

# Unit 1: CELEBRATING CULTURE

## Foundation-Level 2 Australian Curriculum (Prep, Year 1 and Year 2))

### Overview

This unit uses stories to explore the different cultures that coexist in the local community and in Australia. Students will be immersed in a variety of cultures and their stories that are significant in the school and local community including Aboriginal culture. They will experience and interpret the ways in which people express their beliefs, values and culture through literature, art, music, dance, drama, and media. They will have the opportunity to create art works that tell cultural stories that are significant to them. Students will begin to develop an understanding that the Australian nation is enriched by the diversity of cultures that contribute to it.

This unit connects strongly to the English and Arts Domains in AusVELS, but also links to History and Geography.

### Key concepts

Culture, diversity, story, identity

### Understandings

- Songs, art, dance and storytelling were used in the past and are still used today to tell peoples' stories.
- Stories can tell us about the many cultures that make up our community.
- For many thousands of years Aboriginal people used song, dance, art and storytelling to pass on their beliefs about life.
- Valuing and celebrating cultural stories 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 community?
- Why do people tell stories?
- What are the different ways we can tell stories?
- What can we learn about other cultures through their art, songs, stories and dance?
- How can we tell stories that are important to us?

### Important Cultural Information

Before commencing this unit please check 'Yarra Healing' for important background information regarding Aboriginal and Torres Strait Islander histories and cultures.

<http://www.yarrahealing.catholic.edu.au> /Teaching and Learning/Essential Learning and Understandings

### Resources

#### Written texts

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](http://www.dustechoes)

[www.yarrahealing](http://www.yarrahealing)

### Audio Visual

Guest speakers

Use people from the school or local community to share their cultural heritage with the students.

Use an Aboriginal guest speaker preferably from the local Indigenous community to ensure an authentic Aboriginal experience. Contact your Local Aboriginal Education Consultative Groups (LAECG)- the contact details can be found on the Yarra Healing website, or the website of the Victorian Aboriginal Education Association Incorporated [www.vaeai.org.au](http://www.vaeai.org.au). Or contact Delsie Lillyst at CEOM (Catholic Education Office Melbourne) to find recommended speakers.

## AusVELS Links

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### Foundation English

#### Reading and viewing

- Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

#### Writing

- Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

#### Speaking and Listening

- Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
- Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
- Share feelings and thoughts about the events and characters in texts (ACELT1783)
- Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)

### English Achievement Standard

#### Reading and viewing

By the end of the Foundation level, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

#### Writing

When writing, students use familiar words and phrases and images to convey ideas.

### **Speaking and listening**

They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults.

### **Foundation Geography**

- The representation of the location of places and their features on maps and a globe (ACHGK001)
- The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)

### **Geography Achievement Standard**

By the end Foundation Year, students ... recognise that places can be represented on maps and a globe and why places are important to people.

### **Foundation History**

- Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)
- The different structures of families and family groups today, and what they have in common (ACHHK002)
- How they, their family and friends commemorate past events that are important to them (ACHHK003)
- How the stories of families and the past can be communicated, for example through photograph, artefacts, books, oral histories, digital media, and museums (ACHHK004)

### **History Achievement Standard**

By the end of the Foundation level, students identify similarities and differences between families. They recognise how important family events are commemorated.

### **Level 1 English**

#### **Reading and viewing**

- Respond to texts drawn from a range of cultures and experiences (ACELY1655)
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

#### **Writing**

- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)

#### **Listening and speaking**

- Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)
- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

### **English Achievement Standard**

#### **Reading and viewing**

They make connections to personal experience when explaining characters and main events in short texts. They recall key ideas and recognise literal and implied meaning in texts.

#### **Writing**

When writing, students provide details about ideas or events.

#### **Speaking and listening**

Students understand how characters in texts are developed and give reasons for personal preferences. They interact in pair, group and class discussions, taking turns when responding.

### **Level 1 History**

- Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028)

### **History Achievement Standard**

By the end of Level 1, students ... describe personal and family events that have significance.

### **Level 2 English**

#### **Reading and viewing**

- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
- Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

#### **Writing**

- Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

#### **Listening and speaking**

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
- Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)
- Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)
- Compare opinions about characters, events and settings in and between texts (ACELT1589)

### **English Achievement Standard**

#### **Reading and viewing**

By the end of Level 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

#### **Writing**

Students create texts that show how images support the meaning of the text.

#### **Speaking and listening**

They listen for particular purposes. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. Students create texts, drawing on their own experiences, their imagination and information they have learned.

### **Level 2 Geography**

- The location of the major geographical divisions of the world in relation to Australia (ACHGK009)
- The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)

### **Geography Achievement Standard**

By the end of Year 2, students ... describe how people in different places are connected to each other and identify factors that influence these connections. Students recognise that the world can

be divided into major geographical divisions.

### **Foundation-Level 2 Arts**

#### **Dance**

2.3 Present dances that communicate ideas to an audience, including dance used by cultural groups in the community, and explore Aboriginal and Torres Strait Islander dance

2.4 Respond to a range of dances and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander people

#### **Drama**

2.3 Present drama that communicates ideas, including stories from their community, to an audience

2.4 Respond to a range of drama and consider where and why people make drama, starting with drama from Australia including drama of Aboriginal and Torres Strait Islander people

#### **Media**

2.3 Create and present media artworks that communicate ideas and stories to an audience

2.4 Respond to a range of media artworks and consider where, why and how people make media artworks, starting with media from Australia including media artworks of Aboriginal and Torres Strait Islander people

#### **Music**

2.2 Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community, and explore Aboriginal and Torres Strait Islander songs

2.4 Respond to a range of music and consider where and why people make music, starting with music from Australia, including music of Aboriginal and Torres Strait Islander Peoples

#### **Visual Arts**

2.1 Explore ideas, experiences, observations and imagination visually to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists

2.4 Respond to a range of visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

### **Arts Achievement Standard**

#### **Dance**

By the end of Year 2, students communicate about dances they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences and demonstrate safe practice.

#### **Drama**

By the end of Year 2, students communicate about what happens in drama they make, perform and view and where and why there is drama.

Students make drama using role, situation and focus in dramatic play and improvisation.

#### **Media**

By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made.

Students make and share media artworks using story principles, composition, sound and technologies.

#### **Music**

By the end of Year 2, students communicate about the music they make, listen to and perform and where and why people make music.

Students improvise, compose, arrange and perform music. They demonstrate aural skills when

they sing and play.

### **Visual Arts**

By the end of Year 2, students communicate about artworks they make and view and how and why artworks are made and displayed.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

## **Cross Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

#### **Country and Place**

OI.3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

#### **Culture**

OI.4 Aboriginal and Torres Strait Islander societies have many Language Groups.

#### **People**

OI.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.

OI.8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.

### **Asia and Australia's Engagement with Asia**

#### **Asia and diversity**

OI.1 The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.

## **Intercultural Understanding**

### **End of Foundation**

#### **Recognising culture and developing respect**

- share ideas about self and belonging with peers
- identify, explore and compare culturally diverse activities and objects
- discuss ideas about cultural diversity in local contexts

#### **Interacting and empathising with others**

- recognise that people use different languages to communicate

#### **Reflecting on intercultural experiences and taking responsibility**

- identify and describe memorable intercultural experiences
- identify similarities and differences between themselves and their peers

### **End of Level 2**

#### **Recognising culture and developing respect**

- identify and describe the various groups to which they belong and the ways people act and communicate within them
- describe and compare the way they live with people in other places or times
- describe ways that diversity presents opportunities for new experiences and understandings

#### **Interacting and empathising with others**

- express their own perspectives on familiar topics and texts, and identify the perspectives of others

#### **Reflecting on intercultural experiences and taking responsibility**

- identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts

## **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.

<b>Purpose</b>	<b>Activity</b>	<b>Teacher notes</b>
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<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>          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 different ways in which people can tell stories eg- dance, drama, music, oral storytelling, visual arts, media. 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 Aboriginal paintings, batik.</li> <li>➤ Telling students about traditional festivals linked to their culture and creating some decorations linked to the celebration eg. Chinese dragon.</li> <li>➤ Bringing artefacts to share from their culture.</li> <li>➤ Teaching a traditional song.</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 culture.</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>          Develop some agreed meanings of terms that will be used throughout the unit including; culture, Aboriginal and Torres Strait Islander People, multicultural, story etc. 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>Specific immersion into Aboriginal stories and culture. To begin to establish the understanding: Culture is the way a group of people lives; what they do and what they believe.</p>	<p><b>Incursion- Aboriginal cultural experience</b>          Invite an Aboriginal guest speaker to share their stories and culture with the students.          After the session discuss with students:</p> <ul style="list-style-type: none"> <li>• What did you learn about the speaker- where are they and their family from, and what is important to them?</li> <li>• What did you learn about their life?</li> <li>• What stories did they tell?</li> <li>• How did they tell their stories?</li> <li>• Where have you heard stories like this before?</li> </ul> <p>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. <b>(Assessment opportunity)</b></p>	<p>Try to use an Aboriginal guest speaker from the local community whenever possible. Culture is a difficult concept for young children and will need to be reinforced throughout the unit.</p>
	<p><b>Wonderings and Discoveries</b></p>	

<p>To gather student wonderings and incorporate into the inquiry to give them some ownership of the topic.</p>	<p>Commence a ‘wonderings and discoveries’ board that will be used to gather the student questions and findings as 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>• Individually and then in small groups students develop questions/wonderings related to their experiences so far.</li> <li>• Share the 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. <b>(Assessment opportunity- have students record their own wonderings and discoveries in a journal)</b></p>	<p>You could use a questioning framework such as; Who What Where When Why How (or Weiderman’s Q matrix to support the development of rich questions</p>
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<p>To investigate students own cultural backgrounds</p>	<p><b>Home surveys- cultural background</b> Link the experience of the guest speakers to exploring 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, family stories 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>	
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## 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.

<b>Purpose</b>	<b>Activity</b>	<b>Notes</b>
<p>To explore the different ways in which people from a variety cultures tell their stories.</p>	<p><b>Stories from different cultures</b> Read, listen to or view the traditional stories from a variety of cultures using different mediums. Eg. story books, oral story telling, paintings, drama, songs, dance, film etc. Include stories from cultures that the students have a personal connection to as well as local Aboriginal stories. Stories could include:</p> <ul style="list-style-type: none"> <li>• Bunjil the Eagle- retold on Yarra Healing website.</li> </ul>	<p>By using a variety of media and ways of responding, students learning styles can be catered</p>

	<ul style="list-style-type: none"> <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>• Picture story books of traditional stories from other cultures</li> <li>• Film representations of traditional stories from other cultures</li> </ul> <p>Discuss the stories with students using some of the following prompt questions:</p> <ul style="list-style-type: none"> <li>• What did this story make you think about?</li> <li>• Where is this story from?</li> <li>• Who do you think wrote/created this story?</li> <li>• How did you feel when hearing/watching the story?</li> <li>• What did you like best in the story? Why?</li> <li>• What does the story tell you about this culture/these people?</li>   <li>• Did the dance movements remind you of anything?</li> <li>• What sort of movements did the dancers perform?</li> <li>• What are they wearing?</li> <li>• What kind of music are they dancing to?</li> <li>• How are voices, movement and space used in the drama you watched?</li> <li>• What musical instruments might have been used in this song? Where are they from?</li> <li>• What elements (line,shape, colour, texture) have been used in this painting/picture? What effect does this have on the story?</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> <li>• Learn the song or dance and perform it for classmates</li> </ul> <p><b>(Assessment opportunity)</b></p>	for.
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<p>To identify that stories are often used 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="411 409 1257 560"> <thead> <tr> <th data-bbox="411 409 598 459">What was the story?</th> <th data-bbox="598 409 810 459">How was it told?</th> <th data-bbox="810 409 1050 459">What culture did it come from?</th> <th data-bbox="1050 409 1257 459">What does the story tell us?</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 459 598 488">Bunjil the Eagle</td> <td data-bbox="598 459 810 488"></td> <td data-bbox="810 459 1050 488"></td> <td data-bbox="1050 459 1257 488"></td> </tr> <tr> <td data-bbox="411 488 598 560">The Giant's Causeway</td> <td data-bbox="598 488 810 560"></td> <td data-bbox="810 488 1050 560"></td> <td data-bbox="1050 488 1257 560"></td> </tr> </tbody> </table> <ul data-bbox="411 600 1257 750" 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?	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?											
Bunjil the Eagle														
The Giant's Causeway														
<p>To ensure student voice in the unit and follow up on student questions and interests.</p>	<p><b>Wonderings and Discoveries</b></p> <p>Constantly revisit and add to the wonderings and discoveries board. Follow up on student questions by exploring stories from cultures they are interested in. Use factual texts to investigate questions students have about particular people and places. Add any discoveries to the display.</p>													
<p>To give students the opportunity to use what they have learned about story-telling to communicate a story that is significant to them.</p>	<p><b>Creating stories</b></p> <p>Individually, in pairs or in small groups students choose a cultural story they have experienced during the unit to retell. They can retell the story in a variety of ways:</p> <ul data-bbox="411 1328 726 1691" style="list-style-type: none"> <li>• Oral retelling</li> <li>• Painting</li> <li>• Song</li> <li>• Dance</li> <li>• Drama</li> <li>• Film</li> <li>• Picture story book</li> <li>• Puppet show</li> <li>• Readers theatre</li> </ul> <p><b>(Assessment opportunity)</b></p>	<p>Extension: Some students may like to take this further by investigating a story from their own cultural background to retell.</p>												
<p><b>PERSONALISING</b></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 emphasise the concepts of inclusion and exclusion in a</p>	<p><b>Reflecting on the Learning</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</p>													

<p>simple context.</p>	<p>Australia such as: 'I Am, You Are, We Are Australian' and 'I'm An Aussie Yes I Am', Sacred Ground'.</p> <p>Discuss: Why is it good to live in a community that embraces many different cultures? What do we know about different people and cultures by listening to their stories?</p> <p>Have students record their ideas and understandings about multiculturalism either by drawing and writing or video record them verbalising their ideas. <b>(Assessment opportunity)</b></p>	
<p>To reinforce understanding s and apply them in a real life context.</p>	<p><b>Acting on the Learning</b> How can we show/tell people we are a multicultural school?</p> <p>Discuss and record students' ideas. Choose the action/s that are most appropriate and carry out the actions.</p> <p>Possible ideas could include:</p> <ul style="list-style-type: none"> <li>• Making a visual display for the school foyer</li> <li>• Holding a school assembly or performance</li> <li>• Having a whole school celebration- multicultural day/liturg</li> <li>• Creating a class book to be placed in the library</li> <li>• Creating a short film to be shown on loop in the school foyer</li> </ul>	<p>It is important that students determine the action and take ownership of this stage.</p>
<p><b>Links to Literacy</b></p>	<p>Reading traditional Aboriginal stories and legends Reading traditional Australian ballads and poetry eg Banjo Patterson, Henry Lawson, C.J. Dennis Reading traditional folk tales from around the world Comparing similarities and differences between traditional stories Writing- retelling folk tales from around the world</p>	
<p><b>Links to Numeracy</b></p>	<p>Mapping Graphing</p>	