

## CULTURALLY DIVERSE COMMUNITIES: MODULE OUTLINE

**Field:** The International World    **Band:** Middle Primary



### Purpose

Students present, graphically and verbally, aspects of Australian culture that are indigenous or come from other countries.

### **Core learning outcomes**

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

To see the detailed descriptions, click on the relevant level.

### **Content**

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

### **Sociocultural understanding**

Students become aware of how the cultures and languages of different groups who have come to live here have added to Australia's cultural and linguistic diversity.

### **Functions and language elements**

- [identifying and asking about places and things](#): nationalities, countries, cultural items
- [describing people, places and things](#): nationality, many, numbers of people
- [expressing likes and dislikes](#): He/she likes/does not like

## Assessment strategy

In [Task 2](#) the teacher can assess students' abilities to listen for main details in a simple text. At what [level](#) can students comprehend language identifying family members?

In [Task 2](#) the teacher can observe students' comprehension of a simple written text. At what [level](#) can students comprehend the detail of family members?

In [Task 6](#) the teacher can record notes on students' abilities to use language to present information and describe things, orally and in writing. At what [level](#) can students use language to talk and write about the different cultural influences in Australia?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### [Unit 1: Faces of Australia](#)

## **Teaching considerations**

Discussion of issues relating to students' cultural and linguistic diversity requires great sensitivity. Not all cultures and languages are equally valued or respected in our society. Similarly, the parts different peoples have played in Australia's history are not equally valued nor have all groups had access to the same resources and activities. Historically, some inhabitants were exploited (e.g. Aboriginal peoples, Torres Strait Islander peoples, Chinese peoples, South Sea Islander peoples) and others benefited from their labour.

If you present this module with the class, be sensitive to the complexities of some of the associated themes. It is strongly recommended that you liaise with the classroom teacher to ensure that issues of racism and the representation of different perspectives in history are explored with the class.

## **Safety considerations**

Students may be allergic to particular types of foods or may have medical conditions that prohibit them from eating all types of foods.

You should have ready access to first-aid resources (for example, if an allergy or injury occurs, first-aid support should be close by).

## FACES OF AUSTRALIA: UNIT OVERVIEW



### Orientating task

- 1 Make a chart of the many culturally diverse faces of Australia, including indigenous peoples. Record the countries from which some Australians who immigrated have come. Match numbers of residents with countries of origin.



### Enhancing tasks

- 2 Read cards about members of Maria-Lyn's family and community. Write information cards for local family or community members.
- 3 Graph the numbers of students and their family members from various countries. Contact a similar class in a different school to find the countries in which the class members' families originated.
- 4 Record where various groups who immigrated to Australia in the nineteenth and twentieth centuries later settled. Listen to a text and match nationalities with the locations.
- 5 Identify the countries from which some familiar things in Australia have come.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising task

- 6 Make and present an oral report about a diorama that shows different cultural influences in Australia.