

Teaching Resource

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Background Information

This resource was created as part of the Youth Stories Project: Cultural and Linguistic Diversity. The aim of the Project was to work with young people to develop autobiographical stories that represent their everyday experiences of linguistic and cultural diversity in contemporary Australia. The Project also aimed to unpack their cultural identities by asking them to reflect on the different ways that they learn within and outside of formal education contexts. The project objectives were:

- To strengthen the capacity of young people and their school communities to promote, support and celebrate diverse linguistic and cultural identities.

- To engage productively with the linguistic and cultural diversity of schools and their local community.

- To encourage the exchange of diverse cultural knowledges, histories, experiences, languages and cultures.

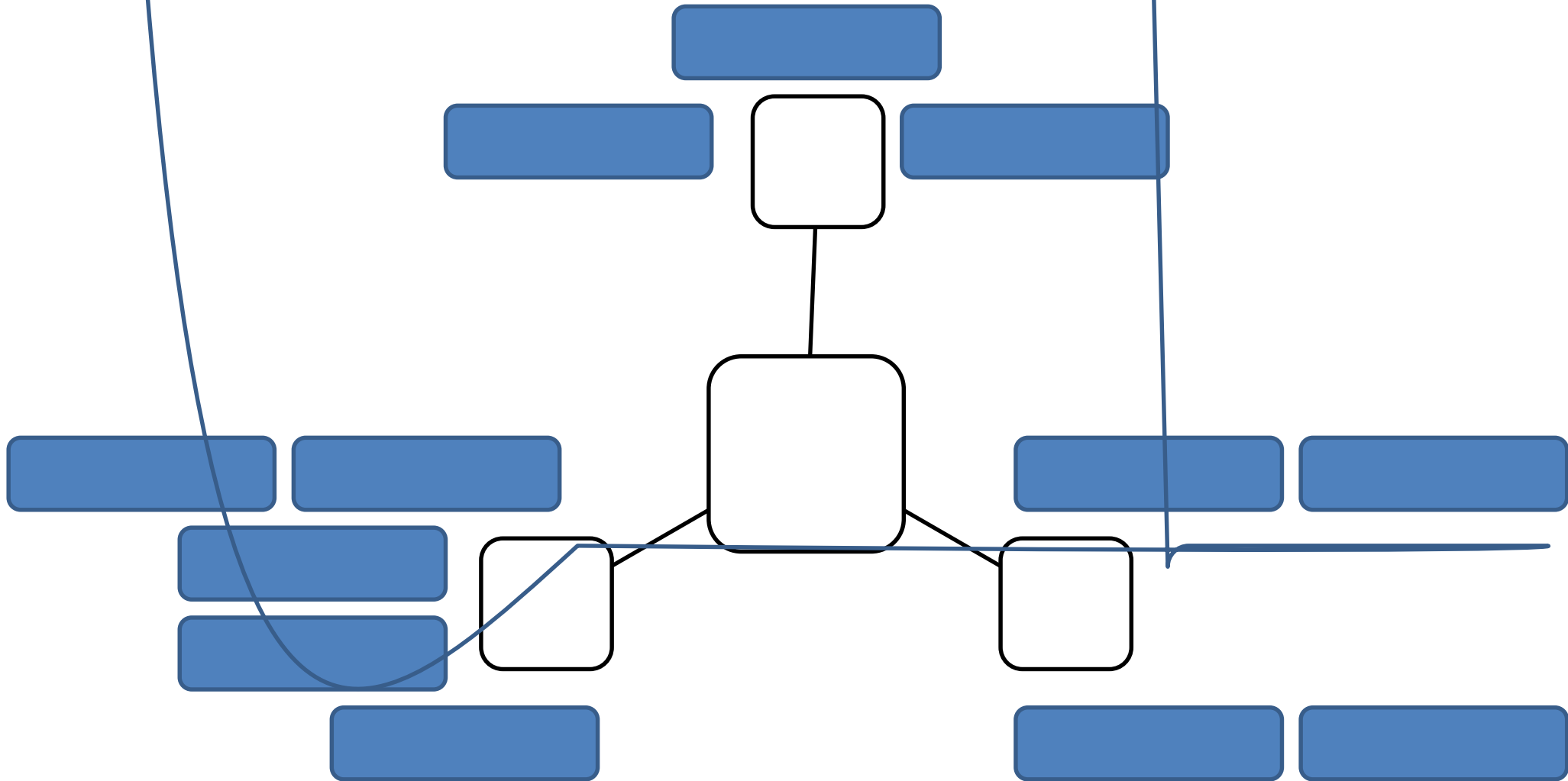
- To trial the use of Aboriginal pedagogical perspectives in intercultural and mainstream contexts.

The Project was designed to empower and strengthen cultural and social bonds by providing students with tools and skills to strongly and proudly identify their cultural selves. An important aim was to provide students with a platform to not only appreciate and learn about themselves but also to learn from the stories of others

The Project Team

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Visual Map of Pedagogical Elements

Curriculum Links

Australian Curriculum

The key ideas for Intercultural Understanding are organised into three interrelated elements in the learning continuum.

This element involves students identifying, observing, describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others.

Students move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them. Students recognise and appreciate differences between people and

with intercultural understanding, students:

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This element involves students developing the skills to relate to and move between cultures through engaging with different cultural groups, giving an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious.

Students think about familiar concepts in new ways. This encourages flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were in their feelings, situations and motivations. In developing and acting with intercultural understanding, students:

- Communicate across cultures;

- Consider and develop multiple perspectives;

- Empathise with others.

This element involves students developing the capacity to process or reflect on the meaning of experience as an essential element in intercultural learning.

Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own behaviours and responses to intercultural encounters and to identify cultural influences that may

for their own behaviours and their interactions with others within and across cultures. In developing and acting with intercultural understanding, students:

Reflect on intercultural experiences;
Challenge stereotypes and prejudices;
Mediate cultural difference.

Learning Areas

The Youth Stories Project addressed the following learning areas, which is reflective of the diverse cohort of students who attended these workshops. Students whom attended these workshops range in year levels from Year Seven to Year Ten.

Level 5
Typically by the
end of Year 8,
students:

Investigate culture and cultural identity

Explain ways that cultural groups and identities change over time and in different contexts

Explore and compare cultural knowledge, beliefs and practices

Analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts

Develop respect for cultural diversity

Understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities

Level 6
Typically by the
end of Year 10,
students:

Explore and compare cultural knowledge, beliefs and practices

Critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time

Develop respect for cultural diversity

Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

Level 5
**Typically by the
end of Year 8,
students:**

Empathise with others

Imagine and describe the feelings and motivations of people in challenging situations

Consider and develop multiple perspectives

Poster Title: The Fantastic Four

What needs to be included on your poster:

Each group members name and where they are from

Draw your superhero

Tell us your superhero power

Explain how each of your powers support the other powers in

- someone chooses a colour and states the question, go clockwise in taking turns to answer

RED: something about yesterday

ORANGE: something you do well

YELLOW: something about your childhood

Other questions you may wish to consider including

What are your expectations for participating in this project?

Through exploring the natural world and living things		
<p style="text-align: center;">Working on 'Our Digital Stories'</p> <p>Research the ICT and multimedia platform you w</p> <p>Create a rough plan of the elements you want to include in your story</p> <p>What resources will you need to create a</p> <p>Now that we have some information, have a look at some tools we can use to share our stories. Show students some examples of creative work from similar projects</p> <ul style="list-style-type: none"> Cartoon/ animation Short videos/documentary Poetry / short story Photo narrative Object narratives 		30 - 40mins

Learning Activity: Developing our stories

Everyone take a piece of big paper and find some space.
 Write down / or draw your favourite place in the whole world.

	13. What were the similarities and differences between your answers?	
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you **found interesting in their answers**

Learning Activity: Yarning Circle (end of the day)

Find a space where everyone can sit in a circle. Outside the classroom, under a tree is often a good place. Ask students open-ended questions

Example questions

What did you find interesting today?

Could you tell me about what you found challenging today?

Describe to me some of the feelings you experienced today?

Tell me something you found out about a fellow student that you did not know?

Key Concepts

Other Questions you may wish to include

Working on 'Our Digital Stories'

25 35mins

or scenes will be use?

Think back to the work you have now done.

E.g. superhero power, working as a team, interviewing each other and your family, thinking about people, places and things

A storyboard breaks down the story you are going to tell into smaller parts. You can include pictures and text to remind you of each topic.

Developing a storyboard

Number each box on your storyboard.

Decide what the key information is you want to put in your story (using all the work you have done so far).

Then decide in what order the events/information in your story are going to appear.

Make a list of the main events/information of the story in the order they will be presented.

What images (photos or drawings), videos, sound (you talking), text are going to accompany each page of your story?

On your butchers paper draw what is happening in each part of your story in a separate box.

Add other information to each box (what colours will you use, what will the images be?)

<p>Make a list from your interviews (and your family interviews) of the all the words that describe you and your culture (leaving out the joining words)</p> <p>Come up with a list of as many words as you can (try to have at least 15 words)</p> <p>Make sure you include your name as one of the words</p>	<p>We will come around and help you make and save</p> <p>Facilitators will need to support students with saving their work.</p> <p>The key idea for this activity is for students to develop a key list of words and characteristics which reflect their own culture.</p>	
<p>Learning Activity: Yarning Circle (end of the day)</p> <p>Find a space where everyone can sit in a circle. Outside the classroom, under a tree is often a good place. Ask students open-ended questions</p> <p>Example questions</p> <p>What did you find interesting today?</p> <p>Could you tell me about what you found challenging today?</p> <p>Describe to me some of the feelings you experienced today?</p> <p>Tell me something you found out about a fellow student that you did not know?</p>	<p>Key Concepts</p> <p>facilitators and students the opportunity to stop, pause and reflect on day s activities.</p> <p>This is also an opportunity to for students to drive discussion</p>	<p>15 -20mins</p>

Day 3.

Learning Activities	Facilitator Notes / Resources	Time
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Introduction (Let's Get Started) Activity: Speed Speaking

Stand in two lines facing each other.

Take students outside and ask the following questions. Students answer by moving to the area that corresponds with their answer (how they feel)

Once students have moved to the area, get students share their answers and why with each other. What we are trying to tease out is the relationship between knowledge, experience and behaviour. Specifically where we get our knowledge from, how we have experienced something or someone and then how this then effects our behaviours.

Questions / Options

Saltwater / Freshwater

Hot climate / Cool climate / Freezing climate

Fur / Feathers / Fins / Hair

City / Bush / Country

This activity explores the relationship between knowledge, experiences and behaviours.

It is important to note that this activity can bring out cultural judgments and stereotypes

students may only want to share to certain level and this is ok. Using open ended questions and be genuinely interested in	
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Learning Activity: Yarning Circle (end of the day)

Find a space where everyone can sit in a circle. Outside the classroom,

adventure that you have had. Give enough details in your story to show what it was like and what made it so special.

[An important person] Think about people you know or have met. Choose ONE person who has made a big difference in your life. Write about that person AND describe his or her positive effect on your life.

[Childhood Event] Choose a vivid time from your childhood. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.

[Lightbulb Moment] Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with. Write a narrative that tells the story of your movement toward understanding. Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand.

[Achieving a Goal] Think of a time when you achieved a personal goal. Tell your readers about the story of how you met your goal. Be sure that your readers understand why the goal is important to you.

[Being a Teacher] Teaching someone else how to do something can be rewarding. Think of a skill that you've taught someone else how to do. Think about the events that made up the process of teaching the skill, and narrate the story for your readers.

[Personal Rituals] Describe a personal ritual that you, your friends, or your family have. Narrate the events that take place when you complete your ritual so that your readers understand the steps that the ritual includes and why you complete them.

[Standing Up] Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Think about the details of the event and write a story that tells about what happened. Your narrative should show your readers

why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.

[Disagreeing] Think of a time when you disagreed with a decision that had been made and did something about it. Write a paper that narrates the events that occurred -- from the decision that was made to your response. Be sure that your paper gives enough details that your readers understand why you disagreed with the decision and why you felt that your response was appropriate.

[Sensory Experiences] The five senses allow us to perceive whatever is tangible, or concrete. A sensory experience is something we can taste, touch, smell, see, or hear. Include at least **two** details that appeal to each of the **FIVE** senses.

[Personal Metaphors]

write the general **LABEL** and then your specific comparison. Be realistic, be somewhat honest, and be able to explain your choices.

Animal	Musical Instrument	Food	Cartoon or Comic Character	Natural Phenomenon
Car	Geometric Shape	Season of the Year	Movie	Type of Building
Article of Clothing	Piece of Furniture	Television Character	Fragrance	Plant
Day of the Week	Song	Color	Appliance or Machinery	Word

Who do you belong to?

Where are your ancestors from and how do you connect to them?

How will the knowledge you learn in this life be passed on and to whom

Reading References and Resources

These resources will provide good background knowledge for engaging and implementing the teaching resource.

<http://eprints.qut.edu.au/7182/1/7182.pdf>

Tyson Yunkaporta

<http://8ways.wikispaces.com/>

<http://researchonline.icu.edu.au/10974/4/04Bookchapter.pdf>

21st Century Learning Pedagogies

<http://edorigami.wikispaces.com/21st+Century+Pedagogy>

<http://www.teachthought.com/the-future-of-learning/a-diagram-of-21st-century-pedagogy/>

<https://globaldigitalcitizen.org/critical-21st-century-skills-ev7ll7ery>