

Unit 4: WE ARE ONE

Overview

This unit explores the concepts of multiculturalism and Australian identity. It begins by exploring the question 'who are Australians?' recognising that the Aboriginal and Torres Strait Islander people have lived in Australia for more than 60,000 years. During the unit students identify their own cultural backgrounds and the migration stories of other people, leading to an appreciation that as Australians we come from many different cultural backgrounds.

Through individual and community stories students learn about the contributions made by a variety of Australians from diverse cultural backgrounds. They investigate ordinary people who have achieved extraordinary things in order to help their community. They use the Habits of Mind to investigate the characteristics shared by these people and explore ways in which they too can make a contribution.

Understandings

- As Australians we come from many different cultural backgrounds.
- Aboriginal and Torres Strait Islander people have lived in Australia for more than 60,000 years and their culture is strongly connected to the land.
- There are many Australians from different backgrounds who make contributions to their community.
- Ordinary people can do extraordinary things and can inspire others to help their community.
- We each have a responsibility to use our gifts and talents to make a difference and work towards a better future.

Rich Question

What inspires ordinary Australians to do extraordinary things?

Contributing Questions

- Who are Australians?
- What does it mean to be Australian?
- What are the unique characteristics of Aboriginal and Torres Strait Islander culture?
- Why are there many different cultural groups in Australia today?
- Can people belong to different cultural groups?
- How do individuals contribute to Australian communities?
- How do their actions affect the lives of others?
- What are the characteristics of these people?
- What can we do to contribute to our community?

Background Notes

From the Yarra Healing website: essential learnings.

- There is diversity of lifestyles amongst Indigenous communities today.
- Kinship ties are integral to Aboriginal and Torres Strait Islander identity and lifestyles.
- A sense of belonging to 'a place' is an important feature of Aboriginal and Torres Strait Islander identity.
- Important insights about the identity and culture of Aboriginal and Torres Strait Islander people are contained in their songs, stories, films, poetry and art.
- Land is central to Aboriginal and Torres Strait Islander people's beliefs, identity and

cultural values.

- Indigenous Australians have a unique perspective to contribute to non-Indigenous people's understandings of culture, land and spirituality.

Resources

Websites

<http://www.australianoftheyear.gov.au/pages/index.asp>

www.habitsofmind.org

Audio Visual

DVD The Lion King

DVD The Secret Garden

Guest speakers from the local community

VELS Links

Standards are indicated in italics.

Physical, Personal and Social Learning Strand

INTERPERSONAL DEVELOPMENT

Building social relationships

At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

Working in teams

At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

PERSONAL LEARNING

Managing personal learning

At Level 3, students set short-term, achievable goals in relation to specific tasks. They complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently. They comment on task progress and achievements. They manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.

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 learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore the ways that Australians are connected to other regional and global communities.

Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

Civic knowledge and understanding

At level 3 students demonstrate understanding of the contribution of people from many culturally diverse groups that make up the Australian community.

Community Engagement

They describe some of the roles and purposes of groups in the community. They describe the benefits of action at the local level and the democratic aspects of the process.

Discipline Based Learning Strand

ENGLISH

Reading

At Level 3, 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

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

Speaking and listening

At Level 3, 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

Humanities skills

They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. Using atlas maps and a globe, they locate and name the states and territories of Australia.

MATHEMATICS

Space

They locate and identify places on maps and diagrams.

Measurement, chance and data

They use a column or bar graph to display the results of... (data collected).

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. They explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinions.

DESIGN AND CREATIVITY TECHNOLOGY

Investigating and designing

At Level 3 students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements. They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked. They identify simple systems components and common materials/ingredients and explain the characteristics and properties that make them suitable for use in products. Students think ahead about the order of their work and list basic steps to make the product or system they have designed.

Producing

At Level 3, students use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials/ingredients and assemble systems components. They use a variety of simple techniques/processes and a range of materials/ingredients to safely and hygienically alter and combine materials/ingredients and put together components to make products and simple systems that have moving parts.

Analysing and evaluating

At Level 3, students test, evaluate and revise their designs, products or simple systems in light of feedback they have gained from others. They identify what has led to improvements and describe what they consider to be the strengths and drawbacks of their design, product or simple system. They consider how well a product or simple system functions and/or how well it meets the intended purpose.

INFORMATION COMMUNICATION TECHNOLOGY

ICT for creating

They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.

They make ongoing modifications to their work to correct the spelling of frequently used words and to rectify simple formatting errors. They evaluate the final information product and describe how well it meets its purpose. Students make adjustments to their equipment and apply techniques that are ergonomically sound.

ICT for communicating

They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.

THINKING PROCESSES

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. They identify and provide reasons for their point of view, and justify changes in their thinking.

Assessment Strategies			
When	What	Why	How
Pre and post assessment. At the start of the unit and the end of the Building stage.	Poster	<p>To establish prior knowledge.</p> <p>To track the development of understandings about Australian identity and the range of cultures that makes up Australia today.</p> <p>To assess students' ability to investigate, design, produce and evaluate.</p> <p>Civics and Citizenship and DCT.</p>	<p>Students work in small groups or pairs and use words and/or pictures to create a poster showing their understanding of 'who is an Australian?' Ask the students to imagine they are creating this poster for a person who has never been to Australia to show them what Australians are like and what it means to be Australian.</p> <p>When this activity is repeated at the end of the Building stage introduce the students to the DCT process of designing, producing and evaluating the poster.</p>
At the end of the Investigating stage	Individual research task	<p>To allow students to demonstrate their understanding of the contribution of people from many culturally diverse groups that make up the Australian community. To assess student's ability to gather, record and present information.</p> <p>Civics and Citizenship, English, Thinking Processes, Communication and Personal Learning.</p>	<p>Students select a person they would like to find out more about. The person has to be someone who lives in Australia and who has helped the community in some way. It does not have to be someone famous, it could be someone they know, or know of, who helps the local community. They collect and organise their information on a cross-classification chart, write an information report, and present their information to the class using a mode of their choice.</p>
At the end of the unit	Individual reflections	<p>To assess student's personal reflections on the unit.</p> <p>Personal Learning, Civics and Citizenship</p>	<p>Using the prompts listed in the Personalising section of the unit students complete personal reflections.</p>

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 establish students prior knowledge about 'Australian identity'</p>	<p>Pre assessment activity Students work in small groups or pairs and use words and/or pictures to create a poster showing their understanding of 'who is an Australian?' Ask the students to imagine they are creating this poster for a person who has never been to Australia to show them what Australians are like and what it means to be Australian.</p>	<p>Use this information to gain a sense of what children's preconceived ideas are. Check for stereotyping and misconceptions.</p>
<p>To make links to student's lives. To begin to develop understandings that all Australians (unless they are Aboriginal or Torres Strait Islander) have a migration story in their family background.</p>	<p>Family Trees Students will create a family tree showing where their families have originated. Model how to complete a family tree including names and country of birth. Ask students to track back their family tree to a point of Australian migration if they can. Students start recording details on a family tree – then take the tree home to add any additional information.</p> <p>Plot the cultural background of the students within the class using a bar graph to show countries of origin. Create generalisations related to cultural backgrounds of the students within the class group.</p>	<p>Ensure that the students feel that all backgrounds are valued.</p>
<p>To engage students fully in the topic and generate enthusiasm. To expose students to a range of different cultures.</p>	<p>Cultural celebration day Organise a range of activities for students to participate in that immerses them in different cultures. Include an authentic Aboriginal or Torres Strait Islander experience. Activities could include:</p> <ul style="list-style-type: none"> • An Aboriginal or Torres Strait Islander dance group or storyteller. • Learning a dance from another country. • Cooking a national dish. • Musical instruments and singing. • Creating a family crest showing the cultural backgrounds in their own family. • Reading or viewing traditional stories. 	<p>Include some activities from cultures represented in the classroom.</p>
<p>To engage students in the inquiry process.</p>	<p>Wonderings and Discoveries Brainstorm questions children have about the cultural diversity of Australians. Use think-pair share, then bundle questions into categories. In</p>	<p>Wonderings and discoveries should be</p>

	<p>small groups give each group one category of questions. They create one or two rich questions about that category. Display these questions on a wonderings and discoveries board.</p>	<p>revisited regularly throughout the unit.</p>																		
<p>To introduce students to the Habits of Mind that will be used during the unit to identify characteristics of people.</p>	<p>Habits of Mind Introduce the students to 6 of the Habits of Mind (HoM). The HoM recommended for this unit are: Persistence, Listening with Empathy and Understanding, Striving for Accuracy, Creating, Imaging and Innovating, Taking Responsible Risks, Finding Humour.</p> <p>Using a familiar DVD eg: The Lion King or 'The Secret Garden' Ask students to identify which HoM the characters are displaying. In Expert Groups students create 'Habits of Mind' posters; including examples from the movie. Expert groups then present posters to whole class.</p> <p>Display posters, as they will be used throughout the unit.</p>	<p>Details of these HoM can be found at the end of the unit. Further information is available from the Habits of Mind website. See resources section.</p>																		
<p>Consolidating the understanding that Australians come from many different backgrounds.</p> <p>To develop understanding that Australia is made up of many different Aboriginal nations.</p>	<p>Guest Speakers Invite speakers who have migrated to share their 'moving' story.</p> <ul style="list-style-type: none"> • What is your 'moving' or migration story? • What did you notice that was different or surprising about Australia? • What do you still do/celebrate from your original country? • What does being Australian mean to you? <p>After each guest speaker discuss his or her story. Ask students to identify any HoM they felt this person displayed. Record information on a class cross-classification chart.</p> <table border="1" data-bbox="528 1630 1201 1854"> <thead> <tr> <th>Person and country</th> <th>Moving story</th> <th>What was different or surprising</th> <th>Celebrations or traditions</th> <th>What Australia means to them</th> <th>Habits of Mind</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Invite an Aboriginal or Torres Strait Islander person to speak about their 'place' and their story. Use the Indigenous Australian map to show students that Australia is made up of many different Indigenous Australian Nations; that</p>	Person and country	Moving story	What was different or surprising	Celebrations or traditions	What Australia means to them	Habits of Mind													<p>Consider parents and local people as guest speakers.</p> <p>If guest speakers talk about a particular activity from their culture this can be followed up by a hands on activity where the students 'have a go'. Eg. a game or art technique or cooking activity.</p>
Person and country	Moving story	What was different or surprising	Celebrations or traditions	What Australia means to them	Habits of Mind															

	<p>each have their particular language, identity and customs.</p> <p>Students could also record their personal responses to the stories in a journal or by writing a letter to a guest speaker.</p>	
<p>To make connections between what they know now and their prior understandings about the different cultural groups that make up the Australian community.</p> <p>To assess the development of students' understandings and their DCT skills.</p>	<p>Who is an Australian?</p> <p>Give students a blank outline of a map of Australia on A3 and tell them they will be creating a visual representation of what they think now about 'Who is an Australian?' Give students time to think about and plan how they want to do this. Then students draw or cut out images from magazines or newspapers to paste into the map representing their planned idea of 'Who is an Australian?' They can also put key words around the map. When they have completed their picture they write a justification of why they chose particular images to include, and what they were trying to create using a self-assessment sheet.</p> <p>Self-assessment questions:</p> <ul style="list-style-type: none"> • Why did you choose these images? • Are you happy with what you have produced? Why? • What difficulties did you face in creating this visual piece? • Having viewed other people's representations would you change anything on your own picture? <p>Students then compare their original (pre-assessment) poster with the new one and discuss how their ideas have changed.</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 introduce the concept of 'ordinary people who do extraordinary things'.</p>	<p>Australian of the year</p> <p>Read as a shared reading text the article: <i>What Makes A Great Australian?</i></p> <p>This article can be found on the website http://www.australianoftheyear.gov.au</p> <p>Discuss the criteria they use for determining the nominees and winner of the title 'Australian of the Year'. Browse the current nominations and past winners on the Australian of the Year website. Discuss the diversity of cultural</p>	

	<p>backgrounds represented. View the podcast of the 2009 winner and identify what that person has done to help the community. Identify the HoM that person has displayed.</p>											
<p>To refocus the unit. To allow for more student focussed inquiry</p>	<p>Wonderings and Discoveries Revisit the wonderings and discoveries board and identify the questions that students can now answer. Write these up as discoveries. Ask students what they are wondering about now with regard to the contributions that people make to the community, and add this to the display.</p>	<p>Student questions should be much deeper now that they have some background knowledge.</p>										
<p>To model the process for investigating a person who has done extraordinary things to help their community</p>	<p>Carousel activity Select 3 or 4 people from diverse backgrounds who have done extraordinary things to investigate. Eg:</p> <ul style="list-style-type: none"> • Michael Long • Moira Kelly • Mary MacKillop • Victor Chang • Tania Major • Jonathon Welch • Local community workers • Local youth workers <p>Set up stations around the room for children to move around and gather information about these people. Include multimodal presentations wherever possible. These could include websites, videos, guest speakers, books, articles, newspapers etc.</p> <p>Use a cross-classification chart as a recording sheet for students to collect their information as they move around the stations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Name</th> <th style="width: 20%;">What is their background?</th> <th style="width: 20%;">What is their contribution to the community?</th> <th style="width: 20%;">What Habits of Mind did they display?</th> <th style="width: 25%;">Why did they do it? What motivated them?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>As a class discuss the people investigated. Students share what they have discovered.</p>	Name	What is their background?	What is their contribution to the community?	What Habits of Mind did they display?	Why did they do it? What motivated them?						<p>These could also be whole class or jigsaw activities.</p> <p>The students will have experience in using a cross-classification chart so they should now be able to use it independently.</p>
Name	What is their background?	What is their contribution to the community?	What Habits of Mind did they display?	Why did they do it? What motivated them?								
<p>To model process</p>	<p>Modelled Writing Using one of the people researched model how</p>	<p>This activity</p>										

students will use in their own research task.	to write an information report. Use the information recorded on the cross-classification chart for the content of the report.	could be done through Literacy sessions.
<p>To allow students choice in who they would like to investigate and how they present their information.</p> <p>To assess student's skills in gathering, organising and presenting information.</p>	<p>Individual research task</p> <p>Students select a person they would like to find out more about. The person has to be someone who lives in Australia and who has helped the community in some way. It does not have to be someone famous, it could be someone they know, or know of, who helps the local community.</p> <p>Task outline:</p> <ol style="list-style-type: none"> 1. Select a person. 2. Collect information on the person. (Use books, articles, interviews and websites.) 3. Use the cross-classification chart from the carousel activity to record information. 4. Write a report on the person. 5. Present your findings to the class using one of the following methods: PowerPoint, role-play, song, poster, diorama, oral presentation, picture storybook. 	<p>Check that students can access suitable information on their person.</p> <p>Guided writing sessions could be used to support those children not able to complete research tasks independently.</p>
<p>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>		
<p>To draw together the understandings students have gained during the unit and reflect on some of the big ideas.</p>	<p>Hot potato</p> <p>Organise students into 5 groups. Give each group a blank piece of poster paper with one of the unit questions on it.</p> <ul style="list-style-type: none"> • What does it mean to be Australian? • Why are there many different cultural groups in Australia today? • How do individuals contribute to Australian communities? • What can we do to contribute to our community? • What inspires ordinary Australians to do extraordinary things? <p>Each group has approx 7 minutes to discuss and record their responses to the question on the poster. They then pass it on to the next group. Each group must add extra ideas to the poster, not repeat ideas already recorded. When the posters get back to the original group they present the final ideas to the whole class.</p>	<p>Questions could be replaced by wonderings the students came up with during the unit.</p>
<p>Individual reflections</p>		

<p>For students to personally evaluate the unit and their learning.</p>	<p>Students select 3 or 4 prompts from the list they would like to reflect on and write about.</p> <p>Something you learned about people from other cultures. Something you learned about Aboriginal and Torres Strait Islander people. Something you really enjoyed. Something you found really hard. Something you learned about Aboriginal and Torres Strait Islander people that surprised you. Something you learned about your classmates. Something you learned how to do. Something you would like to change about the unit. Something you want to know more about. Something you are proud of. Something you have changed your mind about. Something you want to go out into the community and do. Something you want to improve.</p>	<p>If the teacher requires particular information some prompts can be compulsory and the others remain a choice.</p>
<p>To apply what students have learned about Habits of Mind to themselves through self-reflection and goal setting.</p>	<p>Habits of Mind goal setting Students use the habits of mind to reflect on their own personal strengths and weaknesses. They set goals based on the habits and identify actions that would help them achieve those goals. They could also do peer evaluations to get feedback from others about what they perceive to be their strengths.</p>	<p>Once established HoM can be used throughout the year. New HoM can be gradually introduced.</p>
<p>For students to act on their learning in a meaningful way. To make the learning real and important.</p>	<p>Acting on the learning The students should generate actions through the unit. However some actions which may possibly arise are:</p> <ul style="list-style-type: none"> • Create and submit own nominations for Australian of the Year using the criteria outlined on the Australian of the Year website: This could be individual nominations by students or the class could conduct a process to decide on a candidate through a debate or voting process. <p>Participating in an event or action to benefit the local community.</p> <ul style="list-style-type: none"> • Working towards individual Habits of Mind goals. • Contributing to a project students have heard about through their investigations that they feel strongly about. 	

Links to Literacy	Reading for information Reading biographies- sequencing information Character analysis using Habits of Mind Writer’s Notebook – Images of Australia Reading and writing information reports
Links to Numeracy	Fractions / Graphs – showing statistical information based on the background / languages of Australians Graphing cultural backgrounds represented in the class/school Mapping- identifying countries of origin on a map or the globe Collecting and recording information gained from others in answer to the question: “What makes a great Australian” e.g. Interview 100 people and graph results, prioritize findings

HABITS OF MIND

The following are simple explanations of the 6 Habits of Mind featured in this unit. (Vietri, D, 2008, *The Essential: Units of Work for the Integrated Curriculum*, Pearson Education Australia, Port Melbourne. Pp 20-21)

Finding Humour

Having fun while you work
Seeing the funny side
Being cheerful and happy
Laughing with people not at them
Being able to laugh at yourself

Taking Responsible Risks

Having a go at new things
Trying to do things differently
Thinking about the consequences
Accepting mistakes as part of learning
Testing new ideas
Stepping out of your comfort zone
Acting responsibly

Persisting

Trying again
Never giving up
Thinking it through
Remaining focused
Staying positive
Self talk—I know I can do it!
Could I try it a different way?

Striving for Accuracy

Taking pride in your work
Reviewing your work
Checking, correcting and improving
Maximum effort
Completing tasks
Doing your best—always
If it's worth doing, do it well!

Creating, Imagining and Innovating

Thinking about things differently
Putting yourself in someone else's shoes
Picturing what it could be like
Pushing the boundaries
Taking a risk
Thinking outside the square
Imagining lots of different solutions
Thinking 'What if ...?'

Listening With Empathy and Understanding

Listening to each other with your ears, eyes and heart!
Paying close attention
Not thinking about something else when someone is talking
Considering ideas and feelings of others
Being understanding
Paraphrasing what someone else said
Being observant about other's feelings