

# Unit 1: CELEBRATING CULTURE

## Overview

This unit is about the different cultures that coexist in the local community and in Australia. It explores the ways in which people from these cultures express their beliefs and values through art, music, dance, drama, and especially story. Students will compare the similarities and differences between a variety of cultures that are significant in the school and local community including Aboriginal culture. They will have the opportunity to create some art works and experience some stories from different cultures. Students will begin to develop an understanding that the Australian nation is enriched by the diversity of cultures that contribute to it.

## Understandings

- Culture is the way a group of people lives; what they do and what they believe.
- There are many cultures that make up the Australian nation.
- Songs, art, dance and storytelling were used in the past and are still used today to tell peoples' stories.
- For many thousands of years Aboriginal and Torres Strait Islander people (or use the term Indigenous Australians) used song, dance, art and storytelling to pass on their beliefs about life.
- In many cultures valuing and celebrating difference is a sign of respect for other people.

## Rich Question

How do we celebrate our culture?

## Contributing Questions

- What is culture?
- What cultures are represented in our classroom?
- Who are the different people who live in Australia?
- What would it be like if we were all the same?
- What can we learn about Aboriginal and Torres Strait Islander people through their art, songs, stories and dance?
- What can we learn about other cultures through their art, songs, stories and dance?
- Why do people tell stories?
- What are the different ways we can tell stories?
- Why is it important to value and respect other people?

## Background Notes

From the Yarra Healing website: essential learnings.

- There is diversity of lifestyles amongst Indigenous Australian communities today.
- Kinship ties are integral to Indigenous Australian identity and lifestyles.
- A sense of belonging to 'a place' is an important feature of Indigenous Australian identity,
- Important insights about the identity and culture of Indigenous Australian Koorie people are contained in their songs, stories, films, poetry and art.
- For many thousands of years, Aboriginal and Torres Strait Islander people used songs and stories to express their beliefs about the origins and meaning of life and land forms, the cycles of nature, and the harmony and conflict among human life and the animal world.

- The Dreaming refers to how Indigenous Australians explain the beginning and the continuity of life.
- The cultural diversity of the Indigenous Australian nations, and nations within nations, is expressed through a wide range of artistic forms, styles and symbols. Dot paintings, for example, were not traditionally used in Victoria as that style of painting came from the central desert area of Australia.
- Indigenous Australian art continues to be a living and growing concern through which Aboriginal and Torres Strait Islander peoples express their beliefs, celebrate their tradition and look to the future.

## **Resources**

### **Written texts**

Mckee, D, 1989, *Elmer the Elephant*, Harper Collins

Rosen, M, and Graham, B, 2005, *Our House*, Candlewick

Bishop, M, and Evans, A, 1995, *Tell Me Why*, Muuruun series, Curriculum Corporation, Melbourne:

- Lunch Box
- Guess What
- Let's Rap
- A Big Day
- What Do You Play?

Folk stories from around the world

Reader's Theatre Books 1 and 2 Lower Primary.

### **Websites**

[www.dustechoes.com.au](http://www.dustechoes.com.au)

[www.yarrahealing.melb.catholic.edu.au](http://www.yarrahealing.melb.catholic.edu.au)

### **Audio Visual**

Guest speaker- Yarn Strong Sista contact details available [www.yarnstrongsista.com](http://www.yarnstrongsista.com)

# VELS Links

Standards are indicated in italics.

## Physical, Personal and Social Learning Strand

### HEALTH AND PHYSICAL EDUCATION

#### Movement and physical activity

*They create and perform simple rhythmical movement sequences in response to stimuli.*

#### Health knowledge and promotion

*They describe what they like about themselves and how they are similar to others and how they are unique.*

### INTERPERSONAL DEVELOPMENT

#### Building social relationships

*At level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people.*

#### Working in teams

*At level 2, students work in teams in assigned roles, stay on task and complete structured activities within set time frames. They share resources fairly. With teacher support they describe their contribution to the activities of the team.*

### PERSONAL LEARNING

#### Managing personal learning

They participate in a wide range of learning experiences, which involve a variety of learning styles and approaches to learning. With teacher support they reflect on those approaches which they believe help them learn most effectively.

### CIVICS AND CITIZENSHIP

They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations. They explore the purpose and benefits of school, community and national events. Students investigate the ways individuals, families, groups and communities can work to improve their environment.

## Discipline Based Learning Strand

### ENGLISH

#### Reading

*Students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text.*

#### Writing

*Students write short sequenced texts that include some related ideas about familiar topics.*

#### Speaking and listening

*Students listen to and produce spoken texts that deal with familiar ideas and information. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.*

### HUMANITIES

They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. They begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities.

### MATHEMATICS

#### Measurement, chance and data

*They collect simple categorical and numerical data (count of frequency) and present this data using pictographs and simple bar graphs.*

## **Interdisciplinary Strand**

### **INFORMATION COMMUNICATION TECHNOLOGY**

In their learning of new material, students experiment with some simple ICT tools and techniques for visualising their thinking. They learn to organise and classify information and ideas, and present them in a manner that is meaningful to them. This may entail cutting and pasting, dropping and dragging, and colour coding in order to group similar items, to sequence events and to identify examples that illustrate key ideas. To improve the presentation of text and images, students begin to apply simple techniques, such as bolding, centering and changing case. They explore a range of different information products and identify intended audiences. Students display their own information products in a way that suits different audiences.

### **THINKING PROCESSES**

As students work towards the achievement of Level 3 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people's explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided. They develop their skills in using a range of sources of information when investigating selected questions.

Students practise ordering and sequencing their ideas. They begin to classify concepts, objects and ideas using given criteria and describe, compare and contrast these classifications. They use a variety of thinking tools to assist with recognising patterns in surrounding events and objects.

When presented with simple problems, students work with peers to develop a range of creative solutions and test their effectiveness against given criteria. Prompted by questions, they begin to reflect on their thinking processes.

| <b>Assessment Strategies</b>  |                              |  |   |
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| <b>When</b>   | <b>What</b>                  | <b>Why</b>   | <b>How</b>  |
| Pre and post assessment.<br>At the start of the unit and the end of the Building stage. | Draw and write               | To compare development of understandings from the start of the unit to the end.<br><br><b>Civics and citizenship</b> | Students draw and write what they know about Aboriginal and Torres Strait Islander people. If students are unclear about what to draw prompt them by asking them to think about- Where might they live? What might they look like? What would they be doing? Etc.<br>Post-assessment: Students compare-What do you know now about Aboriginal and Torres Strait Islander people now that you didn't know before? |
| End of Building stage   | Poster                       | To understand that Australia is made up of diverse cultures<br><br><b>Civics and citizenship</b>                     | Students draw or cut and paste pictures from magazines of people who make up the Australian nation and place them in a map of Australia to represent what they think represents being Australian.   |
| End of Building   | Writing a stanza of a song   | Appreciation of the cultures that make up Australia and their contributions<br><br><b>Civics and citizenship</b>     | Students identify one culture that doesn't appear in the "I'm an Aussie yes I am" and write a line that reflects that culture.  |
| Investigating stage   | Response to a cultural story | <b>English</b>   | Students produce a personal response to reading a folk story  |
| Personalising   | Reflection on 'Our House'    | Understanding of concepts of inclusion and respect. Demonstration of values.<br><br><b>Civics and citizenship</b>    | Take photos of each child during the role-play. Students add speech bubbles to show their ideas and thinking about the core values of respect and inclusion.  |

## 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   |
|---|---|---|
| <p>To engage students in the topic and to introduce the concept that culture can be expressed through various art forms, stories and everyday activities.</p> | <p><b>Cultural Immersion</b><br/>           Invite family or school community members to share aspects of their culture with the class. These could be set up as rotating activities over a day or half day. Incorporate a variety of cultures from a range of areas/continents- especially cultures students have links to. Consider the multiple intelligences when balancing the activities and incorporate hands on tasks where possible. Activities could include:</p> <ul style="list-style-type: none"> <li>➤ Sharing traditional stories from their culture.</li> <li>➤ Telling stories from their childhood and showing photos.</li> <li>➤ Teaching a traditional dance eg. Tarantella or bush dancing.</li> <li>➤ Viewing and workshopping traditional art forms eg dot painting, batik.</li> <li>➤ Telling students about traditional festivals and creating some decorations linked to the celebration eg. Chinese dragon.</li> <li>➤ Bringing artefacts to share from their culture.</li> <li>➤ Cooking and sampling foods from their culture.</li> <li>➤ Holiday photos and souvenirs from overseas trips.</li> </ul> | <p>Include at least one activity related to Australian culture so students don't think culture only applies to other places. Also incorporate an activity to introduce students to Aboriginal and Torres Strait Islander culture.</p> |
| <p>To begin to establish the first understanding: Culture is the way a group of people lives; what they do and what they believe.</p>                         | <p><b>Incursion- Local (?) Aboriginal cultural experience</b><br/>           Invite an Aboriginal guest speaker/s such as those from Yarn Strong Sista, to share their stories and culture with the students.<br/>           After the session discuss with students what they learned about the speaker's life? What did they learn about the Aboriginal people? Explain that culture is the way a group of people lives their lives. Discuss with students what they found out about Aboriginal culture from this session. Students respond to the session by drawing and writing about the aspects they liked best.</p>  | <p>Culture is a difficult concept for young children and will need to be reinforced throughout the unit.</p>  |
| <p>To ensure students have a basic understanding of some of the key terms and concepts in the unit.</p>   | <p><b>Agreed Meanings</b><br/>           Develop some agreed meanings of terms that will be used throughout the unit including; culture, Aboriginal, Aboriginal and Torres Strait Islander, multicultural. Commence a word wall or class glossary that can be added to during the unit. These can be in words and pictures or symbols. These definitions may be refined during the unit as students develop stronger understandings.</p>  | <p>Keep the meanings simple and in students language.</p>   |
| <p>To gather student</p>  | <p><b>Wonderings and Discoveries</b><br/>           Commence a 'wonderings and discoveries' board that will be used to gather the students' questions and findings as</p>   |   |

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| <p>wonderings and incorporate into the inquiry to give them some ownership of the topic.</p>                              | <p>they move through the unit.</p> <ul style="list-style-type: none"> <li>• Using pictures from cultural immersion activities above create a story map of the experiences in culture the students have already had.</li> <li>• Identify what was the same and different about the cultural experiences and scribe key words on chart.</li> <li>• Divide students into pairs or 3s and give each pair one of the key words.</li> <li>• Using a questioning prompts such as; who, what, where, when, how and why, students create oral questions that incorporate their key word.</li> <li>• Share the best questions students came up with and choose a variety to place on the wonderings board.</li> </ul> <p>Refer back to the wonderings and discoveries board throughout the unit adding further questions and recording answers as discoveries and students find out about the topic.</p>     |   |
| <p>To investigate students own cultural backgrounds</p>   | <p><b>Home surveys- cultural background</b></p> <p>Link the experience of the guest speakers to exploring their own cultural backgrounds. Explain to children that we are all Australian because we live in Australia but we might have another culture in our family as well. Ask students if they know where their families have come from and how they might find out. Develop a survey the student will take home to ask their families about countries/cultures they have got in their background. Students participate in small group discussions in class to share what they have found out. They may bring in artefacts or items from home representing their culture to show and discuss.</p> <p>Establish a class map and identify places students have family connections with on a map of the world.</p> <p>Make a class graph of the different cultures represented in the class.</p> |   |
| <p>To make the connection that Australia is a multicultural country, and some people belong to more than one culture.</p> | <p><b>Who lives in Australia?</b></p> <p>View visual images of multicultural Australians, Aboriginal Australians and the children themselves either as photographs, posters or present in PowerPoint format. Listen to and sing songs that celebrate multicultural Australia such as: 'I Am, You Are, We Are Australian' and 'I'm An Aussie Yes I Am', 'Sacred Ground'. Discuss who is an Australian bringing out the concept that there are people from many different cultures who live in Australia, and that some people can say I am... and I am also Australian. Students then create a visual image of who they think an Australian is by drawing or cutting and pasting magazine pictures into an outline of Australia.</p>  | <p>The visual image they create could be an individual task if it is to be used for assessment.</p> |

## INVESTIGATING

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.

| Purpose  | Activity  | Notes   |
|--|---|---|
| <p>To explore the different ways in which people from different cultures tell their stories.</p> | <p><b>Stories from different cultures</b><br/>           Read, listen to or view the traditional stories from a variety of cultures using multi modal presentations. Eg. story books, oral story telling, paintings, theatre, songs, dance etc. Stories could include:</p> <ul style="list-style-type: none"> <li>• Bunjil the Eagle- retold on Yarra Healing website.</li> <li>• Animation of an Aboriginal story on the Dustechoes website.</li> <li>• Creation story dance- Reconciliation Gayip video.</li> <li>• Australian Bush Ballad- The Wild Colonial Boy, Poor Ned Kelly.</li> <li>• Opening ceremony of the 2000 Olympics- telling Australia's story through theatre.</li> <li>• Reader' Theatre- traditional stories from other cultures can be found in Reader's Theatre Books 1 and 2 Lower Primary.</li> <li>• A variety of stories from other cultures using multi-modal texts.</li> </ul> <p>Students respond to the stories in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• Retelling the stories using a story map</li> <li>• Role play</li> <li>• Puppets</li> <li>• Drawing their favourite part of the story</li> <li>• Story ladder</li> <li>• Cartoon strip</li> <li>• Create a re-enactment in the sandpit (sand story)</li> <li>• Film (imovie or story maker)</li> </ul> | <p>By using a variety of media and ways of responding, students learning styles can be catered for.</p> |

| <p>To identify that stories are often used to pass on messages.</p> | <p><b>Comparing and contrasting stories</b></p> <p>Establish a class data chart showing what students have found out about different cultures. Establish the understanding that each of the stories passes on something important to that group of people.</p> <table border="1" data-bbox="400 409 1225 633"> <thead> <tr> <th data-bbox="400 409 533 483">What was the story?</th> <th data-bbox="533 409 687 483">How was it told?</th> <th data-bbox="687 409 863 483">What culture did it come from?</th> <th data-bbox="863 409 1043 483">What does the story tell us?</th> <th data-bbox="1043 409 1225 483">Why did they tell this story?</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 483 533 533">Bunjil the Eagle</td> <td data-bbox="533 483 687 533"></td> <td data-bbox="687 483 863 533"></td> <td data-bbox="863 483 1043 533"></td> <td data-bbox="1043 483 1225 533"></td> </tr> <tr> <td data-bbox="400 533 533 633">The Giant's Causeway</td> <td data-bbox="533 533 687 633"></td> <td data-bbox="687 533 863 633"></td> <td data-bbox="863 533 1043 633"></td> <td data-bbox="1043 533 1225 633"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Use the chart to compare and contrast the different stories and cultures. Make generalisations relating to each column. e.g. Important messages, told in a variety of ways. Why do we listen to the stories?</li> </ul> | What was the story?            | How was it told?             | What culture did it come from? | What does the story tell us? | Why did they tell this story? | Bunjil the Eagle |  |  |  |  | The Giant's Causeway |  |  |  |  | <p>This is best developed in conjunction with the previous activity. Add information after each different story rather than waiting until all stories have been completed.</p> |
|---|--|--------------------------------|------------------------------|--------------------------------|------------------------------|-------------------------------|------------------|--|--|--|--|----------------------|--|--|--|--|--|
| What was the story?   | How was it told?   | What culture did it come from? | What does the story tell us? | Why did they tell this story?  |                              |                               |                  |  |  |  |  |                      |  |  |  |  |  |
| Bunjil the Eagle  |  |                                |                              |                                |                              |                               |                  |  |  |  |  |                      |  |  |  |  |  |
| The Giant's Causeway  |  |                                |                              |                                |                              |                               |                  |  |  |  |  |                      |  |  |  |  |  |

## PERSONALISING

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.

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| <p>To emphasise the concepts of inclusion and exclusion in a simple context.</p> | <p><b>Reflecting on the Learning</b></p> <p><b>Bob Graham Our House</b></p> <p>Act out the story reflecting on why children were excluded from the house.</p> <p>Discuss who and why he wouldn't let them in. Discuss respect and how he didn't show them respect. How can he show them respect?</p> <p>As a class create a shared understanding of respect.</p> <ul style="list-style-type: none"> <li>On a giant map of Australia role play not being able to enter Australia because of their cultural background. The children will carry symbols that depict that culture and be refused entry. There will then be a discussion on what it is like in Australia when we refuse cultures.</li> <li>Ask the question how would you do that differently? The children will then respond and hopefully invite cultures in</li> <li>How do we show respect for cultures, how can we show respect?</li> </ul> | <p>Take photos of each child during the role-play. Students record ideas and feelings in speech bubbles. This could be done electronically.</p> |
| <p>To reinforce understandings and apply them in a real life context.</p>        | <p><b>Acting on the Learning</b></p> <p>What have you learnt in this unit and is it important?<br/>How do we pass the message on?<br/>Brainstorm how we pass the message on using think pair share, and then record that information on a graphic organiser (brainstorming wheel).</p> <p>Select the idea that best conveys the message.</p>   | <p>It is important that students determine the action and take ownership of this stage.</p>   |

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|  | Plan the action and implement the action. |  |
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| <b>Links to Literacy</b> | <p>Reading traditional Aboriginal and Torres Strait Islander stories and legends</p> <p>Reading traditional Australian ballads and poetry eg Banjo Patterson, Henry Lawson, C.J. Dennis</p> <p>Reading traditional folk tales from around the world</p> <p>Comparing similarities and differences between traditional stories</p> <p>Writing- retelling folk tales from around the world</p> |
| <b>Links to Numeracy</b> | <p>Mapping</p> <p>Graphing</p>   |

