# International studies – Option 1: Culture and beliefs



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## Focus

Students study religions and beliefs and the ways in which these interact with, and influence, cultures.

### Outcomes

A student:

* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

Outcomes referred to in this document are from the [International studies course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/international-studies#/asset2) © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

### Rationale

International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the International studies course emphasises, but is not limited to, this region.

Students gain knowledge of different cultural practices, values, beliefs, and heritages to form a broader world view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables students to understand and value inclusion and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional, and global level.

In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

### Aim

International studies provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the globalised and interconnected world.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course, consult the course document for further details on timing of core and options.

## Learning sequence 1: Overview

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context-driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

**Students with additional learning needs**: Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning Tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Under the department’s [Inclusive Education Policy for students with disability](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/our-disability-strategy/inclusive-education) and the [*Disability Standards for Education* (2005)](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/disability-standards-for-education), all staff must implement reasonable adjustments for students with disability, in consultation with parents/carers, to support students with disability to access the curriculum.

Students investigate the nature of beliefs, including:

* the characteristics of religion, beliefs and spirituality
* the distribution of world religions globally and within Australia
* the impact of religion and belief systems on culture
* the reasons Australia is considered to be both a multi-faith and pluralistic society.

### Characteristics of religion, beliefs and spirituality

**Note:** [Defining the Characteristics of Religion](https://www.learnreligions.com/defining-the-characteristics-of-religion-250679) is a resource that outlines in detail some of the key characteristics of religion. You may wish to use this as a reference point prior to conducting the [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) exercise with the class.

Use [Dictionary.com](https://www.dictionary.com/browse/religion) or school resources, write a 1 to 2 sentence definition of ‘religion’, ‘spirituality’ and ‘belief’ in Table 1 below.

Table – Defining religion, beliefs and spirituality

|  |  |
| --- | --- |
| Concept | Definition |
| Religion |  |
| Spirituality |  |
| Belief |  |

Conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) identifying key characteristics of religion. Use [What is Religion? (10:08)](https://www.youtube.com/watch?v=OUigk1ULy7Y) to add any further key characteristics of religion to the Think-Pair-Share response.

View [What is Spirituality? (6:38)](https://www.youtube.com/watch?v=lWePaMgaVZg) and review your definition of spirituality. Change your definition to reflect your current understanding of spirituality.

Consider your personal beliefs. With a partner, discuss the following:

* Why are we here?
* What is our place in the universe?
* What is the meaning of life?
* What are the key differences between religion and beliefs?
* What are the key differences between religion and spirituality?

### Distribution of world religions

Access [Mapped: The World’s Major Religions](https://www.visualcapitalist.com/mapped-major-religions-of-the-world/) and answer the following questions:

* What percentage of the world’s population adheres to a religion?
* What are the 7 major religions around the world?
* What does ‘unaffiliated’ mean when discussing religion?
* What is the world’s largest religion?
* What are the predominant religions in the Middle East, North Africa, and India?
* What is folk religion?

Use [Global Guides Religious Demographics – Global List](https://www.guidesglobal.com/religious-demographics-global-list/) and [World Map Blank](https://worldmapblank.com/blank-map-of-world/) to colour and label the world’s major religions. Predict ways your map might change in the future and account for your predicted changes.

### Impact of religion and belief systems on culture

**Note:** For a detailed description of culture, you might like to access the article [What is culture?](https://www.livescience.com/21478-what-is-culture-definition-of-culture.html)

Consider the culture of your school and complete Table 2.

Table – Cultural characteristics of our school

|  |  |
| --- | --- |
| Cultural characteristics | Examples from our school |
| Values |  |
| Arts |  |
| Beliefs |  |
| Lifestyle |  |

Figure – Day of the Dead Parade



[“Day of the Dead parade 1”](https://wordpress.org/openverse/image/6bf2df86-853d-49d8-978b-81e2b124edf2/) by [Tawhai Moss](https://www.flickr.com/photos/100999412@N02) is licensed under [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/).

View Figure 1 and complete the [See, Think, Wonder](http://www.rcsthinkfromthemiddle.com/see-think-wonder.html) routine with a partner to:

* identify what you see or notice in the photograph
* identify what you think is happening in the photograph
* ask any questions you have about the photograph.

Watch [What is Day of the Dead? National Geographic (2:06)](https://www.youtube.com/watch?v=_sSawpU81cI). As a class, discuss what can be observed in the film about Mexican society and culture.

Explore the [Cultural Atlas – Australian Culture](https://culturalatlas.sbs.com.au/australian-culture/australian-culture-religion) website. Break into small groups and investigate the ways different religions have shaped and changed Australian culture. Share findings in a class [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.YkzeQgE1gkk.link).

### The nature of Australia’s multi-faith and pluralistic society

**Note:** [Faith and belief in Australia](https://mccrindle.com.au/insights/blog/faith-belief-australia/) provides interesting infographics on religion and spirituality. Use this information and the article [Reflecting Australia - Stories from the Census, 2016](https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Religion%20Data%20Summary~70#:~:text=Information%20about%20the%20religious%20affiliation%20of%20Australians%20has,the%20most%20common%20religion%20reported%20in%202016%20%2852%25%29.) from the Australian Bureau of Statistics (ABS, 2017) in conjunction with a [See-Think-Wonder](http://www.rcsthinkfromthemiddle.com/see-think-wonder.html) routine, or for general background reading for the class or yourself.

Use Table 3 to compare the nature and change of Australia’s multi-faith and pluralistic society. The following questions will assist in breaking down the comparison:

* What was the major religion in Australia in 2011 and 2016?
* How has the category of ‘no religion’ changed in Australia?
* What is your interpretation of the categories ‘not defined’ and ‘spiritual not religious’?
* Between 2011 and 2017, ‘spiritual not religious’ was identified and represented 14% of Australia’s population in 2017. Suggest what the ‘spiritual not religious’ person in Australia might believe.

Table – Faith and beliefs in Australia (ABS), 2011 compared to 2016

|  |  |  |
| --- | --- | --- |
| Religious and belief breakdown | 2011  % | 2016  % |
| Total Christianity | 61 | 45 |
| No religion | 22 | 32 |
| Not defined | 9 | 0 |
| All other religions | 8 | 9 |
| Spiritual not religious | 0 | 14 |

**Note:** The article [Is Australia a secular country? It depends what you mean](https://theconversation.com/is-australia-a-secular-country-it-depends-what-you-mean-38222) from *The Conversation* can be used to extend the complexity of this activity for high potential and gifted students in the intellectual domain. Drawing on all 3 readings, students could respond to the question: ‘How might secularism impact on religious freedoms in Australia?’

## Learning sequence 2: Indigenous spirituality

Students identify the nature and origins of indigenous spiritual beliefs and practices across the world, including:

* the philosophy of indigenous spirituality, for example, identification of the core beliefs and values, importance of origin stories, and oral traditions
* traditions and culture associated with indigenous spirituality, for example, explanation of common practices, expressions of belief, and recognition of the significance of spirituality in shaping landscapes.

### Nature and origins of indigenous spiritual beliefs and practices – Australia and the Pacific

**Note:** In the following learning sequence, students are developing an understanding of the concept of philosophy. Access [Florida State University – Department of Philosophy](https://philosophy.fsu.edu/undergraduate-study/why-philosophy/What-is-Philosophy) website for a detailed explanation and support materials for teaching this concept. Further understanding of Aboriginal spirituality will assist in the teaching of this learning sequence. Access [Australians Together – Aboriginal spirituality](https://australianstogether.org.au/discover/indigenous-culture/aboriginal-spirituality/) for background information on this topic. **Warning: Aboriginal and Torres Strait Islander viewers are warned that the videos in this section may contain images and voices of deceased persons.**

Access [Working with Indigenous Australians First Nations People – First Australians Ep1 Dreaming (1:40)](http://www.workingwithindigenousaustralians.info/content/Culture_2_The_Dreaming.html) and identify the key philosophy of Aboriginal and Torres Strait Islander peoples. How does this philosophy relate to the concept of spirituality and the worldview of First Nations People?

Watch [Tiddalik (6:07)](https://www.youtube.com/watch?v=bs-qUWomHtM&) and discuss with a partner the key takeaway messages from the story. Write 2 paragraphs outlining the role of storytelling to the continuation of Aboriginal cultures. Ensure you remember to use the relevant terminology to communicate your ideas.

Access the [Bunjilaka Aboriginal Cultural Centre](https://museumsvictoria.com.au/bunjilaka/about-us/creation-stories) website to:

* discuss the importance of creation stories to Aboriginal and Torres Strait Islander peoples
* explain how the Aboriginal and Torres Strait Islander peoples’ Dreaming stories demonstrate their core beliefs and cultural values.

Conduct research into the traditions and practices associated with spirituality, common practices, expressions of belief, and recognition of the significance of spirituality in shaping landscapes in your local community. Present your findings as an information poster targeted at educating your peers about the nature of Aboriginal and Torres Strait Islander peoples’ spirituality and beliefs.

**Note:** Depending on class size, the following activity could be divided for small groups and other Pacific Island nations could be added to the research options. You may want to consider making the task an expert group exercise using [Teacher Toolkit Jigsaw](http://www.theteachertoolkit.com/index.php/tool/jigsaw/jigsaw-3293-note).

The resource [The Tribes of Papua New Guinea](https://artsandculture.google.com/story/the-tribes-of-papua-new-guinea-ephemera-documentary/rAVxR_d-aYWmqg?hl=en) contains video and photographic images of traditional dress. Before using this resource, please refer to the [Controversial Issues in Schools Policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools).

Use the following websites as well as school resources to research the different religious and cultural aspects of Indigenous Pacific Islander peoples:

* [Cultural Atlas Papua New Guinean Culture](https://culturalatlas.sbs.com.au/papua-new-guinean-culture/papua-new-guinean-culture-religion)
* [The Tribes of Papua New Guinea](https://artsandculture.google.com/story/rAVxR_d-aYWmqg?hl=en)
* [Countries and their cultures – Cook Islands](https://www.everyculture.com/Bo-Co/Cook-Islands.html)
* [Old gods new lives: Exhibiting traditional Cook Islander art](https://www.artlink.com.au/articles/3249/old-gods-new-lives-exhibiting-traditional-cook-isl/)
* [Maori Culture](https://www.newzealand.com/au/maori-culture/) (focus on [Haka: War Dance](https://www.newzealand.com/au/feature/haka/) and [Tiaki: Care for New Zealand](https://www.newzealand.com/au/feature/tiaki-care-for-new-zealand/))
* [Countries and their cultures – Maori - Religion and expressive culture](https://www.everyculture.com/Oceania/Maori-Religion-and-Expressive-Culture.html).

Represent your findings in Table 4 below.

Table – Indigenous Pacific Islander religions, belief systems and cultures

|  |  |  |  |
| --- | --- | --- | --- |
| Aspect of religion, belief system or culture | Papua New Guinea | Cook Islands | New Zealand |
| Philosophy |  |  |  |
| Worldview |  |  |  |
| Importance of oral stories and dance |  |  |  |
| Significant cultural traditions |  |  |  |
| Significance of spirituality and landscape |  |  |  |

### Nature and origins of indigenous spiritual beliefs and practices – Americas

**Note:** For the purpose of the activity [KWLH chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), have students complete only the first 2 columns at the start of the learning sequence. At the conclusion, have students return to the chart and reflect on acquired knowledge and include any new information. You may wish to use the KWLH chart to inform your teaching and change the learning sequence accordingly.

Consider what you know and wonder about Native American spiritual beliefs and practices. Complete the first 2 columns of the [KWLH chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) in Table 5.

Table – Native American spiritual beliefs

|  |  |  |
| --- | --- | --- |
| Know | Wonder | What I have learnt |
| Values |  |  |
| Arts |  |  |
| Beliefs |  |  |
| Lifestyle |  |  |

As a class, share the wonder questions from the [KWLH chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562). Discuss where you might find the information to answer these questions.

Review the map [National Atlas. Indian tribes, cultures and languages](https://www.loc.gov/resource/g3701e.ct003648r/?r=-0.097,0.042,1.199,0.608,0) and identify any tribe names or states in the United States you have heard of or are familiar with.

Read the [Storytelling Traditions across the world: Native American](https://allgoodtales.com/storytelling-traditions-across-the-world-native-american/) website and discuss as a class the role and importance of oral tradition to Native American peoples.

Access [Native American Spirituality](https://www.myss.com/free-resources/world-religions/native-american-spirituality/) and construct a definition for the following concepts:

* animism
* shamanism
* the Great Spirit.

Access [Native Americans](https://kids.nationalgeographic.com/history/topic/native-americans) and choose one of the Native American groups to research with a partner. For your chosen group, answer the following:

* Where in the USA is your chosen group located?
* How did the geographic location influence the culture and beliefs of your chosen group?
* Identify key lifestyle features of your chosen group.
* Identify any beliefs, traditions or cultural practices undertaken by your chosen group.

Access [32 Native American wisdom quotes to know their philosophy of life](https://www.enkiquotes.com/native-american-wisdom-quotes.html). With a partner, become familiar with 3 quotes and outline how each demonstrates the philosophy and values of Native Americans.

Revisit your KWLH chart (Table 5) from the beginning of the learning sequence. Reflect on newly acquired knowledge and complete the ‘What I have learnt’ column.

## Learning sequence 3: Origins

Students examine the origins of 5 major world religions, Buddhism, Christianity, Hinduism, Islam, and Judaism, including:

* their history
* the variations within each religion, for example, various denominations.

### Origins of major world religions

**Note:** Divide the class into groups. Explicitly teach the meaning of denominations before conducting a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555).

Your teacher will allocate you to a group to research the origins of one of the 5 major world religions. In your group, you will prepare a summary of the origins of the religion, key historical facts, and details of the various denominations. Your group will share their findings with the class as a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555). As you progress through your research and undertake the gallery walk, contribute to a glossary list of new key terms learnt. Resources for this task include:

**Buddhism:**

* [Story of the Buddha (9:05)](https://www.youtube.com/watch?v=wbDNlTXatp4)
* [What is Buddhism](https://thebuddhistcentre.com/buddhism)
* [Buddhism](https://www.nationalgeographic.org/encyclopedia/buddhism/)

**Christianity:**

* [The basics of Christian history](https://www.bbc.co.uk/religion/religions/christianity/history/history_1.shtml)
* [Christianity 101 National Geographic (3:41)](https://www.youtube.com/watch?v=LvL3YXa0n2M)
* [Compare major beliefs of 7 Christian denominations](https://www.learnreligions.com/comparing-christian-denominations-beliefs-part-1-700537)

**Hinduism:**

* [What is the history of Hinduism (3:01)](https://www.youtube.com/watch?v=lmV2Wd8bOcc)
* [History of Hinduism](https://www.bbc.co.uk/religion/religions/hinduism/history/history_1.shtml)
* [Basics of Hinduism](https://www.himalayanacademy.com/readlearn/basics/four-sects)

**Islam:**

* [How Islam Began - In Ten Minutes (8:10)](https://www.youtube.com/watch?v=PDxKxnVZtgo)
* [The origins of Islam](https://www.studentsofhistory.com/the-origins-of-islam)

**Judaism:**

* [History of Judaism](https://courses.lumenlearning.com/atd-fscj-worldreligions/chapter/history-2/)
* [The story of Judaism (5:52)](https://www.youtube.com/watch?v=HyEaAcPGAhA)
* [The Jewish Denominations](https://www.myjewishlearning.com/article/the-jewish-denominations/).

Once groups have presented their research through a gallery walk, each group will compile a summary about major world religions in Table 6.

Table – Major world religions

|  |  |  |  |
| --- | --- | --- | --- |
| Religion | Origins | Key historical facts | Denominations |
| Buddhism |  |  |  |
| Christianity |  |  |  |
| Hinduism |  |  |  |
| Islam |  |  |  |
| Judaism |  |  |  |

Choose 2 of the world’s major religions. Outline the similarities and differences of their origins and denominations in a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599).

## Learning sequence 4: Beliefs

Students examine the core beliefs and values of:

* each of the 5 major world religions, Buddhism, Christianity, Hinduism, Islam, and Judaism, including
* the nature of the deity or deities
* the founder/important persons
* moral, spiritual, and redemptive perspectives
* stories and sacred or valued texts
* the main ideas or tenets
* symbols
* prayer
* significant religious places
* places of learning and worship
* worldviews.
* one of the five major world religions – Judaism.

**Note:** For the purpose of this learning sequence, Judaism has been chosen as an investigative study. You may wish to adapt the teaching strategies to one of the other 4 major world religions, Buddhism, Christianity, Hinduism, or Islam, if Judaism is not appropriate for the context of your school.

Explicitly teach the concepts of monotheistic and polytheistic prior to commencing the following learning sequence.

### Investigative study: Judaism

Use [Judaism at a glance](https://www.bbc.co.uk/religion/religions/judaism/ataglance/glance.shtml), [Jewish beliefs](https://www.bbc.co.uk/religion/religions/judaism/beliefs/beliefs_1.shtml) and other school resources to answer the following questions:

* How old is Judaism estimated to be?
* Is Judaism monotheistic or polytheistic?
* What is the central important text for the belief system?
* What are spiritual leaders called?

Use [Abraham: The founder of Judaism](https://www.learnreligions.com/abraham-founder-of-judaism-4092339) and summarise the foundations of Judaism into 5 key points.

Access the [Major figures in Judaism](https://www.nli.org.il/en/discover/judaism/figures) website and choose one significant figure to learn about. Summarise your findings in Table 7 below.

Table – Major figures in Judaism

|  |  |
| --- | --- |
| Details about major figure | Findings |
| Lifespan |  |
| Significant places within lifetime |  |
| Main achievements and influences |  |

Use [Dictionary.com](https://www.dictionary.com/browse/covenant) to define the term ‘covenant’ and explain the term’s meaning in the context of a belief system.

View [Covenants (5:35)](https://www.youtube.com/watch?v=6v4jKkFj3TI), [The Covenant in Judaism (8:09)](https://www.youtube.com/watch?v=0YWi7z7wif0) and [Where do Jewish laws come from? (3:50)](https://www.youtube.com/watch?v=dTiQb_3FGSE). In 3 paragraphs explain how Judaism shapes an individual’s:

* moral behaviour
* spirituality
* redemptive perspectives.

Why is a covenant relationship between Jewish people and God important to Judaism?

Watch [What is Kosher? (4:09)](https://www.youtube.com/watch?v=TYk0KeYhqYQ) (from 0:00 to 3:45) and identify some key characteristics you would find in a kosher home. What factors affect kosher lifestyle and what changes or adaptations to life have Jewish people undertaken to remain true to kosher?

Use [Dictionary.com](https://www.dictionary.com/browse/kosher) to define the term ‘kosher’. Reflect on your personal experience. Are there any occasions where you or your family restrict or change dietary routines due to a religious event or day?

View [The Scholarly Debates of the Talmud | The Jewish Story | Unpacked (12:50)](https://www.youtube.com/watch?v=rEeLAQ6-fkI). Working in pairs, construct a [flowchart](https://www.smartdraw.com/flowchart/) of the development of the Talmud over time. Try to include significant people, events and key terms.

Access [Jewish Symbols Explained for Kids](https://bje.org.au/knowledge-centre/explained-for-kids/jewish-symbols/) and complete the summary for Jewish symbols in Table 8.

Table – Important Jewish symbols

|  |  |
| --- | --- |
| Jewish symbol | Summary |
| Candlesticks |  |
| Chai |  |
| Head coverings |  |
| Magen David |  |
| Menorah |  |
| Mezuzah |  |
| The Shofar |  |
| Tallit |  |
| Tefillin |  |
| Tzitzit |  |
| Yad |  |
| Hamsa |  |

Access [Key beliefs in Judaism](https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/3) and briefly outline how Judaism explains life, death, and reincarnation. Access [Life after death judgement](https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/2) and explain Yawm ad-Din.

Access [The Messiah](https://www.bbc.co.uk/bitesize/guides/zh9vgdm/revision/4) and describe the role of the Messiah to Jewish people.

Visit the [Prayer and blessings in Judaism](https://www.bbc.co.uk/religion/religions/judaism/worship/prayer_1.shtml) website and conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) for the following questions:

* What is prayer and why is it important to religion?
* How does prayer help an individual?
* How does prayer shape Jewish culture?

Use [What Is the Western Wall?](https://www.myjewishlearning.com/article/what-is-the-western-wall/) to outline the location and importance of the sacred place known as the Western Wall.

With a partner, read [Jewish Places of Worship](https://www.chabad.org/library/article_cdo/aid/5315728/jewish/Jewish-Places-of-Worship.htm) and discuss the role of synagogues in the Jewish faith. Access [Our Synagogues Tours](https://synagogues-360.anumuseum.org.il/tours/) and conduct a treasure hunt in each tour, looking for key characteristics common in synagogues around the world. Tick the checkbox in column two of Table 9 to help record your progress. Look for the following items, objects, and characteristics:

* the Holy Ark with one or more Torah scrolls, covered by curtains
* a six-pointed star, the Star of David, is often found both inside and outside synagogues
* an eternal light in front of the ark, which represents the light which led the Hebrew people through the Sinai. This was in the original temple and is kept lit at all times
* a reading table, at the front or in the middle of the sanctuary, sometimes on a stage, or bimah
* a replica of the Ten Commandments
* a special seat for the rabbi.

Table – Synagogue treasure hunt

|  |  |
| --- | --- |
| Synagogue characteristics | Item/object/characteristic found |
| The Holy Ark |  |
| A six-pointed star |  |
| An eternal light |  |
| A reading table |  |
| A replica of the Ten Commandments |  |
| A seat for the rabbi |  |

**Note:** [Jewish beliefs](https://www.bbc.co.uk/religion/religions/judaism/beliefs/beliefs_1.shtml) might prove a helpful resource when discussing worldviews of Judaism in the following activity.

Use [Dictionary.com](https://www.dictionary.com/browse/worldview) to revisit the definition for ‘worldview’. As a class discuss how ‘living the faith of Judaism’ shapes the worldview of Jewish people.

Conclude your study of Judaism with a class [Hot seat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/569) exercise. Create summative questions requiring a short response from classmates. Take it in turns to sit in the hot seat and see how many questions you can get correct.

### World religions: Group presentations

Examine the core beliefs and values of each of the other major world religions – Buddhism, Christianity, Hinduism, and Islam.

**Note:** The following learning activity will require students to be divided into 4 or 8 groups, depending on class size. Allocate one of these world religions – Buddhism, Christianity, Hinduism or Islam – to each group to investigate. Have each group prepare a [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) presentation for the class.

Students will be required to assess their peers using a Plus, minus, interesting ([PMI](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551)) chart. Ensure the class is aware that the following points need to be addressed in the presentations: the nature of the deity or deities, the founder/important persons, moral, spiritual, and redemptive perspectives, stories and sacred or valued texts, the main ideas or tenets, symbols, prayer, significant religious places, places of learning and worship and worldviews.

Your teacher will allocate you to a group. In your group you will investigate one of the these world religions – Buddhism, Christianity, Hinduism, or Islam – and report back using a [Google Slides](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/70) presentation. Ensure your group addresses each of the following in the final presentation:

* the nature of the deity or deities
* the founder/important persons
* moral, spiritual, and redemptive perspectives
* stories and sacred or valued texts
* the main ideas or tenets
* symbols
* prayer
* significant religious places
* places of learning and worship
* worldviews.

Use the following resources for this task:

* [The five major world religions (11:09)](https://www.youtube.com/watch?v=m6dCxo7t_aE)
* [BBC: Religions](https://www.bbc.co.uk/religion/religions/)
* [Connecting with the divine](https://www.everystudent.com/features/religions-of-the-world.html).

Conduct a peer assessment using a [PMI](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551) chart (Table 10). This table has been left blank for students to complete.

Table – Peer assessment PMI chart

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Plus | Minus | Interesting |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Learning sequence 5: Practices

Students describe how a person’s core beliefs and values influence their daily life, their interaction with others, and the community in which they live, including:

* life rituals, including birth, marriage and death rituals
* core practices, for example, celebrations, food taboo and education.

### How core beliefs and values influence daily life

Review the [Core Values List](https://jamesclear.com/core-values) and identify 5 to 8 values from the list that you relate to the most. Reflect on your chosen values and identify how they influence your daily life.

Discuss the following questions with a partner:

* How do values and core beliefs influence an individual’s behaviour and decision making?
* How do values and core beliefs influence how we see ourselves and how other people perceive us?
* What is the difference between values, beliefs, and attitudes?

Use [Lifecycle Events](https://www.chabad.org/library/article_cdo/aid/325186/jewish/Lifecycle-Events.htm) to design a one-page infographic on significant Jewish events. This can be completed on paper or in [Canva](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653) and should cover:

* Simchat Bat
* Bar Mitzvah and Bat Mitzvah
* marriage
* death and mourning.

Use a [Venn Diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599) to compare and contrast the coming of age ceremonies of Bar Mitzvah and Bat Mitzvah with the practice Rumspringa in Amish culture. Resources for this task are:

* [Coming of Age: Bar/Bat Mitzvah (1:30)](https://www.youtube.com/watch?v=dl2EgHMU5G4)
* [Bat and Bar Mitzvah (5:23)](https://www.youtube.com/watch?v=tEBnpxhb0rc)
* [The traditional Amish youth period of Rumspringa](https://ohiosamishcountry.com/articles/the-traditional-amish-youth-period-of-rumspringa)

Reflect on your learning so far and answer the following long response question: ‘How do people’s core beliefs and values influence their daily lives? In your response, refer to examples from this learning sequence.’

## Learning sequence 6: Other religious perspectives

Students:

* undertake a focus study from one of the following religious perspectives:
* Taoism
* Daoism
* Confucianism.
* examine the nature and origins, including:
* philosophy, for example, underlying principles such as core beliefs and values
* traditions and culture, for example, common practices, various expressions
* the internal structure, for example, important people and connections between beliefs and practices.
* describe how the religious perspective shapes or influences modern society.

### The origins and philosophy of Confucianism

**Note:** Students can use their notes to write a cohesive response to each question. Alternatively, the questions could be the basis of class discussion after watching [Who was Confucius? (4:29)](https://www.youtube.com/watch?v=wFt_VGG0kJU). This [TED-Ed lesson](https://ed.ted.com/lessons/who-was-confucius-bryan-w-van-norden#review) has 6 multiple choice and 3 open answer questions that could be completed at the end of the animation.

Watch [Who was Confucius? (4:29)](https://www.youtube.com/watch?v=wFt_VGG0kJU). Take notes on the following questions as you are watching the animation:

* In which century did Confucius live?
* How was Confucius inspired by the ancient texts in the royal archives?
* How did Confucius think that rulers should inspire their subjects to obedience?
* What social relationship did Confucius see as the building block of society?
* How did Confucius summarise his teachings?

Read the short article [What is Confucianism?](https://www.historytoday.com/history-matters/what-confucianism) and answer the following questions:

* What 3 aspects of Confucianism are stressed as important in this article?
* Within a Confucian system, how will education benefit you?
* What Confucian ideal remains strong in Vietnamese society?

As a class, read [Confucianism](https://www.worldhistory.org/Confucianism/) and discuss how the ‘Five Constants’ and ‘Four Virtues’ would contribute to sustaining Confucius’ strict code of ethics.

Access [2,000 Years of Chinese History! The Mandate of Heaven and Confucius(12:12)](https://thecrashcourse.com/courses/%E2%80%8E2000-years-of-chinese-history-the-mandate-of-heaven-and-confucius-world-history-7/) (6:31–8:18), [Confucianism](https://www.nationalgeographic.org/encyclopedia/confucianism/) and [Confucianism](https://www.worldhistory.org/Confucianism/) to [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) the following questions:

* What were the key goals of the Confucian philosophical and political system?
* How might Confucian philosophy influence an individual’s social behaviour?
* How significant was Confucian philosophy in shaping Chinese society and culture?
* How might Confucian philosophy restrict social change?
* How would Confucian belief in the afterlife shape actions in modern day China?

**Note:** The audio resource [In Our Time - Confucius - BBC Sounds (27:52)](https://www.bbc.co.uk/sounds/play/p00547k8) could be used as an extension resource for HPGE students.

### The internal structure of Confucianism

In pairs, access [Confucian Beliefs about Social Relationships](https://factsanddetails.com/china/cat3/sub9/entry-5561.html) and read the section on Confucianism, Structure and Hierarchy. Complete Table 11 detailing the ancient social structure of China.

Table – Confucian social stratification

|  |  |  |
| --- | --- | --- |
| Strata | Who | Description |
| Level 1 |  |  |
| Level 2 |  |  |
| Level 3 |  |  |
| Level 4 |  |  |

Using your Confucian social stratification table and [Confucian Beliefs about Social Relationships](https://factsanddetails.com/china/cat3/sub9/entry-5561.html), conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645) to answer the following:

* The Confucian social structure was successful in the short term. What social change eroded the efficiency of the system?
* Consider the nature of modern China and its role in a globalised world. How does this change the efficiency of the Confucian social system?
* Predict the role of Confucianism in China’s future.

### The impact of Confucianism on modern society

Access [Culture insider: How Confucianism shaped China](https://www.chinadaily.com.cn/culture/2014-09/29/content_18677675.htm) and complete a summary using [concept mapping](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577). At the centre, include the heading ‘How Confucianism shaped China’ and summarise the key information around each of these minor headings:

* politics
* ethics
* education
* nature
* human environment.

Use the concept map to write a response to this topic: ‘Compare the impact of religious perspectives on Chinese and Australian cultures.’

## Assessment task – Cultural diversity and interconnectedness of religion in Australia

**Note:** When using this task, ensure it is placed on the school template and follows all assessment requirements.

### Outcomes

* **IS5-4** examines cultural diversity
* **IS5-6** identifies influences on cultures and their interconnectedness.

### Content

Students investigate the nature of beliefs, including:

* the characteristics of religion, beliefs, and spirituality
* the impact of religion and belief systems on culture.

### Task instructions

Working in small groups, you will make a video presentation of approximately 5 minutes. This can be done in [iMovie](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/617).

The purpose of the video will be to present a public service announcement. It will be aimed at informing and educating others about the diverse nature of belief systems and spirituality practised across NSW.

Your aim is to improve cultural understanding and acceptance of belief systems and spirituality.

Your presentation should include an overview of:

* an area in NSW with a distinct religious or spiritual affiliation
* a key festival or event commonly practised in the belief system or spiritual affiliation and how it has been practised
* the contribution of belief systems or spirituality to Australian culture
* how the cultural practice has benefitted the community
* how the belief system or spirituality shapes, alters or impacts the community.

Examples might include:

* Sydney, [Lunar New Year in Sydney](https://www.sydney.com/destinations/sydney/sydney-city/chinatown-and-haymarket/lunar-new-year)
* Berkeley, Buddhist [Nan Tien Temple](https://www.nantien.org.au/en/)
* Sydney, [Yabun Festival](https://yabun.org.au/)
* Lakemba, Ramadan at [Lakemba Mosque](https://lma.org.au/community-serivces/islamic-services/ramadan/)
* Sydney, [Deepavali Festival](https://www.sydneypoint.com.au/events/deepavali-festival/)
* option of your own choice by negotiation with your teacher.

## Marking criteria

Table – Assessment marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| **A** | * Demonstrates extensive knowledge and understanding of the characteristics of religion, beliefs and spirituality and the benefits to the community * Displays sophisticated skills to select, acquire and process complex information, using an extensive range of strategies to communicate effectively |
| **B** | * Demonstrates thorough knowledge and understanding of the characteristics of religion, beliefs and spirituality and the benefits to the community * Displays high level skills to select, acquire and process geographical information, using a range of strategies to communicate effectively |
| **C** | * Demonstrates sound knowledge and understanding of the characteristics of religion, beliefs and spirituality and the benefits to the community * Displays sound skills to select, acquire and process geographical information, and uses strategies to communicate effectively |
| **D** | * Demonstrates basic knowledge and some understanding of the characteristics of religion, beliefs and spirituality and the benefits to the community * Displays basic skills to select, acquire, process and/or communicate geographical information |
| **E** | * Demonstrates elementary knowledge of the characteristics of religion, beliefs and spirituality and may refer to the benefits to the community * Displays elementary skills to select, acquire, process and/or communicate geographical information |

## Additional information

**Resource evaluation and support**: Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this teaching resource for International studies.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, International studies © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: International studies

**Course outcomes**: IS5-2, IS5-3, IS5-4, IS5-6, IS5-8, IS5-12

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Related resources**: Further resources to support International studies can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 19th July 2022

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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