HSIE International Studies Years 7-10:

 Support document

International Studies is a school developed board endorsed course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. This course is only available for implementation in those schools that have gained approval from the [NSW Education Standards Authority](https://www.boardofstudies.nsw.edu.au/) (NESA)

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# Introduction

This document has been designed to help teachers understand key aspects of the new International Studies school developed Board Endorsed Course, and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of assessment for learning.

The document provides advice for constructing a suitable scope and sequence, with accompanying samples for both the core and some of the options, for implementing this course as either a 100 hour or a 200 hour course in Stage 4 and/or 5. These sample teaching and learning sequences can be used as models for planning work for other options.

Teachers can choose to use some of the suggested teaching activities as assessment items.

## Establishing a scope and sequence plan

A fundamental step in the design of effective teaching and learning programs is the establishment of a scope and sequence plan. This plan provides an overview of the teaching and learning sequences to be taught and details the placement, sequence and duration of teaching and learning sequences. When establishing a plan there are a number of factors to be considered.

## Course requirements

The course acknowledges that schools require flexibility to design their International Studies programs to best meet their specific needs and circumstances. Schools should refer to the course structure and decide on the most appropriate course of study.

When establishing a scope and sequence plan the following course requirements must be met:

• all outcomes are to be addressed in the core study: Culture and cultural diversity on the contemporary world

• students undertaking a 100 hour course must study the core and 2-3 options

• students undertaking a 200 hour course must study the core and 6-8 options

• options may be studied for 15-25 indicative hours each

## Further considerations

When designing a scope and sequence plan, schools also need to consider:

• the specific needs of their students

• background knowledge and cultural heritage of their students and the wider community

• available resources

• links to other subjects in Stages 4 and 5, such as topics studied in History and Geography

• subjects offered in Stage 6 such as Society and Culture, Aboriginal Studies and Studies of Religion

• building on other relevant school events and programs

• complementing related community initiatives and resources.

## Sample scope and sequence plans

As the core has been written as an introduction to cultural diversity in the world, it is recommended that it be taught at the beginning of the course.

### Example 1: 100 hour course

Term 1 Core: Understanding Culture and Diversity in Today’s World 25 hours

Term 2 Core: Understanding Culture and Diversity in Today’s World 25 hours

Term 3 Option 1: Culture and Beliefs 25 hours

Term 4 Option 10: Culture and Family Life 25 hours

### Example 2: 100 hour course

Term 1 Core: Understanding Culture and Diversity in Today’s World 25 hours

Term 2 Core: Understanding Culture and Diversity in Today’s World 25 hours

Term 3 Option 5: Culture and Travel 15 hours

Term 3/4 Option 9: Culture and Sport 15 hours

Term 4 Option 6: Culture and the Performing Arts 20 hours

### Example 3: 200 hour course

Term 1 Core: Understanding Culture and Diversity in Today’s World 25 hours

Term 2 Core: Understanding Culture and Diversity in Today’s World 25 hours

Term 3 Option 1: Culture and Beliefs 15 hours

Term 3/4 Option 9: Culture and Sport 15 hours

Term 4 Option 6: Culture and the Performing Arts 20 hours

Term 5 Option 13: School Developed Option (in-school program) 25 hours

Term 6 Option 5: Culture and Travel 25 hours

Term 7 Option 9: Culture and Family Life 25 hours

Term 8 Option 11: Culture and Food 25 hours

## Advice on assessment

Assessment that enhances learning recognises that students use their current understanding to discover, develop and incorporate new knowledge, better understanding and the mastery of skills. Assessment for learning helps teachers and students to determine if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influences student learning and the learning process. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback has on motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, this information is also available for the teacher to use to form a judgement of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher and especially the student, of the student’s progress. In other words, teachers are able to extend assessment for learning into the assessment of learning process.

# Core Study: Culture and cultural diversity in the contemporary world

(50 indicative hours)

Focus: Students study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.

## Outcomes

A student:

1. analyses a variety of definitions of culture

2. describes characteristics of culture

3. examines cultural similarities and differences

4. examines cultural diversity

5. accounts for the dynamic nature of culture

6. identifies influences on cultures and their interconnectedness

7. recognises bias and stereotypes

8. analyses different contexts, perspectives and interpretations of cultural beliefs and practices

9. evaluates culturally significant issues, events and scenarios from a variety of perspectives

10. applies understanding of cultural differences when communicating across cultures

11. applies strategies to challenge stereotypes

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## General Resources

International Network for Cultural Diversity <http://culture360.asef.org/organisation/international-network-for-cultural-diversity/>

Foundation for Endangered Languages <http://www.ogmios.org/>

Coalition for Cultural Diversity <http://www.cdc-ccd.org/?lang=en>

Australian Intercultural Society <http://www.intercultural.org.au/>

<http://www.multiculturalaustralia.edu.au/>

International Journal of Asian Studies, University of Cambridge <http://journals.cambridge.org/action/displayJournal?jid=ASI>

## Teaching and learning activities

The editors of your school magazine have invited classes to submit articles that are of interest to the students at your school. Your class has decided to write an article about culture is.

### Task 1: Investigating culture

#### Course content

**Understanding culture**

Students:

* explore the definitions, characteristics, features and dynamic nature of culture, for example:
* analysis of a range of definitions of culture
* identification of the characteristics of culture
* identification of factors that influence cultural change
* representations of culture
* description of how aspects of culture reflect and affect identity

#### Inquiry question

What is culture?

1. First you need to investigate what is meant by the word culture.
2. Working in groups of four, introduce yourself to your group in the following way:
	* my name
	* the origins of my name
	* the cultural background of my family
3. After you have all been introduced, discuss what you talked about as your “cultural background” and write down some key words that relate to culture.
4. Write a definition of culture. Share your group’s definition with the class. Discuss the different definitions.
5. Use the internet to research definitions of culture and compare your findings with your definitions.

#### Resources

<http://interculturalcommunicationkit.weebly.com/what-is-culture.html>

### Task 2: Culture and identity

#### Course content

**Culture and identity**

Students:

* explore the factors that contribute to identity, for example:
* identification of factors that contribute to identity
* description of cultural, social, linguistic, economic, political, historical and geographical factors that contribute to identity:
	+ personal identity
	+ family identity
	+ religious identity
	+ national identity
	+ sub-cultural group
	+ social class
	+ peer group

#### Inquiry question

How do aspects of culture affect my identity?

Investigate your own identity. Create a mind map. (You could use MindMeister <https://www.mindmeister.com/>, Bubbl.us <https://bubbl.us/>, or SmartArt in Microsoft Word, PowerPoint, Prezi or similar).

1. Place yourself in the centre. Add these characteristics radiating out from the centre:
* personal identity
* family identity
* religious identity
* national identity
* sub-cultural group
* social class
* peer group

Now write features of yourself that relate to each of the characteristics.

e.g.

*My parents grew up in a working class family, my dad was the first in his family to go to university. Our family is middle class.*

*Australian, ancestors are Aboriginal Australians and Italian.*

*Catholic, don’t attend church regularly but attend special masses.*

1. Share your responses with your group and then discuss with your group the link between culture and identity.
2. Write a paragraph describing how aspects of culture affect an individual’s identity.
3. Look at your mind map again and consider which of the characteristics are dynamic (changing) and static (stable). Explain why some factors are changing and causing your identity to change.

### Task 3: Cultural identity of the school population

1. Create a questionnaire to investigate the cultural background of the students at your school. Discuss the dominant ethnic and religious groups at your school and insert these into the questionnaire.
2. Devise a method for collecting the data from across the whole school, either as a total population, or as a random or structured sample of the school population. (Suggested surveys: Google forms <https://www.google.com.au/forms/about/> Survey Monkey <https://www.surveymonkey.com/>)
3. Gather the data and analyse the results. Summarise the results into a report of your findings.

### Task 4: School magazine article

Using the information you have collected in this study, prepare a desktop-published article (no more than two pages) for the school magazine that would be engaging for your fellow students. Use the following headings:

* What is culture and identity?
* What is the cultural identity of the school?
* What factors can cause cultural identity to change and why?

### Case study 1: My culture

**Understanding cultural diversity**

Students:

* explore the factors that contribute to cultural identity and diversity through case studies:
	+ identification of aspects of their own cultural environment
	+ analysis of aspects of their own cultural environment
	+ account for the dynamic nature of culture in their community
	+ comparison of similarities and differences between cultures in their community
	+ identify reasons for cultural diversity
	+ recognition and discussion of impact of cultural stereotypes and generalisations

Your school has a sister city in China and a group of their students will have the opportunity to visit your school next year. Your class has been asked to develop the cultural briefing for the group. You need to research the diverse culture of your local area and prepare an e-presentation for the briefing session.

1. Investigate your local community and learning sequences:
* Investigate the cultural diversity of the local area of your school.
* Examine ways different cultural groups communicate.
* Identify the factors contributing to cultural differentiation and identity in your area.

To investigate the cultural diversity of your local area, you may need to take an excursion around your community and identify the places that indicate the cultural diversity of your area, taking photographs of /filming items such as:

* places of worship
* cemeteries
* restaurants
* shops
* schools
* clothing
* language use
* signs
1. Organise the photos into a slideshow, video or website to highlight the diversity of each of the above items.
2. Create a table of similarities and differences between cultures in the local community
3. Class discussion about the:
	* origin of the diverse cultures in the community
	* factors contributing to cultural diversity and identity, such as:
	* - personal identity
	* - family identity
	* - religious identity
	* - national identity
	* - sub-culture group/s
	* - social class
	* - peer group
	* dynamic nature of culture.
4. Explore the culture stereotypes and generalisations, which are made about the local area through:
	* news stories
	* portrayal in the media
	* depiction on websites about the area
	* general public opinion and conversation
5. Compare the stereotypes and generalisations with the diversity students identified.
6. Discuss the impact of stereotypes, in the short, medium and long term.
7. Students write and record the script to accompany their slideshow, video or website, introducing the cultural diversity of their area to their sister school.

### Case study 2: Asia-Pacific

Students:

* explore the factors that contribute to cultural identity and diversity through case studies:
	+ investigation of two different cultural groups, with at least one from the Asia-Pacific region
	+ identification of the cultural characteristics of each culture, such as:
	+ norms and values
	+ beliefs
	+ customs
	+ traditions
	+ modernity
	+ comparison of the cultural characteristics of the chosen cultures
	+ demonstration of culturally accepted ways of communicating with others

Your school has two sister cities, one in … and the other in …(Teacher to select two countries, with at least one from the Asia-Pacific region.) A group of students from your school will have the opportunity to visit one of these countries next year. Your class has been asked to develop a cultural briefing for both countries, to help the group decide which country to visit. You need to research the culture of both countries and prepare a presentation (PowerPoint, Keynote, Google slides, etc.) for the briefing session.

(Teacher note: You might like to divide the workload between class groups, with students collaboratively producing only one presentation for each country.)

Your investigation needs to cover the following points:

* aspects of the country’s culture, e.g. religion, dress, festivals, food, language, customs, housing, obligations, rights, status groups, politics. (This activity could be done as group work to cover all the different aspects of culture.)
* historical development of the country
* different cultural groups within the country and their values and beliefs
* how cultural groups within the country identify themselves
* the ways that the culture has changed.

From your investigation, develop a briefing for the group preparing to visit the country. The briefing needs to be engaging for a range of ages from Years 7-12 and include images and diagrams.

Present your findings in class. Students complete a table of similarities and differences between the two chosen countries and Australia.

Research culturally accepted ways of communicating with others in your chosen countries.

In groups, compose and perform role-plays of appropriate communication in various situations in the countries.

Add this important information to your briefing presentation, either by adding text and images, or your filmed role-plays.

### Case study 3: Contemporary cultural issue

Students:

* explore at least ONE contemporary issue, event or scenario on a local, national, regional or global scale that is culturally significant, for example:
* description of the issue, event or scenario
* examination of the issue, event or scenario from different perspectives
* identification of the cultural components of the issue, event or scenario
* investigation of media representation of the issue, event or scenario
* evaluation of the outcome/s, problems and/or possible solutions to the issue, event or scenario
* creation and communication of a mutually acceptable outcome that promotes intercultural understanding (if required)

#### Teacher note

Choose a contemporary global issue, for example deforestation, or climate change.

#### Scenario

You have been selected as a national representative at an international conference. You have been invited to deliver a speech that highlights the impact of culture on a contemporary global issue.

In your speech you will talk about:

• background of the issue

• where the issue occurs (use maps and diagrams)

• who the stakeholders are and their different perspectives on the issue

• the different values evident in this issue

• the main aspects of culture impacting on this issue

• the problems and possible future actions

• possible solutions and the cultural change required to make it happen.

You will need to research your speech using the internet, newspaper articles, videos, magazines and books. It may even be possible to invite a guest speaker to your class to discuss this issue.

Your speech needs to include specific examples and details with images, maps and diagrams to engage your audience.

# Option 1: Culture and beliefs

(15-25 hours)

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

## Outcomes

A student:

2. describes characteristics of culture

3. examines cultural similarities and differences

4. examines cultural diversity

6. identifies influences on cultures and their interconnectedness

7. recognises bias and stereotypes

8. analyses different contexts, perspectives and interpretations of cultural beliefs and practices

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## Teaching activities

### Task 1 Harmony Day

#### Course content

**Overview**

Students:

* explore the definition and characteristics of religion, beliefs and spirituality, for example:
* identification of the major world religions
* mapping of the distribution of world religions globally and within Australia
* discussion of the impact of religion and belief systems on culture
* examination of the reasons Australia is considered to be both a multi-faith and pluralistic society

**Origins**

Students:

* explore the origins of the five major world religions, for example:
	+ identification of the major world religions: Buddhism, Christianity, Hinduism, Islam and Judaism
	+ research of the brief history of each religion
	+ exploration of the concept of ‘spirituality’ in world religions
	+ identification of the variations (e.g. various denominations) within the religion

**Beliefs**

Students:

* explore the core beliefs/values of each of the world’s religions, for example:
* research of the components of the world’s major, including:
	+ nature of the deity or deities
	+ founder/important persons
	+ moral, spiritual, redemptive perspectives
	+ stories and sacred or valued texts
	+ main ideas or tenets
	+ symbols
	+ prayer
	+ significant religious places
	+ places of learning, worship and pilgrimage
	+ world views
* recognition of differences between the world religions

**Practices**

Students:

* explore how a person’s core beliefs and values influences their daily life, their interaction with others and the community in which they live, for example:
* description of life cycle rituals, such as those associated with:
	+ birth
	+ marriage
	+ death
* description of core practices, such as:
	+ celebrations
	+ food protocols
	+ education

#### Scenario

Your school has decided to celebrate Harmony Day by raising the students’ awareness of the different religions in the world and at the school.

As an investigative group, you have been commissioned to develop materials (website, PowerPoint, brochure) for Harmony Day, to help the school community understand some of the main features of the five major religions of the world. This will include a presentation at a school assembly on Harmony Day, information on the school’s website and posters to put around the school.

Divide the class into five groups with each group researching ONE of the religions:

* Buddhism
* Christianity
* Hinduism
* Islam
* Judaism

Groups work as expert groups and gather the information on their specific religion at both a world level and at a school level (through statistical data), to be used for the Harmony Day materials.

Members of the group then decide which task they will focus on: the presentation, the website or the posters.

Form new groups to work on the different tasks, bringing together the expertise from the five religious expert groups.

Your presentation must include:

* a map of the world and Australia showing the distribution and density of the religion (sample interactive map <http://d3tt741pwxqwm0.cloudfront.net/WGBH/sj14/sj14-int-religmap/index.html>)
* a table showing the changing pattern of religions in Australia, using ABS data ([www.abs.gov.au](http://www.abs.gov.au)) for the most recent Census and the 1976 Census
* a table showing the diversity of religions at the school
* a brief overview of the main beliefs (deity, symbols, texts, places of worship) of each of the religions
* the main expressions of each religion in everyday life.

Your website must include:

* the origins, founder and a timeline for each religion
* variations within each religion
* important people for each religion
* the main ideas or tenets of each religion
* the stories and sacred or valued texts for each religion
* significant religious places and symbols for each religion.

Your posters must include:

* what they do and why they do it e.g. prayer, celebrations, clothing, life cycle rituals (such as birth, marriage, death, coming of age,) food taboos, places of learning.

As a whole class, discuss religion as a foundation for culture and the relationship between religion and national ethnic identity.

Looking at the data collected, discuss how Australia is considered to be a multi-faith and pluralistic society.

#### Useful resources

Cathy Spagnoli, 2005. *Asian Tales and Tellers*. First Edition. August House.

Falaq Kagaa, 1997. *India (Festivals of the World)*. Gareth Stevens Publishing.

Elizabeth Berg, 1997. *Indonesia (Festivals of the World).* Gareth Stevens Publishing.

<http://www.asiasociety.org/countries-history/religions-philosophies>

<http://www.asiasociety.org/style-living/popular-culture>

<http://www.everyculture.com/>

<http://www.bbc.co.uk/religion/religions/>

<http://d3tt741pwxqwm0.cloudfront.net/WGBH/sj14/sj14-int-religmap/index.html>

[www.abs.gov.au](http://www.abs.gov.au)

<http://www.harmony.gov.au/>

### Task 2 Email from China

#### Course content

**Other Religious Perspectives**

Students:

* explore the nature and origins of ONE religious perspective, such as Taoism, Daoism, Confucianism, for example:
* investigation of the common practices and beliefs of one of the above religious perspectives, such as:
	+ core beliefs and values
	+ origins and brief history
	+ founder/important persons
	+ stories and sacred or valued texts
	+ common practices
	+ various expressions
	+ connections between beliefs and practices
* consideration of how the religious perspective shapes or influences modern society

#### Scenario

We have received an email from China saying how they are impressed by our school’s website on the major religions, but are concerned that a religious perspective, such as Taoism/Daoism or Confucianism is missing.

You are to respond to this email explaining why you will or will not include the religious perspective on the website.

In your response include:

* core beliefs and values
* origins of beliefs
* founder/important persons
* stories and sacred or valued texts
* common practices
* various expressions
* connections between beliefs and practices in Asian societies.

In your answer, address the question: ‘Is … (Confucianism etc.) a religion or a philosophy?’

As a class discuss: “What impact does the religious perspective have on the Chinese culture?”

#### Useful websites

<http://asiasociety.org/education/confucianism>

<https://www.britannica.com/quiz/confucianism>

<http://asiasociety.org/education/daoism>

### Task 3 Uluru holiday

#### Course content

**Indigenous Spirituality**

Students:

* explore the nature and origins of Indigenous spiritual beliefs and practices, for example:
* identification of the core beliefs and values
* investigation of the origins of beliefs and oral traditions
* explanation of common practices and expressions of belief
* recognition of the significance of Indigenous spirituality in shaping landscapes and cultural expression

#### Scenario

Your parents have announced that you are going to Uluru for your next holiday. Your father is excited about climbing to the top of Uluru. You remember hearing it is not an appropriate thing to do but you don’t know why. You research the issue and find it is linked to Aboriginal spirituality. You find out all you can so you can explain to your father why you don’t want your family to climb the rock.

Your investigation must include:

* the core beliefs and values of Aboriginal peoples
* the oral tradition of Aboriginal peoples and the Dreamings
* common practices associated with Aboriginal spirituality, including their relationship with the land
* how spirituality has shaped the landscape
* the place of Aboriginal spirituality in Aboriginal cultures today.

#### Useful websites

<http://www.australia.gov.au/about-australia/australian-story/dreaming>

<http://australianmuseum.net.au/indigenous-australia-spirituality>

<http://www.australianstogether.org.au/stories/detail/indigenous-spirituality>

# Option 2: Culture and gender

 (15‑25 hours)

Focus: Students study connections between culture and the roles of men and women, illustrating gender differences in how culture is expressed and the impact of these differences on societies.

**Outcomes**

A student:

2. describes characteristics of culture

3. examines cultural similarities and differences

4. examines cultural diversity

6. identifies influences on cultures and their interconnectedness

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Task 1 Exploring the interaction of family and traditions with gender roles and attitudes

#### Course content

**Traditions**

Students:

* explore the impact of cultural, religious and legal traditions on the lives of men and women, for example:
* investigation of cultural traditions, including the origins of society and the historical role of men and women
* investigation of religious beliefs about gender in the family and society, or religious community
* investigation of different legal rights and protection for men and women in a variety of cultures

**Family**

Students:

* explore the different roles and responsibilities of males and females within the family, for example:
* description of the household responsibilities within the immediate and extended family
* analysis of the impact of family roles and expectations on males and females
* discussion of health, autonomy and responsibility issues for women
* identification of examples of different preferences related to gender and adoption

#### Activities

Investigate the role families, generations and traditions play in constructing attitudes towards gender.

Research the social research methodology of *interview.*

Design a class set of interview questions to find out differences in growing up (male/female) for students’ parents and grandparents, e.g.:

* What were your tasks at home?
* Were you allowed to contribute to family decision-making?
* Were you active in deciding your responsibilities, or did you do what was expected of you? By whom was it expected?
* Do you wish your role in the family could be different? How?
* Does the gender of a baby matter?
* What do you think about adoption?

Students interview family members and bring the responses to class.

Students collate the answers from their interviews on a shared Google doc, with column headings for family background, religion and each family member interviewed.

Discuss the findings:

* Can any similarities be found between the answers supplied by males/females, generations, backgrounds, and religions?
* What interests you about the findings?
* Is a change regarding health, autonomy and responsibility evident between the generations?
* Are any results surprising to you?
* What impact did family roles and expectations have on males and females?
* What are the limitations of our research we need to consider, when drawing conclusions?
* What further research could we conduct to draw more sound conclusions?

Further research ideas:

* ICT task Statistical analysis of family *type* as found in census information.
* Definition: What is a *family*? Has this definition changed over the last 50 years? Why? (<https://www.youtube.com/watch?v=DzlxG2B2neU>)
* Photographic study: Use internet images to create a collage of a global range of families.
* Media Study:Collect articles (newspapers, online) on gender selection, surrogacy, IVF, single and same gender parent adoptions.Set up a class debate ‘People should be allowed to choose the gender of their child.’

#### Resources

<http://familyandculture.com/>

<http://intersections.anu.edu.au/> - Gender and Sexuality in Asia and the Pacific

Joni Seager, 2008. The Penguin Atlas of Women in the World: Fourth Edition. Penguin Books.

Caroline B. Brettell, 2012. Gender in Cross-Cultural Perspective. 6 Edition. Routledge.

<https://aifs.gov.au/publications/australian-households-and-families>

### Task 2 Impact of technology and education on work roles

#### Course content

**Work and education**

Students:

* explore the links between work and educational opportunities and cultural beliefs and practices, for example:
	+ investigation of the various roles males and females perform in paid, unpaid work and domestic work
	+ identification of issues associated with bonded labour, including slavery, prostitution, child labour, child soldiers
	+ analysis of the implications of gender inequality in access to education
	+ evaluation of links between education and economic well-being

#### Inquiry questions

* What role has technology played towards achieving gender equality in the workplace?
* How can education contribute to economic well-being?
1. Photo study:
	* Locate a photograph of an office and a factory workshop from the 1960s.
	* Record what you can see (and possibly some things you cannot identify).
	* Compare to photographs of current offices (even the concept of home office/virtual office) and factories.
	* Discuss the impact technology has had on these workplaces and tasks.
2. Child slavery case study:
	* Research cases of child slavery, such as carpet children in Asia, bonded labour in India, sweatshops in Indonesia, child soldiers in Africa. (<http://www.antislavery.org/english/slavery_today/child_slavery/>)
	* Create a mind map of the issues associated with the cases for the children involved, their families and their society.
3. Social attitudes towards education
	* Discuss the historical perspective that education was a privilege for the very few.
	* Compare it to today’s view that it is a right and even legislated as compulsory.
	* Collect statistical data on global literacy rates.
	* Account for the patterns these statistics reveal.
	* Discuss the effect gender inequality in access to education has on society.

Create a flow chart to illustrate the flow on effect of gender inequality in access to education. (Flow chart tool <https://www.draw.io/>)

1. United Nations Millennium Development Goals:
	* Explore the role education plays in breaking the cycle of poverty. <https://un.org.au/2015/07/07/millennium-development-goals-report-2015/>

<https://prezi.com/jt2uqy2sympa/education-counts/>

1. Promotional video

Your school will be conducting fund raising to support the establishment of a school in a village where children do not have the opportunity to attend school regularly.

* + Create a promotional video, no longer than 5 minutes that highlights the issues of child slavery and the role technology and education can play in breaking the cycle of poverty.

### Task 3 Towards Equality

#### Course content

**Equality**

Students:

* explore the impact of cultural changes towards achieving gender equality:
	+ identification of changing trends of social/government support
	+ investigation of law reforms affecting gender equality
	+ identification of examples of women who are working to overcome gender disadvantage in different societies
	+ description of an international program to reduce gender inequality and its impact on the lives of women
	+ creation of a new strategy which may effectively help redress the gender imbalance of a particular culture
1. **Investigation of current status and support available**

Discuss the current state of gender equality in Australia.

Students brainstorm what support is available in Australia to ensure gender equality. Organise the support under the headings of Social and Government.

If necessary, students research further what support is available, and add to list.

Students research the support available in two other countries, with at least one from Asia-Pacific. Students compare the results, presenting the results as an inforgraphic. (You can find inforgraphic tools online, such as <https://piktochart.com/>).

#### Resources

Workplace Gender Equality Agency <https://www.wgea.gov.au/>

<http://dfat.gov.au/aid/topics/investment-priorities/gender-equality-empowering-women-girls/gender-equality/Pages/australias-assistance-for-gender-equality.aspx>

Gender Indicators, Australia, August 2016 [http://www.abs.gov.au/ausstats/abs@.nsf/mf/4125.0](http://www.abs.gov.au/ausstats/abs%40.nsf/mf/4125.0)

<https://www.humanrights.gov.au/education/face-facts/face-facts-gender-equality>

1. **Case study**

Investigate cases of law reforms affecting gender equality through media stories. Collate your research in a table under the headings:

* location
* issue
* past law
* law reform

#### Resources

<http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/constitutions-and-legal-reform>

1. **Report of an inspirational woman**

Students select one woman from recent history (for example: Indira Gandhi, Golda Meyer, Margaret Thatcher, Aung San Suu Kyi) or a woman from science, sport, theatre, literature, art and present her biography.

Students analyse this woman’s contribution and why they chose her in particular, in the form of a report.

Students present their reports to the class, with the aid of images to support the content of their report.

1. **Programs that promote gender equality**

Students investigate a program in small groups, such as Grameen Micro Credit and the vital role women are playing in the economic development of their country (e.g. Bangladesh).

Students present their findings (Try Google slides <https://www.google.com.au/slides/about/>)

Students explore the submitted presentations.

Class discusses the various programs and the benefits.

#### Resources

<http://www.unwomen.org/en>

<http://www.grameenfoundation.org/>

<https://www.oxfam.org.au/what-we-do/womens-rights/>

Rural Women in a Changing World: Opportunities and Challenges <http://www.un.org/womenwatch/daw/public/Women%202000%20-%20Rural%20Women%20web%20English.pdf>

1. **Strategy to address gender equality**

Class decides on a gender equality issue they would like to amend. The [process for geographical inquiry](http://www.hsiensw.com/uploads/4/7/7/1/47718841/a_process_for_geographical_inquiry_17-2-2016.pdf) is a helpful tool.

Students:

* research the issue
* propose various strategies
* analyse the possible outcomes of the strategies
* debate the merits of one strategy versus another
* decide on the strategy they would like to propose.

# Option 3: Culture and the media

(15‑25 hours)

Focus: Students will explore the ways in which individuals and groups religious, political or human rights’ views are represented through the media.

## Outcomes

A student:

3. examines cultural similarities and differences

6. identifies influences on cultures and their interconnectedness

7. recognises bias and stereotypes

8. analyses different contexts, perspectives and interpretations of cultural beliefs and practices

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## General Resources

M/C Journal (A Journal of Media and Culture) [**http://journal.media-culture.org.au/index.php/mcjournal**](http://journal.media-culture.org.au/index.php/mcjournal)

Journal of Media, Arts, Culture [**http://scan.net.au/**](http://scan.net.au/) - SCAN is a project of the Media Department, Macquarie University, Sydney, Australia

## Teaching activities

### Task 1 Understanding Australian media

#### Course content

**The media’s portrayal of culture**

Students:

* explore the media’s portrayal of culture, for example:
	+ location of current media representations of cultural events/issues from a range of different media outlets
	+ interpretation of the perspectives through which the events/issues are being represented

#### Inquiry question

* Who is the media in Australia?
1. Students collect and collage images, articles and advertisements. Analyse the main features and values portrayed in the media that make up Australian identity.
2. Explore examples of bias in the media:
	* Collect news stories reported upon by different news outlets, including overseas media if possible.
	* Each group is given one story to read. Students write how the article makes them feel and what they think happened after reading the article.
	* Groups rotate to the next story and repeat the process.
	* Discuss the students’ reactions to the stories, and whether they were the same.
	* Detect the bias by analysing the perspective and vocabulary used.
	* Create a mind map of vocabulary used to evoke different reactions.
	* Analyse why the articles were written from that perspective.
3. Using a current cultural interest news story as stimulus, brainstorm different article headings that demonstrate a range of perspectives.
4. Students pick one perspective and write the news article from that angle.

### Task 2 Religious portrayal in media

#### Course content

**Religion and the media**

Students:

* explore the media’s portrayal of at least two individuals or groups associated with religion, for example:
	+ identification of the individual or group
	+ identification of the main beliefs of the individual or group
	+ location of examples of images or text of the individual or groups’ portrayal in the media
	+ evaluation of truth, bias and stereotyping of the individual or group in the media
* explore how the media impacts or influences people attitudes and behaviours about cultural issues/events

#### Scenario

There will be a council meeting regarding the proposal to build a new place of worship for a local religious group. Many people in the community, who are of a different faith, wish to oppose. You are to thoroughly research the issue to make an informed decision of whether to speak in favour of the proposal at council.

1. Identify the two religions to which the groups belong.
2. Research the main beliefs of the groups. If possible, interview local people who are members of the religious groups about their beliefs, and how those beliefs influence their lifestyle and social interactions. Construct a Venn diagram to show the beliefs they hold in common, and those beliefs that are specific to each group.
3. Collect examples of images, headlines, articles and commentary of the group’s portrayal in media.
4. Analyse if the portrayal is truthful, biased or stereotyped.
5. If bias and stereotype are detected, discuss the possible motive behind portraying the religious group in that manner.
6. Conduct a class debate about whether the proposal should be approved.

### Task 3 The political campaign

#### Course content

**Politics and the media**

Students:

* explore the media’s portrayal of at least two individuals or groups associated with politics, for example:
	+ identification of the individual or group
	+ identification of the main beliefs of the individual or group
	+ location of examples of images or text of the individual or groups’ portrayal in the media
	+ evaluation of truth, bias and stereotyping of the individual or group in the media
* explore how the media impacts or influences people attitudes and behaviours about cultural issues/events

**Inquiry question**

Who would you vote for and why?

1. Students research and collate examples of recent political media campaigns, including those released by the parties and those written about the parties.
2. From reading/viewing each example, students write what the individual/party will stand for.
3. Conduct further research to summarise the main beliefs of each candidate/party.
4. Evaluate how truthfully the beliefs are portrayed in the media examples.
5. Discuss the knowledge required to make an informed vote, and how you can gain that knowledge, such as:
	* exploring the individual/party’s website
	* reading old news stories about the individual/party’s previous actions and achievements
	* writing directly to the individual/party to ask questions
6. Students write an extended response, explaining for whom they would vote and why.

#### Resources

List of NSW registered parties

<https://www.elections.nsw.gov.au/candidates_and_parties/registered_political_parties/list_of_registered_parties>

Federal election 2016, ABC

<http://www.abc.net.au/news/2016-05-25/key-issues-where-the-parties-differ/7421638>

### Task 4 Q and A panel

#### Course content

**Human rights and the media**

Students:

* explore the media’s portrayal of at least two individuals or groups associated with human rights, for example:
	+ identification of the individual or group
	+ identification of the main beliefs of the individual or group
	+ location of examples of images or text of the individual or groups’ portrayal in the media
	+ evaluation of truth, bias and stereotyping of the individual or group in the media
* explore how the media impacts or influences people attitudes and behaviours about cultural issues/events

#### Scenario

You have been asked to be on a panel of *Q and A* this week. Their focus is on minority groups and the role of the media. Split into groups, with each group researching a different human rights group.

Research:

* the main beliefs of the human rights group
* examples of media portrayal of the group
* examples of how the group uses the media.

Each group presents their findings to the class.

Prepare a 3-minute speech to the Q and A audience. Your speech must focus on the points you have researched. It should also include three questions for the audience to invoke discussion, focused on the cause and helping them to detect any bias or stereotypes about the group by media.

# Option 4: Culture on the move

(15‑25 hours)

Focus: Students investigate the push-pull factors that contribute to the movement of people around the world. The fluid and complex nature of migration will be studies through an examination of specific examples.

**Outcomes**

A student:

1. analyses a variety of definitions of culture

5. accounts for the dynamic nature of culture

9. evaluates culturally significant issues, events and scenarios from a variety of perspectives

11. applies strategies to challenge stereotypes

#### Course content

**Movement of people**

Students:

* explore the definitions of refugees, asylum seekers, immigrants and other terminology related to the focus area
* explore the current global state of the movement of people, including those arriving in Australia, for example:
* investigation of the statistical evidence of numbers of people arriving in Australia
* explore the roles of government and non-government organisations, for example:
* identification of treaties and agreements related to the movement of people, at a variety of scales
* description of the social and economic responsibilities of government and its citizens, including global citizenship
* explore the obstacles and challenges for peoples leaving their homeland and arriving in a new country, for example:
* investigation of the myths and misconceptions about refugees, asylum seekers and immigrants
* description of the rights and responsibilities of refugees, asylum seekers and immigrants.
* explore the social and cultural contribution of individuals and groups who have arrived in Australia

## Teaching activities

### Task 1 Understanding the terms

Define the terms:

* migrant
* refugee
* asylum seeker

and identify the differences between them.

Examine the differences between:

* multiculturalism
* assimilation
* diversity
* homogeneity.

### Task 2 Why do people relocate?

Collect a range of news stories about why people leave their countries. Identify the reasons behind their decision to leave.

Develop a mind map to illustrate the main reasons why people relocate.

Investigate the numbers of people coming to Australia and where they have come from.

#### Resources

Australian Government Department of Immigration and Border Protection <https://www.border.gov.au/about/reports-publications/research-statistics/statistics/live-in-australia/migration-programme>

Refugee Council of Australia

<http://www.refugeecouncil.org.au/why-people-leave/>

Choose your own statistics: Refugees and Asylum Seekers

<http://splash.abc.net.au/statistics-game/#/view/refugees-and-asylum-seekers/big-picture>

### Task 3 The roles of government and non-government organisations

1. What role does the United Nations play regarding refugees, migrants and asylum seekers?
2. Investigate the latest related federal and state policies.
3. How are their policies reflected in Australian policies?
4. Develop a timeline to illustrate the evolution of Australia’s society from White Australia policy to today’s multicultural society.

#### Resources

Timeline: Australia's Immigration Policy, SBS, 3 September 2013

<http://www.sbs.com.au/news/article/2013/06/21/timeline-australias-immigration-policy>

Face the Facts: Asylum seekers and refugees

<https://www.humanrights.gov.au/face-facts-asylum-seekers-and-refugees>

Face the Facts: Cultural diversity

<https://www.humanrights.gov.au/face-facts-cultural-diversity>

### Task 4 Busting the myths

1. Describe the rights and responsibilities of refugees, asylum seekers and immigrants.
2. Brainstorm myths and misconceptions about refugees and asylum seekers.
3. Investigate the truth behind the myths.
4. Divide into groups to create a series of posters, for display around your school, which explain the truth behind common myths and misconceptions about refugees and asylum seekers.

Your poster should include:

* + the myth
	+ the truth
	+ an image to support meaning
	+ the source of factual information people can go to if they wish to learn more.

#### Resources

Roads to refuge

<http://www.roads-to-refuge.com.au/index.html>

Mythbusters (Refugee Council of Australia)

<http://www.hreoc.gov.au/racial_discrimination/face_facts/FTF_2008_Web.pdf>

### Task 5 In our shoes

Complete a text study to understand the perspective of people relocating to a new country.

#### Resources

Anh Do, 2010. *The Happiest Refugee: A Memoir*. 1st Edition. Allen & Unwin.

Pauline Nguyen, 2007. *Secrets of the Red Lantern: Stories and Recipes from the Heart*. Edition. Murdoch Books.

Deng Adut on being a child soldier, moving to Australia and dealing with racism (ABC report)

<http://www.abc.net.au/7.30/content/2016/s4563224.htm>

My first week in Australia (ABC article)

<http://www.abc.net.au/news/2015-06-19/first-week-in-australia-refugees-tell-their-stories/6552476>

Books about refugee journeys (Refugee Council of Australia)

<http://www.refugeecouncil.org.au/getfacts/international/journeys/maps-plus/books/>

Refugee week

<http://www.refugeeweek.org.au/refugee-week-resources/information-on-refugees/>

### Task 6 Welcome to Australia

#### Part A Information booklet or e-booklet

Prepare an informative booklet or e-booklet that presents at least three strategies to assist refuges or migrant groups settle in to Australian society.

In your information booklet, you will need to choose your language carefully for non-English speaking people, or use graphics.

Your booklet should conclude with a positive activity for refugee or migrant groups to do, to assist with their settlement plan.

#### Part B Welcome to our school

You are to welcome a refugee/migrant student into your school.

To prepare the class, you are to research one refugee/migrant group and describe some of their cultural practices that will help the student feel welcomed and valued in the classroom.

Your research is to be presented using one form of ICT.

Current examples could include Sudanese and Afghani communitiesHistorical examples could include Vietnamese people (1970’s).

#### Resources

Supporting refugees

<http://www.roads-to-refuge.com.au/refugees-australia/supporting-arrival.html>

The people they make us welcome

<http://www.cmy.net.au/sites/default/files/publication-documents/The%20people%20they%20make%20us%20welcome_overview.pdf>

### Task 7 Celebrating our diversity

Prepare a list of famous Australians who have a refugee or migrant background.

Choose one famous Australian and write a “bio” outlining their contribution to Australian society in the form of an A5 card.

Prepare a class celebration outlining the contributions of refugee or migrant groups to Australian society. The celebration can be based around food, showcase of creative arts, science and technology, sport, leadership or other examples.

#### Resources

Refugee contributions

<http://www.roads-to-refuge.com.au/settlement/settlement-contributions.html>

# Option 5: Culture and travel

(15‑25 hours)

Focus: Students explore the opportunities for cross-cultural understanding that tourism can provide through careful planning and interaction with people and their cultures.

## Outcomes

A student:

2. describes characteristics of culture

3. examines cultural similarities and differences

4. examines cultural diversity

6. identifies influences on cultures and their interconnectedness

10. applies understanding of cultural differences when communicating across cultures

11. applies strategies to challenge stereotypes

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

#### Course content

**Comparison of Australian and an overseas location**

Students:

* explore the impact of travel and tourism on cultural understanding, for example:
* discussion of the implications, challenges and opportunities for enhancing cultural awareness and understanding through tourism
* appreciation of cultural sensitivity
* examination of specific examples of the impact tourism has at a local and national scale
	+ evaluation of the accuracy of stereotypical perceptions of a nation’s identity and cultural norms and practices.

## Teaching activities

### Task 1 The benefits of travel

#### Course content

**Global and Cultural Awareness**

Students:

* explore the reasons for and benefits of travel, for example:
* explanation of the various reasons for travel such as tourism, business, leisure, cross-cultural experience, family reunion, education, pilgrimage, gap year, sport
* recognition of the benefits of travel such as broadening one’s knowledge and understanding, developing cross-cultural literacy, improved wellbeing, work and study opportunities
* appreciation of cultural differences between Australia and the rest of the world
* examination of perceptions of different cultural aspects of a given country

#### Inquiry question

* Why do people travel?

Students collaboratively create an online survey to collect information about why people travel overseas. (A useful tool is Google Forms <https://www.google.com.au/forms/about/>.)

Questions may include:

1. Where did you travel?
2. Did you travel:
	* alone
	* with family
	* with friends
	* with work colleagues
	* on a school trip
	* other?
3. Why did you travel? (Choose all that apply)
	* on business
	* for leisure
	* to visit family
	* to experience a new culture
	* to learn a new language
	* for sport
	* on a pilgrimage
	* other
4. How did travel benefit you? (Choose all that apply)
	* improved well-being
	* broader outlook
	* increased intercultural understanding
	* improved language skills
	* better work/study opportunities

Each student aims to have 3 people who have travelled overseas complete the survey.

Students collate the data and create graphs to analyse the responses.

### Task 2 Asian stopover

Teacher note: It may be useful if the country chosen in Task 2 is the same as the country chosen in Case study 2 for the Core.

#### Course content

**Practices and perceptions**

Students:

* explore the varied practices and perceptions encountered through travel:
* recognition of language diversity and variation, such as national, regional dialects, colloquialisms, useful phrases and non-verbal language
* investigation of international and national travel regulations and cultural considerations
* consideration of different monetary and non-monetary transactions
* investigation of unique transport and accommodation options

**Cultural knowledge of other countries**

Students:

* explore the cultural practices of ONE Asian and ONE Non-Asian Country
* appreciation of different cultural practices such as etiquette and manners, such as:
* greetings and social interaction
* food and alcohol
* gift-giving
* dress
* visiting places of worship or sites of cultural significance
* shopping and purchasing goods and services
* interaction with men and women
* national and religious holidays and celebrations
* local laws, customs and practices
* identification of places of cultural significance
* discussion of the potential impact of a visit on the local people and the environment

#### Scenario

You and your friend entered a competition and won a prize of money to be spent on an overseas holiday. You are flying via an Asian city (eg Kuala Lumpur, Singapore, Hong Kong, Tokyo, Seoul) to your destination beyond Asia.

**Part A**

Teacher note: you may decide beforehand which Asian city, allow the class to vote, or divide the class into groups to focus on one of two or more cities.

As a class, brainstorm all the things you need to investigate before you make your travel plan, to ensure your holiday is a rich cultural experience.

From the brainstormed ideas, create a list of topics for investigation. Cut up the list into individual topics and put the topics into a box.

Break into pairs/groups and select a topic from the box. Topics could include:

* + travel regulations
	+ verbal and non-verbal language
	+ unique travel and accommodation options
	+ monetary system and transactions
	+ greetings and social manners
	+ food and alcohol customs
	+ gift-giving customs
	+ dress
	+ visiting places of worship or sites of cultural significance
	+ shopping and purchasing goods and services
	+ interaction with men and women
	+ national and religious holidays and celebrations
	+ local laws, customs and practices

Each pair/group is to research their topic through newspapers/magazines, television programs, internet, travel brochures, travel guides and other relevant resources. Each pair/group is to produce a half-page summary of their topic to be distributed to everyone else in the class.

Read all the summaries and create an itinerary for a four-day stopover that starts and ends in your chosen stopover city. The stopover should provide the best opportunities to meet local people, experience the culture, and gain an understanding of Malaysia and its people.

Share your chosen itineraries with the class, giving reasons for the choices you made in planning the trip.

**Part B**

Each pair is to negotiate another country (not in Asia) to visit. Using the same list of topics above, investigate a country and create an itinerary for a cultural visit.

Create a travel diary to take on your holiday that has all the notes you need to help you to be culturally aware and to make your holiday a valuable cultural experience.

Your travel diary should include:

* a map of your country with the cities you are visiting and the route you are travelling
* transport information
* the sites and places you will be visiting and their significance
* basic language to communicate for greetings, food, markets, toilets and transport
* dress and etiquette, including non-verbal cues
* customs and symbols.

Create a postcard to send back to your classmates, explaining the cultural significance of a specific place visited.

#### Resources

<http://www.ourasianstories.edu.au/ic_guidelines.shtm>

Lonely Planet guides and websites <http://www.lonelyplanet.com>

SBS World Guide (Hardie Grant Books, 2008 etc)

Culture Shock: A Guide to Customs and Etiquette – book series for different countries (various authors and publishers)

<http://smartraveller.gov.au/>

<http://www.commisceo-global.com/country-guides>

### Task 3 Cultural comparisons

Construct a table titled ‘Cultural comparisons’. Divide the table into four columns, with the headings ‘Features’, the name of your Asian country, the name of your other chosen country, ‘Australia’.

Review your findings for these countries. List the features of these countries that best exemplify the similarities and differences between these three countries.

Write a paragraph describing how the three countries are culturally similar or different.

Students share their own or others’ anecdotes about cultural confusion that highlight how Australian culture differs from others.

Research websites that provide cultural information about Australia. Discuss whether you agree with the advice presented. What conclusions can we draw about reading cultural advice on the internet?

As a class, discuss the challenges and opportunities of travel for enhancing cultural awareness and understanding.

Research the impact tourism has on the three destinations. Collate your information into a table summarising the positive and negative impacts of tourism on the three destinations.

#### Resources

Intercultural classroom activities

<http://www.ourasianstories.edu.au/ic_class_act_2.shtm>

Australia guide

<http://www.commisceo-global.com/country-guides/australia-guide>

Culture and customs

<https://www.griffith.edu.au/international/life-in-australia/australian-culture-and-customs>

Australia

<http://www.everyculture.com/A-Bo/Australia.html>

# Option 6: Culture and the performing arts

(15‑25 hours)

Focus:Students explore how cultural identity is expressed through creative and performing arts.

## Outcomes

A student:

2. describes characteristics of culture

3. examines cultural similarities and differences

4. examines cultural diversity

5. accounts for the dynamic nature of culture

6. identifies influences on cultures and their interconnectedness

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

#### Course content

Students:

* explore performing arts as expressions of culture, for example:
* description of examples of the wide range of creative and performing arts
* explanation of how performing arts are a core part of cultural identity
* explore the cultural identity, role and function of the performing arts of one cultural group, or one exemplary performing art example performed by a number of cultural groups, for example:
* identification of examples of the performing arts of a cultural group
* analysis of the cultural role and function of performing art forms
* explanation of how the performing arts help form and maintain the identity of the cultural group
* description of the background, symbolism, function and spread of the performing art
* analysis of how the performing art has changed over time

## Resources

<http://asiasociety.org/arts/performing-arts>

**India**

<http://www.sangeetnatak.gov.in/> Sangeet Natak Akademi is the national level academy for performing arts set up by the Government of India

Anandan Lal, 2004. *The Oxford Companion to Indian Theatre*. Edition. Oxford University Press.

Ashish Rajadhyaksha, 1995. *Encyclopaedia of Indian Cinema*. Edition. British Film Inst.

Robert Adams, 1985. *Aditi: The Living Arts of India*. Ex-Library Edition. Smithsonian Institution Press.

**Japan**

Performing Arts Network Japan <http://www.performingarts.jp/>

Japan Arts Council <http://www.ntj.jac.go.jp/english.html>

Performing Arts <http://web-japan.org/museum/perform.html>

Miyako Odori <https://youtu.be/jm--yxNLMFU> <http://www.miyako-odori.jp/english/index.html>

Jewels of Kyoto <http://www.jpf.org.au/jpfevents/16-jewels-of-kyoto/profile.html>

**China**

Chinese Traditional Opera <http://en.chncpa.org/search/?performancetype=45>

China Shanghai International Arts Festival <http://www.artsbird.com/en/>

Australian Chinese Performing Artists Association <http://www.acpaa.org.au/indexen.php>

Colin Mackerras, 2013. *The Performing Arts in Contemporary China.* Reprint. Routledge.

**Korea**

Theatre in Korea <http://gokams.or.kr/Data/GKBM29/publication_Theatre%20in%20Korea.pdf>

Dance in Korea <http://gokams.or.kr/Data/GKBM29/publication_Dance%20in%20Korea.pdf>

## Teaching activities

### Task 1 Performing arts as expressions of culture

Using a range of media, which could include the internet or magazines, gather a series of videos, photos, illustrations or artefacts, for performing arts associated with different cultural groups.

Organise the display board into cultural groups. Write a paragraph about each photo, illustration or artefact including its source, for the display information board.

Sentences could include:

* the origin of an art form and its practice today
* who was/is involved in the art form in the society, historically and today
* the function the performance played/plays in the society for example, entertainment, education, transmission of cultural values or history
* the processes and practices involved in the art form and how these have changed over time.

Task 2 Focus on the performing arts of one culture

#### Scenario

Your class is about to go on an excursion to a particular country. To prepare the class for this excursion you will need to develop a presentation to raise their cultural awareness. Work in pairs and select a cultural group of people to investigate.

Research the selected cultural group of people and prepare a presentation on a selection of performing arts dance, song, music, theatre etc.) that represent that culture.

Your investigation should include:

* + origins, symbolism, function
	+ the role that it plays in society in spreading culture (e.g. education, entertainment)
	+ how it may have changed over time.

### Task 3 Cultural diversity

Three pairs combine to form groups of six. In these new groups, discuss the different cultures and construct tables that summarise and compare the three different cultures. Use the information to write a paragraph about how performing arts are a core part of cultural identity.

# Option 7: Culture in textiles, art and architecture

(15‑25 hours)

Focus:Students explore how cultural identity is expressed through textiles, art and architecture.

## Outcomes

A student:

2. describes characteristics of culture

3. examines cultural similarities and differences

4. examines cultural diversity

6. identifies influences on cultures and their interconnectedness

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

#### Course content

Students:

* explore the portrayal of a specific culture through textiles, art and or/architecture, for example:
	+ identification of examples of textiles/art/architecture of a cultural group
	+ explanation of how textiles/art/architecture are a core part of cultural identity
	+ impact of religion and beliefs
	+ the migration of culture

Students:

* explore the work of an artist or architect, for example:
* description of the background, symbolism, function and spread of the artistic work, installation or architectural structure
* analysis of the significant cultural impact of their work
* explanation of how the artist work helps form and maintain the identity of the cultural group
* investigation of the cross-cultural influences on the artist/architect’s work
* analysis of how the artist/architect’s work has changed over time

## Resources

For Asian Art Appreciation <http://www.asia-art.net/index.html>

Textile as Art <http://www.textileasart.com/index.html>

Web Japan <http://web-japan.org/> (search for textiles, art or architecture)

Japan Art Directory in Australia <http://jad.jpf-sydney.org/>

Chinese Textiles: Ten Centuries of Masterpieces from the Met Collection <http://www.metmuseum.org/exhibitions/listings/2015/chinese-textiles>

A journey through Asian Art <http://www.asiaeducation.edu.au/curriculum/the-arts/details/a-journey-through-asian-art>

**Textile artist suggestions**

Toshiko Horiuchi McAdam, Japan <http://www.archdaily.com/297941/meet-the-artist-behind-those-amazing-hand-knitted-playgrounds>

Akiko Ike, Japan <http://intocraft.com.au/blog/profile-akiko-ike/>

Lin Tian Miao, China <http://www.lintianmiao.com/>

Indian designers reinterpret traditional textile art <http://www.bbc.com/news/world-asia-india-32282069>

**Artist suggestions**

10 Japanese contemporary artists to know <https://theculturetrip.com/asia/japan/articles/top-10-japanese-contemporary-artists-you-should-know/>

10 famous Japanese artists and their masterpieces <https://learnodo-newtonic.com/famous-japanese-artists-and-paintings>

10 greatest Chinese artists and their famous paintings <https://learnodo-newtonic.com/famous-chinese-artists-and-paintings>

10 Female Contemporary Artists From India To Know <https://theculturetrip.com/asia/india/articles/the-top-10-female-contemporary-artists-from-india/>

**Architect suggestions**

Tadao Ando, Japan <http://www.architecturaldigest.com/gallery/13-examples-of-modern-architecture-by-tadao-ando/all>

Shigeru Ban, Japan <http://www.ted.com/talks/shigeru_ban_emergency_shelters_made_from_paper>

Wang Shu, China <https://theculturetrip.com/asia/china/articles/wang-shu-china-s-greatest-architect/>

Kim Swoo-geun, Korea <https://en.wikipedia.org/wiki/Kim_Swoo-geun>

Budiman Hendropurnomo, Indonesia

## Teaching activities

### Task 1 Transmission of culture

Using a range of media, which could include the internet or magazines, gather a series of photos/illustrations or artefacts, for art forms associated with one cultural group.

Write a paragraph about each photo, illustration or artefact including its source, for the display information board.

Sentences could include:

* the origin of an art form and its practice today
* who was/is involved in the art form in the society, historically and today
* the function the art form played/plays in the society for example, entertainment, education, transmission of cultural values or history
* whether religion and belief have influenced the work
* how the art is a core part of cultural identity
* the processes and practices involved in the art-form and how these have changed over time
* examples of art that have influenced (or have been influenced by) another culture.

Task 2 Case study of an artist or architect

#### Scenario

You have been selected to give a TED talk about the impact an artist or architect has on culture and cultural identity.

Choose one artist or architect.

Research their work.

In your investigation of the artist/architect’s work, focus on the works’:

* + background
	+ symbolism
	+ function
	+ spread and cultural impact
	+ contribution to cultural identity
	+ cross-cultural influences
	+ evolution

Prepare a 5-10 minute talk including the above elements. Make an accompanying presentation including images that support the content of your talk.

Present your talk to the class.

# Option 8: Culture in film and literature

(15‑25 hours)

Focus:Students investigate the representation of culture in film and literature through a case study.

## Outcomes

A student:

2. describes characteristics of culture

3. examines cultural similarities and differences

5. accounts for the dynamic nature of culture

6. identifies influences on cultures and their interconnectedness

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

#### Course content

**Portrayal of culture in film and literature**

Students:

* explore how culture is portrayed in film and literature, for example:
* description of the temporal context in which the work is set and was created
* examination of the perspectives presented and discuss the significance of changing representations of culture throughout the world

**Case Study**

Students:

* explore the portrayal of a specific culture in film and/or literature, for example:
* examination of the representation of the culture and identify factors that have shaped this such as historical, economic, legal or political forces
* evaluation of truth, bias and stereotyping of the culture represented
* analysis of how the studied film and/or literature influences, or is influenced by, people’s attitudes and behaviours towards the specific culture

**Resources**

Film in Australia <http://www.australia.gov.au/about-australia/australian-story/film-in-australia>

Indigenous film <http://www.australia.gov.au/about-australia/australian-story/indigenous-film>

Yang Fudong filmscapes <https://www.acmi.net.au/media/1724517/acmi_yang-fudong-education-resource_20150128.pdf>

Movies and Culture <http://catalog.flatworldknowledge.com/bookhub/reader/3833?e=lulemedia_1.0-ch08_s02>

Influence of film on modern society <http://edictive.com/blog/influence-of-film-on-modern-society/>

Asia related literary texts <http://www.asiaeducation.edu.au/curriculum/english/asia-related-literary-texts/year-9-10>

Stereotypes and Aboriginal Australians <http://www.differencedifferently.edu.au/portraying_australians/part_1a.php>

#### Task 1 Temporal snapshot of culture

View/read a range of works on related topics from different eras.

For each work, summarise:

* + the temporal context in which the work was set and created
	+ the perspectives presented in the work

Examine the changes of perspective and representations of culture, which are evident in the works from different eras.

Discuss the significance of changing representations of culture throughout the world.

#### Task 2 Cultural portrayal in film/literature

Choose a specific culture to focus on. You might choose to focus on the same culture as case study 2 in the core study.

Select a range of texts that represent this culture.

For each text:

* + research the historical, economic legal or political forces that shaped the representation
	+ evaluate any bias or stereotyping of the culture
	+ analyse how the representation of the culture is influenced by people’s attitudes
	+ analyse how the representation of the culture also has how the power to reinform people’s attitudes and behaviours towards the culture.

# Option 9: Culture and sport

(15‑25 hours)

Focus: Students study how cultural differences express themselves in sport.

## Outcomes

A student:

4. examines cultural diversity

5. accounts for the dynamic nature of culture

6. identifies influences on cultures and their interconnectedness

9. evaluates culturally significant issues, events and scenarios from a variety of perspectives

10. applies understanding of cultural differences when communicating across cultures

11. applies strategies to challenge stereotypes

### Task 1 World Events

#### Course content

**Cross cultural understanding and sport**

Students:

* explore how culture is both transmitted through, and has an impact on sport, for example:
	+ discussion of the link between culture and sport
	+ recognition of the universality of sport
	+ explanation of why different sports dominate in different countries
	+ identification of relationships between culture and sporting practices in a variety of countries
	+ explanation of how culture can be spread and interpreted through sport
	+ identification of examples of how sport has enhanced intercultural understanding
	+ identification of appropriate and inappropriate sporting behaviour and the measures to address it
	+ evaluation of world sporting events in relation to what they show about the culture of participants and of global culture

**Activities**

Identify major sporting events that are national (e.g. Melbourne Cup) or international (e.g. Olympic Games, World Cup).

Discuss how these events contribute to cultural understanding.

Examine the medal tally for the latest Olympic Games. Analyse which countries excel at each sport. Can you find any cultural or geographical similarities between the countries that excel at the same sports?

Explore the customs and behaviour that are part of different sports. What links can be made between the sporting practices and the culture the sport comes from?

Investigate the representation of the host country’s culture by viewing and comparing previous opening and closing ceremonies.

Research examples of sport enhancing intercultural understanding to display in the classroom.

Collect a range of news articles about the topic of appropriate/inappropriate sporting behaviour. Collate the information in a table under the headings ‘Sport’, ‘Inappropriate behaviour’, ‘Appropriate behaviour’ and ‘Measures to address behaviour’.

What do we learn about the culture of participants through watching the Olympic Games?

### Task 2 The Australian Sportswoman

#### Course content

**Gender and sport**

Students:

* explore factors that impact on gender participation in sport, for example:
	+ identification of historical and contemporary limitations, including religion, on women and men’s participation in sport
* explore gender disparities in sport and participation, for example:
	+ analysis of the differences between funding, sponsorship, media coverage and participation in sport

#### Scenario

The Australian Sportswoman is a site dedicated to featuring the best of women’s sport. Creator Trae McGovern started the site because: “there are no sporting sites dedicated to just female athletes/team news and fixture information. All websites are saturated with men's news. Even on the Matilda's page, there are links back to the men's pages and adverts for their games. It's naturally frustrating for sportswomen fans and unfair for the female athletes dedicating their lives to be the best in the world and having limited support or marketing opportunities

 You have been asked by the Australian Sportswoman to write a feature article highlighting the gender disparities in sport and the factors that impact on gender participation in sport.

The following general questions may guide your research:

1. What factors limited women and men’s participation in sport in the past?
2. What factors still limit women and men’s participation in sport today?

Split into groups, with each group investigating a sport that both men and women play on the world stage (tennis, soccer, hockey, golf, basketball, surfing, car racing, cycling etc.)

For each sport, create a poster divided into male and female. On each side of the poster, create a mind map for the categories:

* + funding (How much government funding is given?)
	+ sponsorship (List the sponsors and if possible find out how much money is given.)
	+ media coverage (How often is it broadcast on television? How much media coverage is there?)
	+ participation (Percentage of male vs female sportspeople)

#### Each group presents their findings to the class.

Now write your article for the Australian Sportswoman, highlighting the gender disparities in sport.

Teacher note: The Australian Sportswoman has offered to publish the best articles on their website. Email your best article, along with a completed permission to publish form to theaustraliansportswoman@outlook.com.au with the subject heading ‘International Studies Article submission’

#### Resources

<http://www.theaustraliansportswoman.com.au/>

<http://www.un.org/womenwatch/daw/public/Women%20and%20Sport.pdf>

### Task 3 The sports culture of Australia

#### Course content

**National identity and sport**

Students:

* explore how sports can contribute to and impact on national identity, for example:
* explanation of how national identity can be enhanced through sport and sporting achievements
* identification of examples how sporting personalities and teams reflect, represent or misrepresent cultural identity
* analysis of a sporting controversy and the perspectives of various stakeholders
* explain the relationships between culture, national identity and sporting practises

#### Scenario

Your local newspaper is running a feature on sport and culture in Australia, the link between sport, culture and nationalism as well as issues in sport. Your class has been invited to gather information and write the feature.

Brainstorm all of the popular sports played in Australia.

List all the sports in a table and then add columns for: origins/tradition, gender, individual/team, competitive/non-competitive, sport heroes, season/climate, promotion/media support, socioeconomic factors, government policy.

Form groups; with each group selecting one sport to investigate. Groups complete the table for their selected sport. Groups will share their findings with the class.

Choose a sporting controversy.

Analyse the controversy:

* What was the controversy?
* Where was the controversy?
* Why was the event controversial?
* Who was involved in the controversy?
* What were the different perspectives shown in the controversy?
* How was the controversy portrayed in the media?
* How was the controversy resolved?

Write the feature article highlighting how the sporting controversy shows the relationship between culture and national identity.

### Task 4 Culture and nationalism

**Participation**

Students:

* explore a country, excluding Australia, and compare and contrast an indigenous and a popular sport played in that country, for example:
	+ investigation of the history\traditions of the sports
	+ description of the nature of the sports
	+ description of the geography, including climate and its impact on the sports
	+ identification of the sports’ origins
	+ explanation for the popularity of the sport
	+ analysis of how the sports reflect aspects of culture in that country

**Activity**

*Teacher note*: Form five groups with each group investigating a different region (Europe, Asia-Pacific, Africa, North America and South America). Suggest two countries from each region which have a prominent sport – students choose ONE of these countries. Provide a scaffold to guide research.

Research the following information about your chosen country:

1. Identify the sport that is played in these countries but are not part of the dominant sporting culture of Australia.
2. Explain what factors contribute to the differences in sport choices, including culture, geography etc.
3. Investigate the rules of the dominant sport and find out how they are played.
4. Investigate the history of the sport.
5. Explain why the sport is popular in that country.
6. Analyse how the sport reflects aspects of culture in that country.

Teach the class how to play the major sporting game of your chosen country.

# Option 10: Culture and family life

(15‑25 hours)

Focus: Students study cultural impacts on families.

## Outcomes

A student:

3. examines cultural similarities and differences

4. examines cultural diversity

5. accounts for the dynamic nature of culture

6. identifies influences on cultures and their interconnectedness

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Task 1 What is a family?

#### Course content

**Family structures and sizes**

Students:

* explore the types and sizes of families in different cultures, for example:
* recognition of the types and sizes of families and how these may vary within each country and in rural and urban areas
* investigation of changes in family structures:
	+ analyse statistics that show family size over time
	+ due to social environment
	+ due to political decisions

#### Scenario

You have been invited to develop a promotional movie for International Day of the Family, observed on May 15 every year. The movie will have a focus on culture and family life in countries around the world.

Using a range of media, which could include the internet or magazines, investigate different depictions of family in different cultures. Include different types, structures and sizes of families in different regions (urban vs rural) and how this has changed over time.

Create a storyboard of words and images that could be used in the movie. (PowerPoint and Prezi are useful tools for this as the slides can easily be reordered.

Share the storyboard with the class.

#### Resources

International Day of Families <http://www.un.org/en/events/familyday/>

What is a family? <https://www.youtube.com/watch?v=DzlxG2B2neU>

Facts and figures (Australian Institute of Family Studies) <https://aifs.gov.au/facts-and-figures>

Photos of Japanese students’ life <http://www.tjf.or.jp/deai/contents/search/photo_top.html>

Families of the world dvd series <https://www.familiesoftheworld.com/>

A Day in the life of Lucy <https://www.worldvision.com.au/get-involved/school-resources/detail/a-day-in-the-life-of-lucy-film-clip>

Families around the world <http://www.dailymail.co.uk/news/article-2319825/The-great-global-food-gap-Families-world-photographed-weekly-shopping-reveal-cost-ranges-3-20-320.html>

## Task 2 Family culture

#### Course content

**The role and relationships of family members**

Students:

* explore the varying roles and relationships of family members, for example:
* identification of differences in family roles and relationships through an analysis of impacts of age, gender and family responsibilities
* explanation of the changing role and status of family members using research and statistics
* explanation of the cultural importance of ceremonies and celebrations for families such as the birth of a child, christenings, naming days, birthdays, puberty rituals, coming of age ceremonies, marriage or funeral customs

**Family life**

Students:

* explore daily life of families, for example:
* comparison of daily routines of two families from different countries, or from two different areas within the one country
* analysis of how culture influences daily life

**Scenario**

The Year 5 teacher at a feeder primary school is doing a teaching and learning sequence of work on a diverse and connected world from the geography syllabus. They have invited your class to prepare a lesson on the roles and status of family members in China and India. This will be presented to the Year 5 class.

Half the class will work on China, the other half on India. Write a short story of the life of a Chinese/Indian child that illustrates the roles and status of all family members, especially children.

Your story should include:

* the roles and responsibilities of family members, including children
* valuing boys and girls in families
* ceremonies and celebrations of children
* cultural importance of children
* status variations with gender and age
* population statistics for boys and girls
* daily routine, including role and place of education
* changing roles over time.

Use the story as the basis of the lesson for Year 5 and create a presentation to discuss the issues raised in the story. Find appropriate images to support your presentation.

*Teachers Note:* Students could work on this task in groups. Each group could present their lesson to the class as a rehearsal.

Groups evaluate the lessons for engagement and information, with the best China lesson and the best India lesson to be presented to the Year 5 class at the local primary school.

Discuss the differences between the two countries and how culture influences daily life.

#### Resources

#### CHINA

#### Films

*China Girl* (1942)

*Women of the Yellow Earth* (BBC Television, 1996)

*Mao’s Last Dancer* (2009)

*Crouching Tiger, Hidden Dragon* (2000)

*China Girl* (2009)

#### Novels

Wild Swans: Three Daughters of China by J Chang (Simon and Schuster, London, 1991)

Mao’s Last Dancer: Young Readers Edition by Li Cunxin (Penguin Books, 2005)

The Year of the Tiger by Alison Lloyd (Penguin, 2008)

Village and Family in Contemporary China by William L. Parish and Martin King Whyte (University of Chicago Press, 1978)

#### Newspaper Articles

South China Morning Post [www.scmp.com](http://www.scmp.com)

People’s Daily <http://english.peopledaily.com.cn>

#### Excursions

Chinatown – Sydney/Chinese Gardens

Chinese Embassy – Canberra

#### Websites

<http://www.asiaeducation.edu.au> Asia Education Foundation materials -curriculum resources

<http://www.globaldialoguefoundation.org/files/FAM.2009-mar.China.pdf>

Australian Institute of Family Studies <https://aifs.gov.au/>

#### Books

Women’s Issues: Global Trends by Autumn Libal (2005)

China: Stage 4 History – Geography; History and Culture of China Series

Food and Festivals of China by Yan Liao (Mason Crest, 2006)

Famous People of China: the History and Culture of China by Yan Liao (Mason Crest, 2004)

The People of China by Shu Shin Luh (Mason Crest, 2006)

Tales of a Chinese Grandmother by Frances Carpenter (Tuttle Publishing, Boston, 2001)

#### INDIA

#### Films

*Monsoon Wedding* (2001)

*Slumdog Millionaire* (2008)

*Gandhi* (1982)

#### Books

Holy Cow by Sarah McDonald (Broadway Books, 2004)

Travelers’ Tales: India – James O’Riley and Larry Habegger (editors)(Travelers’ Tales, 2004)

Social class and family life in India by A.K. Srivastava (Chugh Publications, 1986)

DVD:

*A Child’s Eye View of Festivals* directed by Katy Jones (Child’s Eye Media, 2009)

*Families of the World series* including China and India (created by Mark and Georgi Marquisee produced by Master Communications Inc, 2009-2010)

### Task 4 Impacts on families today

#### Course content

**Impacts on families**

Students:

* explore the impact government, technological and economic changes has on families, for example:
* identification of examples of specific government policies and/or support that impact on families
* comparison of government support provided to families in different countries
* identification of the protection in given to children and families under the law of at least two countries, such as:
	+ rules against child labour
	+ minimum ages for marriage
	+ bans on caste system
* evaluation of the cultural change that has occurred within families as a result of technological advances in a variety of countries
* explanation of how educational opportunities and economic development has changed family structures and roles, using examples from a variety of countries
* analysis of the significance of contemporary issues and events on family life

#### Activities

Using newspaper articles and internet searches on economic change in India/China, develop a Plusses, Minuses and Interesting/Implications (P.M.I) chart displaying the impact of technological and economic change on families in India/China.

Analyse the PMI chart and write a succinct paragraph about the impact of technological and economic change on families, and the consequential cultural change.

Students work in pairs to research government policies on families in India and China. One student of the pair to focus on India and the other on China. Combine the information into a comparative table. Use newspaper articles, magazines and the internet to source material with different aspects/views of family.

The issues to be investigated are:

* government support for families
* government policies for families
* reasons for government policies related to families and their proposed impact
* laws to protect children and families, such as rules against child labour, minimum ages for marriage, bans on *suttee* and dowries in India.

# Option 11: Culture and food

(15‑25 hours)

Focus: Students how culture is created and expressed through food.

## Outcomes

A student:

3. examines cultural similarities and differences

4. examines cultural diversity

6. identifies influences on cultures and their interconnectedness

10. applies understanding of cultural differences when communicating across cultures

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## Resources

Adequate Food for All Culture: Science, and Technology of Food in the 21st Century edited by Wilson G. Pond, Buford L. Nichols, Dan L. Brown ( Routledge, 2009)

Food and Culture a Reader (2nd Ed.) by Carole Counihan and Penny Van Esterik (New York: Routledge, 1997)

Everyone Eats: Understanding Food and Culture by E. N. Anderson (New York University Press, New York, 2005).

Food and Chinese Culture: Essays on Popular Cuisines by Zishan Chen (Long River Press, 2005)

Origins of Chinese Food Culture (Asiapac books 2001-2)

A Food Lover’s Journey Around China (Foreign Language Press, 2007)

Sociology on the Menu: An Invitation to the Study of Food and Society by Alan Beardsworth and Teresa Keil (Routledge, 1997)

Food, Culture & Society (journal) <http://www.tandfonline.com/toc/rffc20/current>

Food in Chinese Culture <http://asiasociety.org/blog/asia/food-chinese-culture>

Chinese food as cultural ambassador <http://asiasociety.org/blog/asia/evolution-chinese-food-cultural-ambassador>

Korean recipes <http://www.sbs.com.au/food/cuisine/korean>

Australian food and drink <http://www.australia.gov.au/about-australia/australian-story/austn-food-and-drink>

Follow the food <http://asiasociety.org/global-learning-beyond-school/follow-food>

Japanese food and culture [www.eat-japan.com](http://www.eat-japan.com)

About Indonesian food <http://www.sbs.com.au/food/article/2008/07/01/about-indonesian-food>

Sudan: Food and Daily Life <http://www.our-africa.org/sudan/food-daily-life>

Sudanese food: <https://www.sudan-embassy.co.uk/index.php/about-us/about-sudan/sudanese-food>

Eating in Myanmar <https://www.lonelyplanet.com/myanmar-burma/travel-tips-and-articles/77618>

What I eat: Around the world in 80 diets <http://menzelphoto.photoshelter.com/gallery-slideshow/G0000dcX0a5UM_Vk>

## Teaching activities

#### Task 1 Food consumption around the world

#### Course content

**Food**

Students:

* explore differences in consumption of food around the world, for example:
	+ identification of variances in dietary intake
	+ description of types of food in different regions
	+ description of food preparation practices
	+ identification of the culinary artefacts and utensils

#### Activities

Explore the photographs in *What I eat: Around the world in 80 diets* <http://menzelphoto.photoshelter.com/gallery-slideshow/G0000dcX0a5UM_Vk>

Classify the photos by:

* + similar food intake
	+ similar regions
	+ similar family groups

Discuss the variances in dietary intake.

Discuss the food preparation required. Identify any culinary artefacts and utensils in the images. Research further information about the culinary artefacts and utensils used to prepare and eat meals in those cultures.

### Task 2 Exhibition: Cultural expression through food

#### Course content

**Practices**

Students:

* explore the practices associated with eating and drinking in different cultures, for example:
* reflection on the way food plays a part in cultural expression
* explanation of how cultural expressions reflected in food have changed
* investigation of the functions of food for a number of different cultural groups
* identification of examples of the use of food by people from different backgrounds

**Customs**

Students:

* explore the importance of customs and etiquette in different cultures, for example:
	+ investigation of food rules based on customs and/or religious practises
	+ examination of the origin of a variety of cultural food rules
	+ identification of important days within belief systems and the foods associated with these
* explore the interconnectedness of religion, custom and food rules, for example:
	+ investigation of the origin of a variety of cultural and religious food taboos
* explore the significance of the use of food in a variety of special occasions, for example:
	+ explanation of the significance of food in ceremonies, celebrations, festivals and rituals associated with birthdays/ name days, weddings, funerals, religious days and national days
* explore, through an in-depth case study, the food practices and etiquette of one cultural group

**Scenario**

The museum’s curator has invited your class to develop an exhibition on cultural expression through food around the world. You will work in groups, with each group focussing on the expression of culture in a different country.

Find a map and locate your country and its relative proximity to Australia. Label the map appropriately.

Using the library, books and internet, research the food preferred by the culture you are studying: the types of food available; whether there are special occasion foods or particular meals that only the wealthy can afford; and the way in which the food is produced and then prepared.

In groups, complete following:

Gather a range of media or artefacts, described in two to three sentences (including source) to illustrate:

* food practices, such as:
	+ sustenance
	+ expression of welcome
	+ symbol of generosity
	+ expression of social status
	+ important part of religious and secular celebrations
	+ social experience (e.g. communal collecting, harvesting, preparation and consumption).
* food customs
	+ rituals prior to eating
	+ cleansing/prayer, etc
	+ rules regarding use of utensils and hands
	+ who eats when and where
	+ behaviour and manners considered culturally acceptable.
* cultural and religious food rules
	+ the exclusion and preparation of certain foods
	+ fasting
	+ vegetarianism as religious observance
	+ use of food in religious ceremonies, celebrations, festivals and rituals such as those associated with birthdays, name days, betrothals, funerals, national and other significant religious days.

Construct an exhibition on cultural expression and food using each groups’ results. When the exhibition is complete, stage an opening event including examples of Chinese food from the different countries. Students may all select a dish to prepare and bring in for the event.

# Option 12: Culture, science, technology and change

(15‑25 hours)

Focus: Students explore the way particular scientific and technological developments affect culture and vice versa. Students examine how historical and contemporary scientific and technological developments are spread, and their impact on culture.

## Outcomes

A student:

5. accounts for the dynamic nature of culture

6. identifies influences on cultures and their interconnectedness

10. applies understanding of cultural differences when communicating across cultures

12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## General resources

Role of science and technology in modern culture – A Tenth of a Second: A History by Jimena Canales (The University of Chicago Press, 2010)

Science and Civilisation in China Series by Joseph Needham (Cambridge University Press, 1954 onwards)

Culture and Technology by Andrew Murphie and John Potts (Palgrave Macmillan, 2003)

Rethinking Science, Technology, and Social Change (review)
Technology and Culture - Volume 50, Number 3, July 2009, pp. 679-680 by Claude S. Fischer (The John Hopkins University Press)

[**Culture And Public Action: A Cross-Disciplinary Dialogue On Development Policy**](http://www.borders.com.au/book/culture-and-public-action-a-cross-disciplinary-dialogue-on-development-policy/763512/) by Rao and Walton (Stanford University Press, 2004)

China Association for Science and Technology [**http://english.cast.org.cn/**](http://english.cast.org.cn/)

China international Association for the Promotion of Science and Technology [**http://www.ciapstexpo.com/english/EN\_Jj\_kch2.asp**](http://www.ciapstexpo.com/english/EN_Jj_kch2.asp)

Chinese Society for the History of Science and Technology [**http://www.cshst.org.cn/**](http://www.cshst.org.cn/)

Technology and Culture - [**http://etc.technologyandculture.net/**](http://etc.technologyandculture.net/)

The Technology and Culture Forum at MIT [**http://web.mit.edu/tac/**](http://web.mit.edu/tac/)

A Cultural Shift: Technology, Communication and the In-Game Experience <http://populous.com/posts/a-cultural-shift-technology-communication-and-the-in-game-experience/>

## Teaching activities

### Task 1 Technology changes culture

#### Course content

**Scientific and technological discoveries**

Students:

* explore the process of globalisation that has been occurring since ancient times through trans-civilisation encounters, for example:
* explanation of the processes involved in the historical spread of technologies, ideas and practices in the world, such as:
* knowledge
* exploration, invasion and migration
* trade routes
* colonialism

**Activity**

Create an infographic (<https://www.canva.com/create/infographics/>, <https://piktochart.com/> ) that educates people about the history of how ideas have spread throughout the world. Your infographic must include:

* + map of the world
	+ arrows to indicate transmission of ideas
	+ the era of that transmission
	+ the cause of the spread of ideas, such as:
	+ exploration
	+ invasion
	+ migration
	+ trade routes
	+ colonialism

### Task 2 Amazing discoveries

#### Course content

**Scientific and technological discoveries**

Students:

* explore at least four examples of individual scientific and/or technological discoveries with three originating in Asia, for example:
* identification of what was developed, why and where it was developed
* outline of the benefits of its development for both the culture of origin and other cultures
* description of the way specific scientific/technological discoveries of the past have impacted on culture/ a cultural group
* description of how life is different as a result of the adoption, and/or adaption of the technology by a cultural group

**Teacher note**

Decide on four or more examples of technological/scientific discoveries (two or more form Asia). Divide students into the same number of groups, allocating each group one of the discoveries to research.

**Scenario**

You have been asked to present an amazing discovery at your school’s Science fair. In your presentation, you must answer the following questions about the discovery:

1. What was developed?
2. Why was it developed?
3. Where was it developed?
4. How has the discovery impacted on that culture? Include:
	* benefits for the culture
	* new challenges for the culture
	* how life is different because of the discovery.
5. How has the discovery benefitted other cultures?

#### Resources

22 Chinese Inventions That Changed the World

<http://humansarefree.com/2014/11/22-chinese-inventions-that-changed-world.html>

Great achievements in science and technology in ancient Africa <http://www.asbmb.org/asbmbtoday/asbmbtoday_article.aspx?id=32437>

Math, science and technology in India

<http://asiasociety.org/education/math-science-and-technology-india>

Top Korean tech inventions of all time

<http://seoulspace.co.kr/2016/04/11/top-10-korean-tech-inventions-of-all-time/>

Inventions and discoveries of Japan

<https://doyouknowjapan.com/inventions/>

### Task 3 Contemporary cultural shifts

### Course content

**Scientific and technological discoveries**

* explore examples of contemporary technological developments, for example:
	+ examination of how contemporary technological developments have changed aspects of culture
	+ description of the processes involved in the spread of technologies, ideas and practices in the world today, such as:
	+ cooperation
	+ global trade
	+ mass media
	+ changes to work
	+ leisure and interpersonal relationships
	+ the way people communicate with each other and share information
* explore the ways new technology is used or adapted to support existing cultural practices

#### Inquiry question

* What technological development has caused the biggest cultural shift of our time?

Collect examples of contemporary technological advances that have caused cultural shifts.

In pairs, research:

* + the technological development
	+ how it has spread:
	+ cooperation
	+ global trade
	+ mass media
	+ its use/adaptation to support cultural practices, such as:
	+ work
	+ leisure
	+ relationships
	+ communication
	+ information sharing
	+ how it has changed those practices.

Each pair presents the development to the class. Class debates which development has caused the greatest cultural shift of our time.