# International studies – Core: Understanding culture and diversity in today’s world



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**Note:** Aboriginal and Torres Strait Islander people should be aware that this document may contain images, voices, or names of deceased persons in photographs, film, audio recordings or printed material.

## Focus

In this core unit, students will study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.

### Outcomes

A student:

* **IS5-1** analyses a variety of definitions of culture
* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-7** recognises bias and stereotypes
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes
* **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: Understanding culture

Students:

* define culture
* outline the characteristics of Australian culture, including
* language and communication
* beliefs and values
* expected behaviours and values
* customs and practices
* lifestyle
* outline the characteristics of another culture, including
* language and communication
* beliefs and values
* expected behaviours and values
* customs and practices
* account for, and provide examples of, cultural change over time, such as
* cultural contact
* the impact of technology
* environmental and ecological shifts.

### Understanding culture

Watch the videos: [What is Culture? (2:23)](https://www.youtube.com/watch?v=fL5WzpuvXfY) and [what is culture? (1:56)](https://www.youtube.com/watch?v=Me2HlTQPS40). Read Cambridge Dictionary’s meaning of [culture](https://dictionary.cambridge.org/dictionary/english/culture) in English and write a definition for the concept of culture.

Characteristics of culture include language and communication, beliefs and values, expected behaviours and values, customs and practices, and lifestyle. Think about your personal culture and summarise the characteristics into Table 1.

Working with a partner, determine the differences between personal culture and national culture (Table 1).

Table 1 – Characteristics of personal culture

|  |  |
| --- | --- |
| Characteristic | Description |
| Language and communication |  |
| Beliefs and values |  |
| Expected behaviours and values |  |
| Customs and practices |  |
| Lifestyle |  |

Working with a partner, conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645" \l ".YYNTlxYsh30.link) to brainstorm the characteristics of Australian culture (Table 2).

Table 2 – Characteristics of Australian culture

|  |  |
| --- | --- |
| Characteristic | Description |
| Language and communication |  |
| Beliefs and values |  |
| Expected behaviours and values |  |
| Customs and practices |  |
| Lifestyle |  |

Explore the characteristics of different cultures of the world – Western, Eastern, Latin, Middle Eastern and African in [What is culture?](https://www.livescience.com/21478-what-is-culture-definition-of-culture.html) Conduct further research to complete a collage that illustrates the characteristics of different cultures of the world. Your finished product should illustrate the following:

* global cultural breakdown by regional areas
* key cultural characteristics including language, communication, beliefs, values, behaviours, customs and practices, lifestyle
* key cultural influences.

Access Multicultural NSW’s [It’s my story](https://multicultural.nsw.gov.au/its-my-story/) webpage and complete a profile for 3 different people. In each profile include:

* name
* cultural heritage
* ethnicity
* language
* examples of influence of culture on career or life choices.

Access Multicultural NSW’s [Communities of NSW](https://multicultural.nsw.gov.au/communities) webpage and complete a [3-2-1 Summary](https://goalbookapp.com/toolkit/v/strategy/3-2-1-summary) outlining the multicultural context of Australia:

* list 3 new discoveries
* list 2 interesting facts
* identify one question you have.

Answer the following question, ‘What is cultural heritage?’

**Note:** [Dictogloss](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/speakinglistening/Pages/exampledictogloss.aspx) is a summary strategy to use with students. Read a set text, usually 2 to 3 paragraphs in length, through once. While students listen to the dictation, have them write in a list of key words they hear. Repeat and have students add more words to the list. After the second dictation, students use the words recorded in the list to compose a passage that summarises what was read.

Conduct a dictogloss using the ScienceDirect [Cultural Heritage](https://www.sciencedirect.com/topics/social-sciences/cultural-heritage) webpage and compose another definition for cultural heritage. How does this definition compare to your first answer?

### Australian culture

Create a cartoon representation of what you think is the ‘typical’ Australian. Annotate it with the cultural characteristics. Answer the following questions:

* How did you get to that representation?
* What evidence did you use or refer to?

Conduct a [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593" \l ".YYRwEESMcKo.link) with your class answering the question, ‘What typifies Australian culture?’

**Note:** A [Gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555" \l ".YYRwixPVu8Y.link) is used to promote class discussion about a topic. The purpose of the Australian culture gallery walk is to promote discussion of the diverse nature and characteristics of Australian culture and also help students solidify their understanding of the definition of culture and cultural heritage.

Use the suggested links, other research, and artefacts to illustrate the Australian culture gallery walk:

* [Sydney Opera House](https://commons.wikimedia.org/wiki/File:Sydney_Opera_House_-_Dec_2008.jpg) [photograph]
* [Australian Penny Token](https://commons.wikimedia.org/wiki/File:R5a_Australian_Penny_Token,_ND_-_Advance_Australia_-_obverse.jpg) [photograph]
* [Crop rows Liverpool Plains 2](https://commons.wikimedia.org/wiki/File:Crop_rows_Liverpool_Plains_2_(20866363881).jpg) [photograph]
* [Sydney, Bondi Beach](https://commons.wikimedia.org/wiki/File:Sydney_(AU),_Bondi_Beach_--_2019_--_2349.jpg) [photograph]
* [Petermann Ranges – Uluru-Kata Tjuta National Park](https://commons.wikimedia.org/wiki/File:Petermann_Ranges_(AU),_Uluru-Kata_Tjuta_National_Park,_Uluru_--_2019_--_3679-83.jpg) [photograph]
* [Rock painting at Kuniya Walk – Uluru](https://commons.wikimedia.org/wiki/File:Petermann_Ranges_(AU),_Uluru-Kata_Tjuta_National_Park,_Uluru,_Kuniya_Walk_--_2019_--_3656.jpg) [photograph]
* [Akubra-style hat](https://commons.wikimedia.org/wiki/File:Akubra-style_hat.jpg) [photograph]
* [SnowyHydro Murray 1 Turbines](https://commons.wikimedia.org/wiki/File:SnowyHydro-Murray-1-Turbines.jpg) [photograph]
* [Westpac Rescue Helicopter Service](https://commons.wikimedia.org/wiki/File:WESTPAC_Rescue_Helicopter_Service_BK_117_-_Flickr_-_Highway_Patrol_Images.jpg) [photograph]
* [Chinese Garden of Friendship](https://commons.wikimedia.org/wiki/File:Chinese_Garden_of_Friendship_(looking_back_at_city).jpg) [photograph]
* [2019 Canoe slalom World Championships – Jessica Fox](https://commons.wikimedia.org/wiki/File:2019_ICF_Canoe_slalom_World_Championships_004_-_Jessica_Fox.jpg) [photograph]
* [Aboriginal Flag](https://commons.wikimedia.org/wiki/File:Aboriginal_Flag_-_Victoria_Square.jpg) [photograph]
* [Humpback Whales in Perth](https://commons.wikimedia.org/wiki/File:Humpback_Whales_in_Perth.jpg) [photograph]

Using the [Gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.YYRwixPVu8Y.link) stimulus answer the following questions:

* How is culture diverse?
* Did any of these images come to mind when you first thought of the ‘typical’ Australian culture?
* People say Australia has no ‘real’ culture, what is your response to that statement?

**Note:** An [Opinion Continuum](https://studyres.com/doc/21376813/activity--opinion-continuum) is a classroom discussion tool. Provide students with an area in the classroom. At one end of the line, place a card with ‘strongly agree’ written on it, at the other end place a card with ‘strongly disagree’ on it. Evenly between these 2 points, place cards with ‘agree’, ‘neutral’ and ‘disagree’. Have students place themselves beside the line where they best feel they stand on the statements outlined in next activity. When students choose where on the continuum they feel they belong, have them discuss why they placed themselves there. After hearing others’ choices students can debate or move their opinion.

Explore the webpage [11 Things You Should Know About Australian Culture](https://theculturetrip.com/pacific/australia/articles/11-things-you-should-know-about-australian-culture/) and participate in an opinion continuum discussion for the following questions/statements:

* Australians lack respect for things that should be taken seriously.
* Australia is a classless society and is fair for all.
* Australia prides itself on hard work.
* Australia embraces its diversity.
* Australians are proud of the ancient history of our First Nations Peoples.
* Australia has no traditional foods like other cultures.
* Australians are either city slickers or beach bums.
* Australians are accepting.

**Note:** Explicitly teach mind mapping and outline how the learning tool is useful in linking ideas and summarising information. Access the webpage [What is Mind Mapping? (and How to Get Started Immediately)](https://litemind.com/what-is-mind-mapping/) for a clear explanation of this teaching tool.

Explore the webpage [A Handy Guide to the Australian Lifestyle](https://www.australia.com/en/facts-and-planning/about-australia/the-aussie-way-of-life.html) and use this to complete a concept map of the Australian lifestyle.

**Note**: Conduct an expert group with the class by using [Expert Groups: A Cooperative Learning Strategy](https://teacherthrive.com/expert-groups-cooperative-learning/). Provide students with link to SBS’s [Australian culture – Cultural Atlas](https://culturalatlas.sbs.com.au/australian-culture) and explain that each member of the class will be responsible for teaching their peers one aspect of Australia’s culture as summarised by SBS. Students are positioned into teams and each team is allocated one of the categories to learn: core concepts, greetings, religion, family, naming, dates of significance, etiquette, do’s and don’ts, communication, other considerations or business culture. Smaller cohorts could be allocated a combination of the shorter topic areas. For example, combine naming and dates of significance or choose key areas you wish the class to focus on and limit the number of expert groups. Once groups have a good understanding of their characteristic, have them break up and move to another group where they share their knowledge.

Use [Australian Culture](https://culturalatlas.sbs.com.au/australian-culture) and conduct a class [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546" \l ".Yaf-n8EO0y0.link). Use Table 3 to summarise what you learn from each group.

Table 3 – Cultural characteristics jigsaw summary

|  |  |
| --- | --- |
| Characteristic | Description |
| Core concepts |  |
| Greetings |  |
| Religion |  |
| Family |  |
| Naming |  |
| Dates of significance |  |
| Etiquette |  |
| Dos and Don’ts |  |
| Communication |  |
| Other considerations |  |
| Business culture |  |

### Subcultures and countercultures

**Note:** For more information and a succinct definition for subculture, access Open Education Sociology Dictionary’s [subculture definition](https://sociologydictionary.org/subculture/).

Watch the video [Cultures, Subcultures, and Countercultures: Crash Course Sociology #11 (9:39)](https://thecrashcourse.com/courses/cultures-subcultures-and-countercultures-crash-course-sociology-11/) and answer the following:

* outline the difference between low and high culture
* define subculture
* explain how subcultures are different to mainstream culture.

With a partner, consider the characteristics of some common Australian subcultures and complete Table 4.

Table 4 – Characteristics of common Australian subcultures

|  |  |
| --- | --- |
| Subculture | Characteristics |
| E-boys and e-girls |  |
| Cosplayers |  |
| Steampunk |  |
| Hipsters |  |

Consider the definition for subculture and the characteristics of common Australian subcultures. Would you describe TikTok as a subculture? Explain your answer.

### Cultural comparison

Access the National Geographic Kids [Spain](https://kids.nationalgeographic.com/geography/countries/article/spain) webpage and complete the following:

* Where is Spain located? On a [map of Europe](https://d-maps.com/continent.php?num_con=5&lang=en) locate and label Spain.
* On a [map of Spain](https://d-maps.com/pays.php?num_pay=190&lang=en) shade and label its different geographical areas.
* Identify the ethnic cultural backgrounds of Spain.
* Outline how Spain’s government is organised.

Watch the video [Explore Spain: Valencia’s history and Old Town (4:59)](https://www.youtube.com/watch?v=uwgDcGolkeo) and after viewing, complete a [3-2-1 Summary](https://goalbookapp.com/toolkit/v/strategy/3-2-1-summary):

* list 3 new discoveries
* list 2 interesting facts
* identify one question you have.

Watch the video [Explore Spain: Valencia Torres de Serranoes & Torres de Quart (4:18)](https://www.youtube.com/watch?app=desktop&v=eX4EXkc-NHE) and after viewing, complete a [3-2-1 Summary](https://goalbookapp.com/toolkit/v/strategy/3-2-1-summary):

* list 3 new discoveries
* list 2 interesting facts
* identify one question you have.

Watch [Explore Spain: Valencia Beaches Close to the City (3:25)](https://www.youtube.com/watch?app=desktop&v=8c9t4x9qAzw) and after viewing, complete a [3-2-1 Summary](https://goalbookapp.com/toolkit/v/strategy/3-2-1-summary):

* list 3 new discoveries
* list 2 interesting facts
* identify one question you have.

Watch [Cadiz & Sevilla Spain Guided Tour (4:04)](https://www.youtube.com/watch?v=qAricm0SHhY) and after viewing, complete a [3-2-1 Summary](https://goalbookapp.com/toolkit/v/strategy/3-2-1-summary):

* list 3 new discoveries
* list 2 interesting facts
* identify one question you have.

Using [Language Areas of Spain Map](https://www.planetware.com/map/spain-language-areas-of-spain-map-e-e5.htm), divide a [map of Spain](https://d-maps.com/pays.php?num_pay=190&lang=en) into its main language areas.

Explore [Spanish Culture – Communication](https://culturalatlas.sbs.com.au/spanish-culture/spanish-culture-communication" \l "spanish-culture-communication) and create a travel advice [podcast](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/609#.YZGZGd2zrmE.link). This podcast should be a maximum of 3 minutes, provide advice on how to avoid a social and cultural misunderstanding, and ways to ensure smooth communication when travelling through Spain.

**Note:** Explicitly teach how to create a pie chart using [How to work out percentages for a pie chart](https://sciencing.com/work-out-percentages-pie-chart-4777890.html).

Access [Spanish Culture – Religion](https://culturalatlas.sbs.com.au/spanish-culture/spanish-culture-religion" \l "spanish-culture-religion) and construct a pie chart to illustrate the religious affiliations of Spain.

Conduct a class [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.YZGZGes6To8.link) and identify the key characteristics of Spain’s cultural values and lifestyle.

Imagine you are living in Spain. Compose a letter home outlining your daily activities to a peer or family member. Use the ‘organisation of the day’ section of the Cultural Atlas [Spanish Culture – Core concepts](https://culturalatlas.sbs.com.au/spanish-culture/spanish-culture-core-concepts) webpage to inform your response.

Access the webpage [15 Traditional Spanish Dances Part of Spain’s Rich Heritage](https://roveratlas.com/europe/spain/traditional-spanish-dances-from-spain/index.html) and complete Table 5.

Table 5 – Spanish culture of dance

|  |  |  |
| --- | --- | --- |
| Dance | Key characteristics | Illustration or image |
| Sardana |  |  |
| Bolero |  |  |
| Flamenco |  |  |
| Canary dance |  |  |
| El Vito |  |  |
| Matachines |  |  |
| Sevillana |  |  |
| Zarzuella |  |  |
| Aragonaise |  |  |
| Millers dance |  |  |
| Zambra |  |  |
| Jota |  |  |
| Cachucha |  |  |

Compare Australian culture with the culture of Spain by completing a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599" \l ".YaBSqhDaQNA.link). Ensure you include notes on the following:

* language and communication
* beliefs and values
* expected behaviours and values
* customs and practices.

### Cultural change

**Note:** Explicitly teach the definition for social and cultural continuity and change, using Think Learn Act’s [Social and Cultural Continuity and Change](https://www.thinklearnact.com/h1-social-and-cultural-continuity-and-change.html).

Use Think Learn Act’s [Social and Cultural Continuity and Change](https://www.thinklearnact.com/h1-social-and-cultural-continuity-and-change.html) webpage to define social and cultural continuity and change.

Consider your life over the last 10 years. Complete Table 6 by listing continuities and changes in your life.

Table 6 – Summary of continuities and changes

|  |  |  |  |
| --- | --- | --- | --- |
| Aspect | 5 years old | 10 years old | 15 years old |
| Where you live |  |  |  |
| Games or sports played |  |  |  |
| Hobbies |  |  |  |
| Favourite music |  |  |  |
| Religion |  |  |  |
| Friends |  |  |  |
| Family |  |  |  |
| School |  |  |  |
| Favourites games |  |  |  |
| Technology |  |  |  |
| Favourite food |  |  |  |

With a partner, discuss the following questions:

* Which aspects of your life have remained constant?
* What areas have changed?

Conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YYhv8Zoyqio.link) to consider the question, ‘What causes cultural change?’

Use the resources [Cultural Change: Main Factors and Causes of Cultural Change](https://www.yourarticlelibrary.com/culture/cultural-change-main-factors-and-causes-of-cultural-change/23392) and [How Does Social Change Happen? (7:19)](https://www.youtube.com/watch?v=FHPbjGvH4bg) and re-address your response to the question, ‘What causes cultural change?’ Make any required changes to your answer.

Watch [How Is Your Phone Changing You? (3:11)](https://www.youtube.com/watch?v=W6CBb3yX9Zs) and answer the question, ‘Can owning a mobile phone change your culture?’

Identify one technological development that you regularly use. This could be something like the internet or mobile phone. For this development, carry out research to complete Table 7:

Table 7 – Summary of technological change impacts on society and people

|  |  |
| --- | --- |
| Change/impact | Summary |
| Technological development |  |
| Who developed |  |
| When developed |  |
| Brief summary of technological growth of the development |  |
| Positive aspects of technological development for religion |  |
| Negative impact of technological development on friendships |  |

Read the article [The pace of change](https://www.smh.com.au/opinion/the-pace-of-change-20070623-gdqfz2.html) and use this to answer the following questions:

* What is the overall perspective of this author about cultural change? Are you inclined to agree or disagree?
* This article was published in 2007. Describe how the family Sunday night has changed again.

## Learning sequence 2: Culture and identity

Students:

* describe the different types of identity, including
* personal identity
* family identity
* religious identity
* national identity
* subcultural group.
* analyse the factors that contribute to individual identity, including
* personal
* cultural
* social
* linguistic
* economic
* political
* historical
* geographical location
* social class
* peer group.

### Personal identity

**Note:** The following activity will require large sheets of paper and permanent markers. Have students create an outline of themselves. On the outside of the shape, have class and teacher document notes about each other’s identity – this can include personality traits, appearance, ethnicity, and cultural heritage. Next, students complete the interior and repeat but for their own identity. It is important to remind students that the classroom is a culturally safe and supportive space. You may need to refer to the [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045).

In this task you will identify characteristics of your identity. Your teacher will provide you with appropriate tools to complete the activity.

Complete the following steps:

1. Create an outline of your body.
2. Illustrate the outline by adding some key physical characteristics, for example, short or long hair, glasses, or no glasses.
3. Exchange your outline and allow others in the class to contribute to your illustration.
4. On your classmates’ outlines, contribute by identifying their personality traits, appearance, ethnicity and cultural heritage, and qualities you value in them. This should be written outside the outline.
5. Return to your own illustration. This time, identify your personal identity characteristics and write or document on the inside of the outline.

Referring to the personal identity diagram you created in the previous activity, answer the following questions:

* What personality traits did you identify that were similar to those observed by your classmates and peers?
* What characteristics added to your diagram by your classmates and peers surprised you?
* We are often surprised at how others see us. Why do you think our self-perception is different?
* What characteristics added to your diagram were associated with physical identity?
* What characteristics added to your diagram were associated with your personality?
* How do you think others see you?
* How do you see yourself?

**Note:** The following activity requires students to reflect on their own personal identity through a profiling methodology. It is advised to clarify prior to the activity that this is a profile and not absolute. Nothing in the quiz would be controversial, however, if a student was feeling low that day, the results may indicate the mood at the time and exacerbate those feelings.

Complete VisualDNA’s [Who am I? quiz](https://panels.nielsen.com/panels-and-surveys/locations/#visual-dnaquizzes/:~:text=people%20like%20you.-,Who%20am%20I%3F%20Quiz,-Understand%20more%20about) and use this to answer the following questions:

* On a scale of 1 to 10, how accurate do you think the quiz results are in regard to conscientiousness?
* Outline the characteristics according to the quiz for your character. Do you feel this aligns to how you perceive your own character?
* What is the link between character, identity, and culture? Discuss.
* According to the quiz, what type of attitude do you have?
* Overall, did you agree with the summary of your personality type according to the quiz?
* With a peer discuss, ‘Is this quiz a reliable source of information and should you take the results as absolute’?

Access the article [Socialisation: The Meaning, Features, Types, Stages and Importance](https://www.yourarticlelibrary.com/sociology/socialisation-the-meaning-features-types-stages-and-importance/8529) and use this to define the process of socialisation in one paragraph.

**Note:** Students are to complete a summary of socialisation through personal experience. This will help students identify the key aspects of socialisation, such as family, peers, school, media, and environment. Students may require a worked example for this activity. Some examples may include: family taught me not to swear and I learnt that from my grandmother who doesn’t like swearing; I enjoy music because my peers introduced me to Spotify.

Socialisation is essentially the various ways we learn how to behave in society. Consider the following aspects of socialisation and Table 8, reflecting on your own experiences.

Table 8 – Experience of socialisation

|  |  |  |
| --- | --- | --- |
| Aspect of socialisation | What you learnt | From whom or where you learnt it |
| Family |  |  |
| Peers |  |  |
| School |  |  |
| Media |  |  |
| Environment (where you live) |  |  |

### Family identity

Identify examples of the following for your own family:

* habits
* rituals
* traditions.

If possible, create a simple family tree to show the nationality or ethnic origins of your family. Answer the following questions about yourself and your family:

* How many siblings do you have?
* What birth order do you fit into in your family?
* Do you know the names of your great-grandparents?
* Do you know the ethnic origin of either set of great-grandparents?
* Is there any history of twins in your family?
* At what age did either of your parents leave home?
* Did either or both of your parents graduate year 12?
* Did either or both of your grandparents graduate year 12?
* Do you aspire to graduate year 12?
* How many family members have a tertiary education?
* Do you aspire to study at a tertiary level?

With a partner, visit the Australian Government Institute of Family Studies webpage [Family Trends & Transitions](https://aifs.gov.au/projects/family-trends-transitions" \l ":~:text=Family%20trends%20and%20transitions%20publications.) and prepare to be quizzed on the following topics:

* [Families Then & Now: How we worked](https://aifs.gov.au/publications/how-we-worked)
* [Families Then & Now: Income and wealth](https://aifs.gov.au/publications/income-and-wealth)
* [Families Then & Now: Couple relationships](https://aifs.gov.au/publications/couple-relationships)
* [Families Then & Now: Having children](https://aifs.gov.au/publications/having-children)
* [Families Then & Now: Households and families](https://aifs.gov.au/publications/households-and-families)
* [Families Then & Now: Housing](https://aifs.gov.au/publications/housing).

Discuss the following questions with your partner:

* In general, who are more likely to remain in part-time work and care for children in Australia?
* How has the workforce trend changed for young Australians?
* Are Australians more in debt now than they used to be? Explain your response.
* How has the gender pay gap changed in Australia over time?
* How has marriage trends changed in Australia over time?
* What cultural changes have arisen due to acceptance of divorce or ending unhappy relationships?
* What is the average age of women having children nowadays? How has this changed in Australia over time?
* Why have Australian families become smaller and more diverse over time?
* If current trends continue, what is the chance that 65% of this class will own their own home in Australia?

Select 3 of the questions above and write a paragraph in response to each question.

Share responses with the class and discuss differences and changes over time.

Watch Jeffrey Kluger’s TED talk [The sibling bond](https://www.ted.com/talks/jeffrey_kluger_the_sibling_bond) and use this to complete the following questions:

* How would relationships with siblings shape personal identity?
* Explain the concept of deidentification.
* Outline how favouritism might influence personal identity.
* What role will birth order play in a person’s access to resources in a family?
* What advantages do first-born siblings have over other members of the family?
* How would advantages of being first-born shape a person’s identity?
* How would being a middle child shape a person’s identity?
* How would being the youngest child shape a person’s identity?
* Why are family relationships, particularly sibling relationships, important?

### Religious identity

Access the Facing History and Ourselves reading [Religion and Identity – Holocaust and Human Behaviour](https://www.facinghistory.org/resource-library/holocaust-human-behavior) and answer the following questions:

* How do the reflections in this reading describe the experience of religious belief and belonging? What are some of the similarities and differences between these stories, and what can we learn from them?
* What are some other experiences with religion that are not represented in this reading? Reflect on your own observations and experiences with religion.
* Does religion play a role in your identity? If so, how would you describe that role?

Access the webpage [How Religion Influences Behaviour](https://www.monkprayogshala.in/blog/2016/5/15/how-religion-influences-behaviour-1). Discuss with a peer:

* What is the link between religion, identity, and behaviour?
* What role does religion play in providing people with a sense of place and belonging in society?
* Religious affiliations are declining in Australia and more people are identifying as non-religious. Does this mean Australians are less spiritual?
* How important is a person’s moral judgement in forming and presenting personal identity?

**Note:** The video [Oursness (5:53)](https://www.youtube.com/watch?v=a8zAh3irMYo) contains scene of a deceased elder. Please inform students prior to watching in class.

Engage with the video [Oursness (5:53)](https://www.youtube.com/watch?v=a8zAh3irMYo) and answer the following questions:

* Does Bob Randall identify with a religion?
* Would you describe Bob Randall as spiritual?
* What role does religious or spiritual beliefs play in Bob Randall’s sense of belonging and identity?

### National identity

Engage with the videos [Gracia – Can you be Australian and something else? (0:19)](https://www.youtube.com/watch?v=44ed5vW_p90) and [Is it possible to be Australian and something else? Nelufer’s Answer (0:29)](https://www.youtube.com/watch?v=2VlnUcRvZYg) and determine answers to the following questions in small groups:

* Do you think it makes Gracia and Nelufer less Australian than others?
* Do you think it could make them less loyal to Australia?
* Do you think it is fair to ask Gracia and Nelufer or others if you can be Australian and something else?
* What do you think it means to be ‘Australian’?
* What is cultural diversity and how does it define Australia’s national identity?

### Subcultural group

Revisit the definition of [subculture](https://sociologydictionary.org/subculture/) at Open Education Sociology Dictionary and use this to identify examples of subcultures in your local community.

Use [What is a Subculture?](https://haenfler.sites.grinnell.edu/subcultural-theory-and-theorists/what-is-a-subculture/) and previous information to draft a subcultural profile for a subculture in your community. Ensure that the profile includes:

* values
* practices
* cultural objects
* shared identity characteristics
* resistance to cultural values, if any
* specialised vocabulary.

Present a [Microsoft PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/114#.YZxFc1q-iIg.link) that provides an overview of a subcultural group in your community. Include a brief overview of the subculture’s characteristics:

* style of communication
* style of clothing that is typical or unique to the subculture
* popular values and norms that are expressed by the subculture
* choice of lifestyle practices that are commonly used daily by the subculture
* acceptance or rejection of the subculture by other groups in the community.

### Factors that contribute to individual identity

**Note:** When introducing students to social and cultural research through interview skills, it is important to emphasise safety, choice of participant and due diligence during the process. Ensure you discuss ethical issues around interviews and instruct students to seek approval from the teacher at all stages of the interview process.

To carry out an effective interview, the researcher needs to plan the following:

* who will be interviewed and what questions will be asked
* when and where the interview will take place
* how the information obtained will be recorded.

Conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YZxAl_jmpt0.link) with the class. Ask students:

* What is an interview?
* What advice would you give to someone planning an interview?
* What things would you avoid in an interview?
* How would you go about asking a person to participate in an interview?
* How would you go about choosing the right person for an interview?
* How would you choose where and when to conduct an interview?
* How would you go about recording and keeping notes from an interview?

As a class, discuss the focus question, ‘Differentiating between cultural, national identity and subculture, explain how these factors shape personal identity?’

Compose a list of interview questions that will support a response to the focus question. Ensure you include questions relating to factors that contribute to individual identity such as:

* personal
* cultural
* social
* linguistic
* economic
* political viewpoints
* historical
* geographical location
* social class
* peer group.

Conduct and record an interview with someone you know.

Reflect on the findings of the interview and compose a one-page response to the question, ‘Differentiating between cultural, national identity and subculture, explain how these factors shape personal identity?’

## Learning sequence 3: Understanding cultural diversity

**Case study 1 – My culture**

Students:

* examine their own cultural environment including
* characteristics and features of their own cultural identity
* cultural diversity in their community
* subcultures within their environment
* cultural stereotypes and generalisations
* undertake a comparative study of 2 cultural groups, with at least one from the Asia-Pacific region, including:
* norms and values
* beliefs
* customs
* traditions
* technology and communication
* compare cultural characteristics and intercultural communication of the chosen cultures.

### Cultural identity

Explore the webpage [Cultural Identity](https://www.cleverism.com/lexicon/cultural-identity/) and define cultural identity.

Reflect on your own cultural identity. Identify personal examples for each aspect of cultural identity:

* language
* clothing
* food
* government
* ethnic background
* religion
* leisure activities
* arts – music, dance, art, drama.

Either on paper or electronically, construct a cultural identity mandala ([Cultural Mandalas](https://asiasociety.org/education/cultural-mandalas)) for your own cultural identity:

* draw a circle with a compass measuring 22cm in diameter
* divide the circle into 8 pie wedges
* fill in the 8 pie wedges with aspects of your own cultural identity using symbols, colour, and illustrations.

Reflect on your mandala and answer the following questions:

* Was any aspect of the process difficult for you?
* How often do you think about your cultural identity?
* Did this task clarify the concept of cultural identity for you?

### Understanding cultural diversity

Access the 2016 census data summary from the Australian Bureau of Statistics [Census of Population and Housing: Reflecting Australia – Stories from the Census, 2016](https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Cultural%20Diversity%20Data%20Summary~30) and define the concept cultural diversity.

Access [Census of Population and Housing: Reflecting Australia – Stories from the Census, 2016](https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2071.0~2016~Main%20Features~Cultural%20Diversity%20Data%20Summary~30) and explain how Australia is culturally diverse. Use statistical data in your response.

Access [What Is Cultural Diversity And Why Is It Important?](https://www.uopeople.edu/blog/what-is-cultural-diversity/) and [Cultural Diversity & Cultural Competence Meaning: How & Why Diverse Cultural Competency is important?](https://diversity.social/cultural-diversity/) and then answer the question, ‘Why is cultural diversity important’?

How is identity linked to cultural diversity?

Identify the cultural diversity in your community by accessing [Mapping Immigrants' Birth Places](https://smallmultiples.com.au/projects/mapping-immigrants-birth-places/). Scale down to any town in NSW and make a list of immigrant and ethnic populations.

Revisit the definition of [subculture](https://sociologydictionary.org/subculture/) from Open Education Sociology Dictionary.

Identify a subculture to which you belong. Using [Canva For Education](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653?clearCache=ba8a8f53-c1d8-e253-c921-933bb21a3923#.YZ2UGZNcOt0.link), create a poster that illustrates that subculture. Include the following aspects of subculture in the poster:

* style of communication including common slang words and phrases
* style of clothing that is typical or unique to the subculture
* popular values and norms that are expressed by the subculture
* choice of lifestyle practices that are commonly used daily by the subculture
* acceptance or rejection of the subculture by other groups in the community.

### Cultural stereotypes and generalisations

Watch [Stereotype defined (1:43)](https://www.youtube.com/watch?v=r_Uer9LgITc) and in one paragraph, define the concept in your own words.

In pairs or small groups, reflect and discuss a time where you have personally experienced cultural stereotypes or generalisations. Questions to support your discussion might include:

* Where were you when you experienced or observed the cultural stereotype?
* What happened and who was involved?
* How did the situation make you feel? Or were you not impacted on by the situation personally?

**Note:** Please be aware the video [Extraordinary Eddie – The Project (5:04)](https://www.youtube.com/watch?v=z5RHzf-SyLk) contains media of a deceased person.

Using Extraordinary Eddie as inspiration, work in groups to plan a Harmony Week [Multicultural Education](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/culture-and-diversity/calendar-for-cultural-diversity/planning-harmony-week#tabs3) event for your school. Choose one of the following as a theme for the week:

* celebrating characteristics of our school’s cultural identity.
* celebrating cultural diversity in our school community.
* celebrating the diverse subcultures in our school community.

Your plan may be taken to the school leadership team for consideration, so include events, advertisement, and organisational suggestions.

### Comparative study – Fiji

Complete a [KWLH chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.YZ676pf_CTA.link) for the comparative study. For Fiji, answer the following:

* what I might already know about the subject or topic
* what I want to learn
* how more learning can happen.

Locate Fiji on [Google Earth](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/620#.YZ62XGHU0iQ.link) and identify 5 facts about its geographic location.

Access the [360 VR Video Experience from Yasawa Island, Fiji (2:29)](https://www.youtube.com/watch?v=Y-u7s5d5Sns). Observe the natural environment of Fiji and identify 3 facts about the natural environment of Fiji.

Working in pairs, access Cultural Atlas [Fijian Culture](https://culturalatlas.sbs.com.au/fijian-culture/fijian-culture-core-concepts) and complete the following tasks:

* define the concepts ‘collectivism’ and ‘individualism’
* compare the nature of Australian culture and Fijian culture using Table 9.

Table 9 – Australian and Fijian culture comparison

|  |  |
| --- | --- |
| Australian culture | Fijian culture |
|  |  |

How might the nature of Fijian culture be an advantage to individuals in the society?

Explore [Fijian Culture](https://culturalatlas.sbs.com.au/fijian-culture/fijian-culture-core-concepts) and complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.YZ676qygiVU.link), comparing Australian and Fijian experiences of colonisation.

Explain how Fiji’s experience of colonisation has influenced their cultural values.

Conduct a peer review and complete Table 10 below for your peers’ response to the previous question.

Table 10 – TAG peer assessment

|  |  |
| --- | --- |
| TAG | Peer assessment tool |
| Tell something you like |  |
| Ask a question |  |
| Give a suggestion |  |

Access [Fijian Culture Inclusion and Social Organisation](https://culturalatlas.sbs.com.au/fijian-culture/fijian-culture-core-concepts#:~:text=Inclusion%20and%20Social%20Organisation) and use this to answer the following questions:

* Can an Indigenous tribal chief in Fiji be a woman?
* How is family defined in Indigenous Fijian culture?
* Explain the custom of kerekere.
* Explain why jealousy is not a norm in Indigenous Fijian culture.
* List 3 values Indigenous Fijians have.

Access [Fijian Culture](https://culturalatlas.sbs.com.au/fijian-culture/fijian-culture-core-concepts) and then answer the following questions:

* What is main religious preference in Fiji?
* Why did Fijians accept a new faith at the time of colonisation?
* What other religious affiliations exist in Fiji?
* What religious customs are common in Fiji?

Access [Lots of technology and little infrastructure – Research challenges in Fiji](https://www.researchworld.com/lots-of-technology-and-little-infrastructure-research-challenges-in-fiji/) and imagine you are a Fijian resident. Outline how your average day would progress. How is this different to your average day in Australia?

Use [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.YZ7NoV4D2TE.link) or Google [My Maps](https://www.google.com.au/maps/about/mymaps/) to develop an interactive map of Fiji that illustrates the following features for Fiji:

* norms and values
* beliefs
* customs
* traditions
* technology and communication.

Reflect on your learning and add to the [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.YZ676pf_CTA.link) chart for the comparative study on Fiji.

### Comparative study – Japan

Complete a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.YZ676pf_CTA.link) chart for the comparative study on Japan. For Japan note the following:

* what I might already know about the subject or topic
* what I want to learn
* how more learning can happen.

Locate Japan on [Google Earth](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/620#.YZ62XGHU0iQ.link) and identify 5 facts about its geographic location.

Explore [Japan – Where tradition meets the future (3:09)](https://www.youtube.com/watch?v=OR_Y7vj66PU) and discuss the society and culture of Japan as a class.

Read [Japanese Culture and Traditions](https://mai-ko.com/travel/culture-in-japan/japanese-culture-1/) and complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.YaBQZYCPuow.link) exercise which answers the question, ‘What is Japanese culture like?’

Working in pairs or small groups, access Cultural Atlas’ [Japanese Culture](https://culturalatlas.sbs.com.au/japanese-culture/japanese-culture-core-concepts#japanese-culture-core-concepts) core concepts and complete the following tasks:

* What is the meaning of face in Japanese culture and how is it a norm?
* Japanese value politeness and pacifism. Write down a definition for each concept.
* Define homogenous culture. How is this different to Fijian and Australian cultures?

Explore [Japanese Culture – Nihonjinron and Diversity](https://culturalatlas.sbs.com.au/japanese-culture/japanese-culture-core-concepts#japanese-culture-core-concepts:~:text=hours%20each%20way.-,Nihonjinron%20and%20Diversity,-Japan%20and%20its) and outline the 2 arguments for Japan being homogenous or diverse and heterogeneous.

Explore [Japanese Religion](https://culturalatlas.sbs.com.au/japanese-culture/japanese-culture-religion" \l "japanese-culture-religion) and conduct other research to complete the Shinto religion summary in Table 11. Suggested sites:

* [Shinto holy books](https://www.bbc.co.uk/religion/religions/shinto/texts/books.shtml)
* [Shinto Symbols: The Meanings of the Most Common Symbols Seen at Japanese Shinto Shrines](https://www.tsunagujapan.com/shinto-symbols-meaning-and-history/)
* [Shinto shrines](https://www.bbc.co.uk/religion/religions/shinto/places/shrines_1.shtml)
* [Kami](https://www.bbc.co.uk/religion/religions/shinto/beliefs/kami_1.shtml)

Table 11 – Aspects of Shinto belief system

|  |  |
| --- | --- |
| Aspects of belief system | Summary notes |
| Shinto text Kojiki |  |
| Shinto symbols |  |
| Shinto sacred places |  |
| Shinto holy figures |  |

Access [Take a Virtual Hike up Mount Fuji](https://artsandculture.google.com/story/take-a-virtual-hike-up-mount-fuji/6wWRF9pmw7AVlg?hl=en) and [Mount Fuji](https://www.worldhistory.org/Mount_Fuji/) to conduct a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YagBAAXbtLU.link), answering the following questions:

* Why is Mount Fuji culturally significant to Japanese people?
* How is Mount Fuji connected to belief systems in Japan?
* Consider the Japanese saying – ‘A wise man climbs Mt. Fuji once, only a fool climbs it twice’. Does this make climbing Mount Fuji a pilgrimage in Japanese culture?

**Note:** Read the following personal reflection of a tourist’s visit to a Japanese onsen to the class.

I had never intended to travel to Japan, it was not on my top 5 places to visit list. Not because I didn’t think Japan would be amazing, but mainly because I struggle with travel in countries with language barriers. A friend was desperate to travel to Japan and had no one to go with her, so I agreed to go. I had travelled a lot to many different places like Hawaii, Cook Islands, New Zealand, United Kingdom, and Vietnam. I knew a little about culture shock and intercultural misunderstanding from my travels to Vietnam. I was not prepared for the differences I would experience in Japan. As it was a last-minute decision to travel my preparation was mostly on where to stay, itinerary and climate that time of year. Essentially what am I doing and what do I need to pack.

When we arrived in Japan it was mid-summer and honestly it was hot like Australia in summer. I didn’t think I would want to visit an onsen as it was very hot. I knew there were some cultural rules associated with using an onsen. That they had separate baths for men and women, that you have to be naked in a public bath and the general Japanese rule of no shoes inside. As I was not thinking I would want to have an onsen given the summer temperatures I did not read up about the etiquette associated with visiting an onsen in Japan.

Several days into our travels my friend and I had a very long day touring Mt Fuji area and visiting shrines. Our walking had made us sore and tired. We had several hours to wait to be collected and return to our accommodation. We thought why not go into an onsen for some rest and relaxation.

Entering the onsen we were greeted by Japanese women in traditional Kimono. We requested to use the facilities and were ushered politely into another room where we were handing robes and a towel to change into. After we changed and left our hot and dirty clothes and shoes in a locker, we made our way to find our host.

Upon entering the common space again, the host became flustered and upset, speaking Japanese at me hurriedly. I did not understand what she was saying but her gestures made me realise my tattoo on my foot was not accepted here. I immediately blushed at my lack of cultural understanding and apologised. I was not permitted to enter the onsen. I had to go back in, change and leave. My friend was gracious and came back out with me.

I found a cool spot to sit and googled Japanese onsen and tattoos. I quickly realised that I was not able to enter most onsens in Japan due to the rules. I had never realised that tattoos in Japan were associated with gang violence. My quick research helped me learn that some onsens accept tattoos and others won’t ask if you are polite and cover it with a bandage. A quick trip to a nearby chemist and another onsen, left my friend and I enjoying the warm mineral waters and having a laugh at my lack of intercultural understanding.

Use the account of intercultural misunderstanding your teacher has read and [Onsen Etiquette: 7 Basic Rules for Hot Springs in Japan](https://www.themanual.com/travel/onsen-etiquette-japan/) to complete the following:

* Identify rules associated with using a Japanese onsen.
* Were you familiar with these rules prior to hearing the travel account and reading the article?
* How would you react to being asked to leave an onsen for breaking the rules?
* How might a person travelling to another country like Japan better prepare for intercultural misunderstanding?
* Explain how onsens are traditional in Japan.

Identify technology you have in your home.

View [Technology in Average Japanese Homes (11:18)](https://www.youtube.com/watch?v=go_bz-OCvzo&vl=en) and make a list of technology found in the average Japanese home.

Outline how technology in homes is different between Australia and Japan.

Watch [Pepper Parlor – Tokyo robot cafe experience (2:50)](https://www.youtube.com/watch?v=Whgd4gdAlWw) and engage with [Why Japan is so Advanced: Top 9 Reasons](https://japanyugen.com/why-japan-is-so-advanced/) to answer the question, ‘Why is Japan so technologically advanced’?

Working in pairs complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.YaBSqhDaQNA.link) comparing Australia and Japan.

Working in pairs, create a [Microsoft PowerPoint](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/114#.YZxFc1q-iIg.link) that answers the question, ‘What is Japan’s culture like and how is it different to Australia? Ensure you include information and examples for the following:

* norms and values
* beliefs
* customs
* traditions
* technology and communication.

Reflect on your learning and add to the [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.YZ676pf_CTA.link) chart for the comparative study Japan.

## Learning sequence 4: Contemporary cultural event

Students investigate at least one contemporary cultural event, considering the following:

* cultural components
* different perspectives and media representation
* the significance of the event in terms of intercultural understanding.

### Contemporary cultural event – Olympic Games

Watch [All About the Olympics for Kids - The History and Symbols of The Olympics (5:44)](https://www.youtube.com/watch?v=uSf7-LsmU3Y) and answer the following questions:

* How often are the Olympic Games held?
* Who participates in the Olympics Games?
* What do the Olympic Games value?
* Where and when was the first Olympic Games?
* The first Olympic Games were competitions held in honour of what Greek god?
* What types of events existed in the early Olympic Games?
* When was the International Olympic Committee created and what is its role?
* When did women first compete in the Olympic Games?
* How have the Olympics Games diversified?
* Why are the Olympic ring colours different?
* Outline the tradition of the Olympic torch.
* What is the contemporary goal of the Olympic Games?

Using [List of Olympic Host Cities](https://architectureofthegames.net/olympic-host-cities/), label and annotate on a blackline [printable map](https://www.printableworldmap.net/) where the Olympic Games have been held since 2000.

With a partner, discuss [The Olympic Games that didn’t happen](https://www.europeana.eu/en/blog/the-olympic-games-that-didnt-happen) and determine the different reasons the Olympic Games have been postponed or cancelled.

Explore the following memorable issues affecting the Olympic Games:

* 1936 Olympic Games – [The 1936 Berlin Olympics and the Controversy of U.S. Participation](https://www.nps.gov/vama/blogs/the-1936-berlin-olympics-and-the-controversy-of-u-s-participation.htm#:~:text=Debate%20over%20the%20participation%20in,failed%20in%20the%20United%20States.)
* 1968 Gold medallist Tommie Smith and Bronze medallist John Carlos – [The story behind this iconic Olympic protest (9:09)](https://www.youtube.com/watch?v=1ACXn-BDog8)
* Cold War political tensions – [Inside the Miracle on Ice: How Team USA defied the numbers to beat the Soviet Union at the 1980 Olympics](https://www.espn.com.au/nhl/story/_/id/28701139/inside-miracle-ice-how-team-usa-defied-numbers-beat-soviet-union-1980-olympics).

Compose or create an article digitally or on paper for your school newsletter, outlining how outside politics have had a role in shaping Olympic history.

**Note:** Examples of non-athletic issues in the media might include: Black Lives Matter, gender equity, mental health, drug testing, trans athletes, sustainability, COVID 19, social justice. Ensure you are familiar with the Department of Education’s [Controversial Issues in Schools policy](https://education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) and the [Code of Conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective, and balanced approach to coverage of controversial issues.

[Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YaQvQVKMnsA.link) what non-athletic issues relating to the Olympic Games have made headlines in the past 10 years.

Access The Conversation’s article [Do the Olympics still matter?](https://theconversation.com/do-the-olympics-still-matter-90215) In small groups, contribute to the scenario discussion question, ‘Should we host another Olympic Games in Sydney?’ Use [Six Thinking Hats](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.YaQvQXv691w.link) to scaffold your discussion:

* White hat – facts, data, or information
* Red hat – feelings and emotions
* Black hat – problems, caution, or judgement
* Yellow hat – benefits or a positive view
* Green hat – new ideas or creative thinking
* Blue hat – process or thinking about thinking.

Read [Beyond the Games](https://olympics.com/ioc/beyond-the-games) and make a short summary of each value outlined by the International Olympic Committee:

* Olympic truce
* Olympic solidarity
* IOC Olympic Refugee Team
* Olympic Refuge Foundation
* gender, equity, and inclusion
* sustainability
* integrity
* IOC Young Leaders Programme
* how the Olympic Games make the world a better place.

With a partner, review and discuss [Breaking Down Cultural Barriers at the Olympic games](https://www.cultureready.org/blog/breaking-down-cultural-barriers-olympic-games) and [How will the Tokyo 2020 Olympic Games break down barriers in sport?](https://olympic-speakers.com/news/will-tokyo-2020-olympic-games-break-barriers-sport-2/)

* Outline how the Olympic Games are changing social stereotypes.
* How does the IOC illustrate its commitment to the Olympic committee values?

Read [The inner significance of the Olympics](https://www.srichinmoyraces.org/inner-significance-olympics). Briefly outline the different perspectives of the Olympic Games for:

* Sri Chinmoy
* Emil Zatopek
* Pierre de Coubertin.

Watch [Ibtihaj Muhammad – Breaking the Barriers | Revival of Women’s voices | Talks at Google (1:00:32)](https://www.youtube.com/watch?v=TJCazuOLkbk) and answer the following questions:

* Why did Ibtihaj’s parents encourage sports with all the children in her family?
* What cultural barriers did Ibtihaj face when starting out in sports?
* Although the sport of fencing was not common for Ibtihaj’s cultural group, why did she pursue the sport?
* What does Ibtihaj mean when she says not being represented in a space can be a deterrent for children participating in a sport?
* Although Ibtihaj describes herself as ethnically and culturally different from her teammates in school, she felt it was a safe space. How could her experience of the sport have been different if the environment was not accepting and supportive of her differences?
* What happened in America on 11 September 2001? Read [What Were the 9/11 Terrorist Attacks?](https://www.iwm.org.uk/history/what-were-the-911-terrorist-attacks) and note how this event adversely impacted on the personal experiences of Ibtihaj in her sport?
* What values does Ibtihaj hold in regard to sport?
* What stereotypes did Ibtihaj outline existed in her community immediately after the attacks on the Twin Towers in the US? How are these different to Ibtihaj’s values?
* Ibtihaj outlines key moments in her journey where she felt she had ‘arrived’ at success. Identify how this sense of success affected her sense of identity.
* Ibtihaj describes her media interactions surrounding her qualification for the Olympic team. How did Ibtihaj say this was different to other Olympic qualifiers who were not culturally different?
* What messages does Ibtihaj have for others, not necessarily just in sport, but in life in general?

You have learnt about positive perspectives of the Olympic Games. With a partner or in small groups complete Table 12 to identify different perspectives of the Olympic Games.

Table 12 – Perspectives key

|  |  |
| --- | --- |
| Individual | Outline perspectives |
| Female Olympic athlete |  |
| Person living in poverty in a large city chosen to host the Olympic Games |  |

Hold a class debate on the following issue, ‘The positives of the Olympic Games outweigh the negatives, let the tradition live on’.

**Suggested readings**:

* [Anger in Tokyo over Summer Olympics is just the latest example of how unpopular hosting the games have become](https://theconversation.com/anger-in-tokyo-over-the-summer-olympics-is-just-the-latest-example-of-how-unpopular-hosting-the-games-has-become-161396), The Conversation
* [Good and Bad Olympic Nationalism](https://www.project-syndicate.org/commentary/good-and-bad-olympics-nationalism-by-nancy-qian-1-2021-07), Project Syndicate
* [Analysis: Why TV audiences are tuning out the Tokyo Olympic Games](https://www.reuters.com/lifestyle/sports/why-tv-audiences-are-tuning-out-tokyo-olympic-games-2021-07-30/), Reuters
* [Is Hosting the Olympics a Privilege or Inconvenience?](https://www.theperspective.com/debates/sports/hosting-olympics-privilege-inconvenience/), The Perspective.

## Assessment task

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

### Outcomes

* **IS5-5** accounts for the dynamic nature of culture
* **IS5-12** selects and uses a range of written, visual, and oral forms, to describe, analyse and communicate about cultures.

### Content

Students explore the aspects of culture and how culture changes through time.

Students account for, and provide examples of, cultural change over time, such as:

* cultural contact
* the impact of technology.

### Task instructions – Cross generational study

Select a family and interview 3 people from different generations. You will use various interview techniques to develop a picture of the changes that have occurred between generations in the family. This will be presented as a cross-generational story using multimedia. You will be required to submit a copy of your interview transcript, as well as your multimedia presentation.

### Part A – Interview

The focus question for this interview is, ‘How have my family’s cultural dynamics changed over time?’

Choose one aspect of family culture you want to investigate from the following list:

* ethnicity and location
* traditions and customs
* technology and communication
* gender roles and family size.

Choose 3 people from different generations of a family and develop a series of interview questions you will ask. Some key factors to consider will include:

* Who will you interview?
* Will you interview all 3 at the same time?
* How will you record the interview, for example: on video, audio only or note taking?
* What questions will you ask and how will you ensure your questions will help answer the focus question and contribute to a discussion on the aspect of the family’s culture you have chosen.

Remember the ethics of social and cultural research:

* Be prepared and on time.
* Agree on a safe place to conduct the interview.
* Be honest about how the information will be recorded and who will access the responses.
* Be honest about where and how the information will be disseminated.
* Do not manipulate responses or misrepresent an interviewee.

Gain pre-interview ethics approval from your teacher prior to conducting the interview.

You will submit a copy of your interview transcript on paper or digitally with Part B.

### Part B – Multimedia presentation

You are required to present your interview findings in a multimedia presentation format.

Choose from the following options:

* video
* slide show with audio presentation.

Ensure the multimedia presentation answers the focus question, ‘How have my family’s cultural dynamics changed over time?’

Ensure the multimedia presentation equally represents 3 different generations in the family in relation to one of the family’s cultural aspects:

* ethnicity and location
* traditions and customs
* technology and communication
* gender roles and family size.

Ensure the multimedia presentation does not exceed 5 minutes in length and that all sources of information are recognised.

## Marking criteria

Table 13 – Marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| **A** | * Demonstrates extensive knowledge of interview practices and techniques to obtain information from respondents * Displays sophisticated skills in analysing evidence from interviews and applying to the dynamic nature of family culture * Effectively communicates complex ideas and information by selecting and using appropriate oral, written, visual and digital forms |
| **B** | * Demonstrates thorough knowledge of interview practices and techniques to obtain information from respondents * Displays high level skills in analysing evidence from interviews and applying to the dynamic nature of family culture * Communicates relevant ideas and information by selecting and using appropriate oral, written, visual and digital forms |
| **C** | * Demonstrates sound knowledge of interview practices and techniques to obtain information from respondents * Displays sound skills in analysing evidence from interviews and applying to the dynamic nature of family culture * Communicates sound ideas and information by selecting and using appropriate oral, written, visual and digital forms |
| **D** | * Demonstrates basic knowledge of interview practices and techniques to obtain information from respondents * Displays basic skills in analysing evidence from interviews and applying to the dynamic nature of family culture * Communicates basic ideas and information |
| **E** | * Demonstrates elementary knowledge of interview practices and techniques to obtain information from respondents * Displays elementary skills in analysing evidence from interviews and applying to the dynamic nature of family culture * Communicates elementary ideas and 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**: IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, 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**: 1st November 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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