islander ceremony could be substituted for the Smoking ceremony.</p> <p>Keep in mind: <i>When discussing specific ceremonies it is important to have a local Aboriginal person present.</i></p> |
| Celebration and people | What symbols were used? | What was the purpose of the celebration | | | | | | | | |
| Aboriginal and Torres Strait Islander smoking ceremony | | | | | | | | | | |
| | <p>Introduce Values framework.</p> | | | | | | | | | |

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| <p>To introduce a set of values that students can use when trying to determine what values are being expressed at a celebration or ceremony.</p> | <p>Use a values framework such as the 9 values for Australian schooling, or this adapted and simplified version.</p> <p>Values:</p> <p>Care and compassion- care for self and others.</p> <p>Fair Go- acting for the common good where all people are treated fairly and justly.</p> <p>Respect- treat others with consideration and regard, respect another persons point of view.</p> <p>Responsibility- Be accountable for your actions and contribute to society in a positive way.</p> <p>Inclusion- Joining in, being part of a group and including others.</p> <p>Put each of the values on a poster sized page. Children move around the posters writing words or phrases to describe their understanding of the value. Look at the final posters together and discuss and agree on the meaning of the values. Show students the values posters and ask them if they are happy with the definition or if they would like to add to it.</p> <p>In small groups students role-play one of the values showing people demonstrating the value and not demonstrating the value.</p> <p>Add another column to the cross classification chart and record the values reflected in the smoking ceremony.</p> <table><tr><td>Celebration and people</td><td>What symbols were used?</td><td>What was the purpose of the celebration</td><td>What values are represented?</td></tr><tr><td>Aboriginal and Torres Strait Islander smoking ceremony</td><td></td><td></td><td></td></tr></table> | Celebration and people | What symbols were used? | What was the purpose of the celebration | What values are represented? | Aboriginal and Torres Strait Islander smoking ceremony | | | | <p>Some schools have developed their own set of values which could be used instead.</p> |
| Celebration and people | What symbols were used? | What was the purpose of the celebration | What values are represented? | | | | | | | |
| Aboriginal and Torres Strait Islander smoking ceremony | | | | | | | | | | |
| <p>To explore a nation celebration in depth and identify the symbols and values connected to it.</p> | <p>Anzac Day</p> <p>Brainstorm what the students already know about Anzac Day. Immerse students in some of the following Anzac Day activities to develop their understandings about this celebration:</p> <ul style="list-style-type: none">• Use the www.nationaltreasures.com.au/ website to explore the story behind the Gallipolli boat symbol/icon.• Read ‘<i>My Grandad Marches on Anzac Day</i>’. Discuss the symbols they see in the book, what they think the day is about.• View a video clip of the Anzac Day march, or if the unit coincides with this time of year participate in an Anzac day celebration.• Excursion to the War memorial in Melbourne or walk to your local memorial.• Organise a guest speaker from the local RSL (Returned Serviceman’s League). | <p>If this unit coincides with Anzac Day the students could plan a whole school commemoration/celebration after finding out more about it.</p> | | | | | | | | |

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| | <ul style="list-style-type: none"> Picture chat. (Use pictures or posters from World War 1) Discussion what happened, how would they be feeling, how would you feel? Read the picture storybook <i>'Simpson and his Donkey'</i>. Give small groups one value to look for during the presentation. After the presentation they record what evidence they saw of this value. <p>Students respond individually by creating a charcoal drawing of some of the symbols or images that are meaningful to them and writing a reflection. As a whole class add Anzac Day to the cross-classification chart.</p> | |
| To explore a religious celebration. To make connections with a sacrament that is relevant to the students lives now. | <p>Celebrating Eucharist</p> <p>Pose the question- how does the Catholic community celebrate? Sorting and matching symbols connected with the sacraments and their purpose: Baptism, Reconciliation, Eucharist, Confirmation.</p> <p>Attend a class or school Mass and invite the Priest to explain the symbolism either during or before the Mass.</p> <p>Students sequence the parts of the Mass in pairs as a storyboard.</p> <p>Read the story of the Last Supper from the Bible; Luke 22: 13-20. Children role-play the scene. Use a Venn diagram to compare the Mass and the Last Supper.</p> <p>As a class add Eucharist to the cross classification chart.</p> | If possible invite a guest speaker from the Aboriginal Catholic Ministry to discuss similarities and differences between the Aboriginal and Catholic symbols and values. |
| To assess whether students can identify the similarities and differences between the 3 celebrations studied so far. | <p>Venn Diagram</p> <p>Using the cross classification chart as a scaffold students individually compare the 3 celebrations using a triple Venn diagram.</p>  | <p>To support students who would find this difficult use a double Venn.</p>  |
| <h2 style="text-align: center;">INVESTIGATING</h2> <p>Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have developed.</p> | | |
| Purpose | Activity | Notes |
| To broaden the investigation and open it up to looking at a | <p>Carousel: Celebrations around the world</p> <p>Set up stations that the students move through to gain a snapshot of celebrations around the world and in Australia. Stations could include:</p> | Be aware of the different cultures represented in the classroom |

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| wide variety of symbols and celebrations. | <ul style="list-style-type: none">• Guest speakers. Parents or other family members from a variety of cultures to bring photos and share experiences of celebrations, symbols and commemorations from their experiences.• Books and posters about Aboriginal and Torres Strait Islander celebrations other than a Smoking Ceremony.• Books about celebrations around the world.• Websites listed in Reference section.• Pictures and poster sets.• Other symbols from the website www.nationaltreasures.com.au/ <p>Students gather information from the different stations and record on a data chart.</p> <table><tr><td>Celebration</td><td>Culture</td><td>Interesting facts</td><td>Wonderings</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>From the information they gather students choose one wondering they would like to investigate.</p> | Celebration | Culture | Interesting facts | Wonderings | | | | | and encourage students and their families to share their artefacts, photographs and experiences. |
| Celebration | Culture | Interesting facts | Wonderings | | | | | | | |
| | | | | | | | | | | |
| To give students the opportunity to research their own personal interests and questions. | <p>Individual investigations</p> <p>Students research their own personal wondering finding out about a particular celebration or symbol. They will be required to share their findings with the class in an oral presentation. The presentation could be supported by visual aids (eg. pictures, artefacts or a powerpoint display). Explain criteria for the presentation of their research to students.</p> <p>The presentation needs to include:</p> <ul style="list-style-type: none">• A description of the symbol or celebration and the group of people who celebrate this.• An explanation of the reasons behind the symbol or celebration.• A list of values that are present with an example of how these values are displayed.• A personal response as to why this symbol or celebration interested you. | If the student's wondering did not relate to a specific symbol or celebration the task could be negotiated and modified to allow that student to pursue their interest with the same rigour. | | | | | | | | |
| <p style="text-align: center;">PERSONALISING</p> <p>Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.</p> | | | | | | | | | | |
| For teachers and students to evaluate student learning during the unit. | <p>Post assessment</p> <p>Complete the 2 pre assessment tasks again.</p> <p>With students compare the pre and post tasks and discuss what they have learned throughout the unit. Ask students to reflect on what they know now that they didn't know before and how their ideas have developed and changed.</p> | | | | | | | | | |
| To make connections | <p>Think, Pair, Share</p> <p>Ask students to reflect on their own responses to this question.</p> | | | | | | | | | |

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| between what the students have been learning and the understanding: Understanding of the beliefs, values and symbols of different groups can lead to respect and tolerance. | <ul style="list-style-type: none"> Why is it important to respect other people's beliefs and symbols? <p>Give students time to think and record their ideas on their own then share with a partner. In small groups students pool their responses and record as a graffiti board before sharing with the whole class.</p> <p>They then develop role-plays to demonstrate their ideas.</p> | |
| For students to act on their learning in a meaningful way. To make the learning real and important. | <p>Acting on the learning</p> <p>Discuss with students; now we know this what can we do to act on our learning? Together select an action the students can take to put their new learning into practice. Possible actions could include:</p> <ul style="list-style-type: none"> Preparing an Anzac Day or Remembrance Day celebration for the school. Identifying what it is as a class or school we really value and designing a celebration around that. Finding out about the local Aboriginal and Torres Strait Islander people and creating a plaque or ceremony to acknowledge the traditional owners of the land. | It is important that the students decide on the action they want to take at the end of the unit. |

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| Links to Literacy | <p>Reading Dreamtime stories that are connected to Aboriginal and Torres Strait Islander ceremonies and celebrations.</p> <p>Developing research skills to support the individual investigations- reading for information, note-taking, organising and interpreting information, summarising, paraphrasing.</p> <p>Oral language- identifying features of a good presentation.</p> |
| Links to Numeracy | <p>Time- calendar events, timeline of important events that people commemorate around the world.</p> |

