

A patchwork of memories: Family diversity

Strands

Time, Continuity and Change
Culture and Identity

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 2.5	Students identify similarities and differences between the experiences of family generations.
<i>Culture and Identity</i>	CI 2.2	Students explain how they and others have different perceptions of different groups including families.
	CI 2.4	Students identify how their roles, rights and responsibilities change in different groups.

Purpose and overview

Activities in this module assist students to investigate diversity among families and to explore the experiences of family members from different generations. Students also investigate their specific roles, rights and responsibilities within their families and contrast these with their roles, rights and responsibilities in other groups such as peer, school and community groups. Class and small group discussions and reflections encourage students to share their perceptions of different groups.

Through informal interviews of family members and creation of a 'families' patchwork quilt, students begin to understand the similarities and differences between the experiences of family members from different generations, particularly in areas of life such as work, education, gender roles, technology, transport, communication and leisure.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tune in to groups to which we belong	Students explore and compare the groups to which they belong, including their family. They identify their roles, rights and responsibilities in different groups.	CI 2.2 CI 2.4	Identifying personal groups to which they belong and recounting experiences in these groups may provide evidence of students' demonstrations of CI 2.2 and CI 2.4. Listing their roles, rights and responsibilities and discussing how these change in different groups may provide evidence of students' demonstrations of CI 2.4. Explaining how roles, rights and responsibilities change according to group context may provide an opportunity to gather evidence of students' demonstrations of CI 2.4.
2. Find out about family groups	Students investigate the diversity of experiences and perceptions among family groups.	CI 2.2 CI 2.4	Drawing and explaining their perceptions of their own and others' families may provide evidence of students' demonstrations of CI 2.2. Identifying similarities and differences between the experiences of family members may provide evidence of students' demonstrations of CI 2.2. Writing and discussing recounts of daily life may provide evidence of students' demonstrations of CI 2.4.
3. Reflect on generations of families	Students reflect on the experiences of family members from different generations. They participate in a Grandparents/Elders' Day to identify similarities and differences between family histories, experiences and attitudes.	TCC 2.5	Identifying similarities and differences between experiences of family members from different generations depicted in picture books may provide evidence of students' demonstrations of TCC 2.5. Using a table to record information from interviews about aspects of life that are the same and different between generations may provide evidence of students' demonstrations of TCC 2.5. Making conclusions about similarities between generations, such as 'Children like having fun, playing with friends and listening to stories', may provide further evidence of students' demonstrations of TCC 2.5.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 2 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level. Consider the increasing sophistication and complexity of concepts and processes in the progression of learning outcomes.

Using this module

Working with families and the community

Some activities encourage active participation of parents/carers and other family members from different generations. The creation of a 'families' patchwork quilt provides a colourful visual record of the experiences of family members from different generations. This culminating activity assists students to consider, compare and reflect on the diverse experiences and cultural backgrounds of different families.

Preparation

The following resources will be useful for this module:

Support materials and references

- *Living with World Families* by Peter Leyden
- *Australian Families* by Peter Leyden

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

activities	great-grandparents	purpose
attitudes	groups	quilt
care	histories	refugee
change	information	responsibilities
education	jobs	rights
elderly	leisure	roles
Elders	locate	school
events	members	technology
experiences	migrant	traditions
families	needs	transport
generation	patchwork	values
grandparents	personal	work

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those involving participation in school and class activities by family and community members, and of relevant social justice issues and practices relating to families.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- be curious about and appreciate the role of families in today's societies
- respect and begin to value the similarities and differences between the roles, rights and responsibilities of different family members
- show understanding and tolerance of a wide variety of family structures in the community, in Australia and around the world
- develop an appreciation of the role of families in past and present generations
- consider and respect different viewpoints and ways of living.

Be sensitive to the diversity of family structures and viewpoints and ensure that the resources used represent this diversity. Encourage students to share their thoughts, feelings and ideas about this diversity and, where necessary, challenge any stereotypes about families. See the Level 1 Studies of Society and Environment sourcebook module *Let's get together: Families and needs* for further information about issues relating to equity and families.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscq.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 1: *Let's get together: Families and needs*
- Level 1: *A world full of stories: Stories of diverse cultures*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 2: *Our neighbours near and far: Asian cultural study*
- Level 3: *New horizons: Immigration in Australia.*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *English* (in development):

- Students read and view relevant literature, posters and websites which depict diversity of family life and experiences.
- Students listen to and speak about stories and recounts of familiar and unfamiliar aspects of family life, and represent this information in a variety of ways.
- Students write and shape texts which include those related to personal family experiences.

Possible links to *The Arts*:

- VA 2.1 Students make images and objects by selecting and manipulating elements and additional concepts.
- VA 2.2 Students select and arrange images and objects for personal display.
- VA 2.3 Students identify elements and additional concepts to interpret images and objects from a variety of cultural and historical contexts.

Possible links to *Health and Physical Education*:

- EPD 2.1 Students describe what they like about themselves, the ways in which they are special, how individuals are unique and how each of us has characteristics similar to those of other people.
- EPD 2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.
- EPD 2.3 Students compare similarities and differences between people at different stages of life.

Possible links to *Languages other than English*:

- Consider learning outcomes when choosing a country/culture to investigate.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 — Tune in to groups to which we belong

Students explore and compare the groups to which they belong, including their family. They identify their roles, rights and responsibilities in different groups.

Core learning outcomes emphasis: CI 2.2, CI 2.4

Activities	Gathering evidence
<ul style="list-style-type: none"> • Ask students to recall activities they have participated in during a week and to use drawing, writing or other media to represent them. Encourage students to share and discuss their representations and to highlight the types of groups that were involved in these activities — for example, ‘I went horse riding at my aunt’s property yesterday. My Dad and cousins joined us, too. This is an activity I did with my family.’ or ‘I learnt how to cast my fishing line when I went camping with my friends. We belong to a Girl Guides unit.’ Display students’ responses for independent discussion and reflection. • Assist students to sort pictorial representations into the various groups that are represented — for example, ‘These pictures are about belonging to sporting groups; these pictures are about belonging to social groups; these pictures are about belonging to families’. Assist students to label each group. Discuss the purposes of these groups, such as providing a sense of belonging, safety and protection or encouraging a healthy and active lifestyle. • Refer to the groups identified in the previous activities and discuss the meanings of the terms ‘roles’, ‘rights’ and ‘responsibilities’ in relation to members of these groups. • Ask small groups of students to use their pictorial representations to discuss and consider their roles, rights and responsibilities as members of groups. Assist students to record this information in a table. Ask students to move from group to group to identify and compare how the roles, rights and responsibilities of individuals change in different groups. Assist students to describe similarities and differences — for example, ‘In my family, I am responsible for looking after my younger brother when my parents are busy. I am sometimes responsible for looking after my younger brother, especially when we walk to and from school.’ 	<p>Identifying personal groups to which they belong and recounting experiences in these groups may provide evidence of students’ demonstrations of CI 2.2 and CI 2.4.</p> <p>Listing their roles, rights and responsibilities and discussing how these change in different groups may provide evidence of students’ demonstrations of CI 2.4.</p> <p>Explaining how roles, rights and responsibilities change according to group context may provide an opportunity to gather evidence of students’ demonstrations of CI 2.4.</p>

Phase 2 — Find out about family groups

Students investigate the diversity of experiences and perceptions among family groups.

Core learning outcomes emphasis: CI 2.2, CI 2.4

Links	Activities	Gathering evidence
<p>Support materials and references</p>	<ul style="list-style-type: none"> Use photographs from the kit <i>Australian Families</i> (Leyden 1996) to stimulate curiosity and discussion about families. Encourage students to share their ideas, thoughts, feelings and perceptions about the families depicted in the photographs. Discuss the value of photographs as a record of experiences. If appropriate, students may wish to bring and talk about their favourite photographs — for example, what they were doing, who they were with, where they were, why they were there and when this occasion was. 	<p>Drawing and explaining their perceptions of their own families and of others' may provide evidence of students' demonstrations of CI 2.2.</p> <p>Identifying similarities and differences between the experiences of family members may provide evidence of students' demonstrations of CI 2.2.</p>
<p>Resource 1</p>	<ul style="list-style-type: none"> Ask students to create a 'gallery of family photographs' by drawing pictures of family activities in each 'photo frame' on Resource 1. Assist students to write captions for each 'photograph' and invite them to share their 'gallery of family photographs' with the rest of the class. Students may wish to display their 'photographs' for students' and visitors' independent viewing and discussion. 	<p>Writing and discussing recounts of daily life may provide evidence of students' demonstrations of CI 2.4.</p>
<p>Support materials and references</p>	<ul style="list-style-type: none"> Use the photographs from the kit <i>Living with World Families</i> (Leyden 1998) to highlight the similarities and differences between families around the world. Assist groups of students to collate information about these families in a table (Resource 2) and then discuss the similarities and differences. If appropriate, students may compare these families with their own. 	
<p>Resource 2</p>		
<p>Support materials and references</p>	<ul style="list-style-type: none"> Read and discuss a recount of family life in another country — refer to <i>Vietnam – Young People, Old Country: Primary</i> (Lewis 1997) for information about a day in the life of a Vietnamese family. Discuss and record the roles, rights and responsibilities of the family members in the story (Resource 3). Assist students to write a recount of their own daily life, including their roles, rights and responsibilities. Discuss and compare this with the recount that was read earlier and, if appropriate, with class friends' recounts. 	
<p>Resource 3</p>		

Phase 3 — Reflect on generations of families

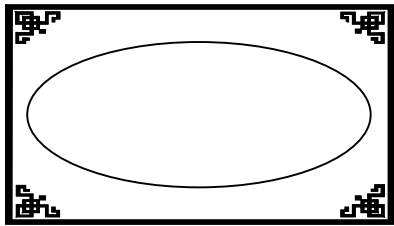
Students reflect on the experiences of family members from different generations. They participate in a Grandparents'/Elders' Day to identify similarities and differences between family histories, experiences and attitudes.

Core learning outcomes emphasis: TCC 2.5

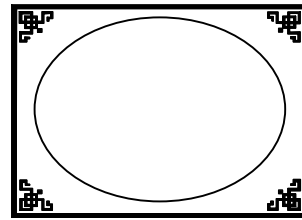
Links	Activities	Gathering evidence
Support materials and references	<ul style="list-style-type: none"> • Read and discuss a picture book that deals with the experiences of different generations within a family, such as <i>The Tram to Bondi Beach</i>, <i>Days with Gran</i> or <i>My Grandma Lived in Gooligulch</i>. • Collaboratively plan and organise a 'Grandparents'/Elders' Day'. Discuss the purpose of this event — to share and compare experiences of family members from different generations. 	<p>Identifying similarities and differences between experiences of family members from different generations depicted in picture books may provide evidence of students' demonstrations of TCC 2.5.</p>
Resource 4	<ul style="list-style-type: none"> • Model for and discuss with students how to interview their visitors. Encourage students to brainstorm questions about their visitors' families and life when they were young. Explain that they need to make notes of their visitors' responses so they can compare these experiences with their own. Provide a model for students (see Resource 4). The interview process may be demonstrated through roleplay. • On the day of the 'Grandparents'/Elders' visit, provide a variety of activities for students and their visitors to participate in. Activities may include: <ul style="list-style-type: none"> – interviewing family members about their experiences when they were young – reading about the experiences of grandparents in different generations and cultures (for example, in <i>Granny's Quilt</i>, <i>Patchwork Tales</i> and <i>Wilfred Gordon MacDonald Partridge</i>) – discussing how aspects of life such as care, school, work, transport and leisure in earlier times are similar to or different from today. • Assist participants in the day to create a patchwork square to illustrate one experience that was discussed. These squares are then made into a patchwork quilt to be displayed in the classroom for students to use to reflect on their experiences. 	<p>Using a table to record information from interviews about aspects of life that are the same and different between generations may provide possible evidence of students' demonstrations of TCC 2.5.</p> <p>Making conclusions about similarities between generations, such as 'Children like having fun, playing with friends and listening to stories', may provide further evidence of students' demonstrations of TCC 2.5.</p>
Support materials and references		

A photo gallery

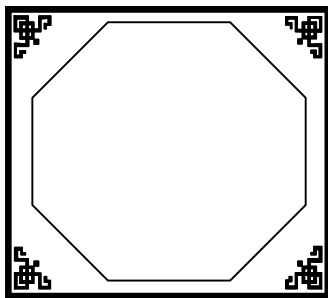
Resource 1



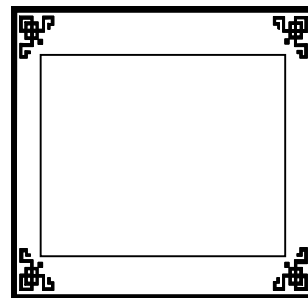
This is when _____



This is _____ We _____



This is my _____



Sometimes _____

Family life in another country

Resource 2

A family living in _____	
Family members	
Family activities	
Valued possessions	

Life in a Vietnamese family **Resource 3**

Model the use of a table to record information about life in Vietnamese families. Students may use copies of this template to record their own roles, rights and responsibilities as members of different groups.

Belonging in a Vietnamese family			
Family member	Roles	Rights	Responsibilities
family	often an extended family, look after each other — giving love, money, possessions	<ul style="list-style-type: none"> family comes first in all areas of society family takes pride in family members' achievements 	<ul style="list-style-type: none"> make important decisions that affect the whole family, respect older relatives look after each other — give love, money, possessions share jobs and help keep harmony and order in the family
father	worker, carer of family pets and animals, participant in leisure activities	<ul style="list-style-type: none"> be respected be supported by other family members 	<ul style="list-style-type: none"> head of the family — makes major decisions in family respects older relatives values children highly
mother	shopper, cook, child carer, worker outside the home, participant in leisure activities	<ul style="list-style-type: none"> be respected be supported by other family members 	<ul style="list-style-type: none"> head of the household — responsible for household budget looks after children respects older relatives values children highly
daughter	helps with chores and younger children, student, participant in leisure activities	<ul style="list-style-type: none"> be respected be supported by other family members 	<ul style="list-style-type: none"> helps other family members with chores studies hard to get a 'good' job when older is devoted to parents respects older relatives
son	helps with chores, student, participant in leisure activities	<ul style="list-style-type: none"> be respected be supported by other family members 	<ul style="list-style-type: none"> helps other family members with chores studies hard to get a 'good' job when older is devoted to parents respects older relatives
other family relative	helps with chores, child carer, supporter of family finances	<ul style="list-style-type: none"> be respected be supported by other family members 	<ul style="list-style-type: none"> lives with or close to other family members, may look after children respects older relatives values children highly

A record of an interview about family experiences **Resource 4**

My name is _____ This is a record of my interview with my _____ on _____

How many people were in your family?	How many children were in your family?	Did you have grandparents around you when you were young?	Were your parents born in Australia or in another country?	What pets did you have in your family?	Did both your parents work? What types of work did they do?	What jobs did you have to do around the home?
What leisure activities did your family do?	What was your school like?	What games did you play at school and after school?	How did you get to school?	What appliances did your family use?	Write your own question:	Write your own question:

Support materials and references

Ahlberg, A. 1996, *Miss Dirt the Dustman's Daughter*, Penguin Books, London (see other 'Happy Families' books by Allan Ahlberg in this series including *Mrs Vole the Vet*, *Mr Buzz the Beeman* and *Miss Brick the Builder's Baby*).

Base, G. 1983, *My Grandma Lived in Gooligulch*, Nelson, Melbourne.

Buckley, H.E. & Galdone, P. (ill.) 1962, *Grandfather and I*, World's Work, Surrey, England.

Farthing-Knight, C. & Althaus, A.-M. (ill.) 1995, *Days with Gran*, University of Queensland Press, St Lucia, Qld.

Fox, M. & Vivas, J. (ill.) 1984, *Wilfred Gordon McDonald Partridge*, Omnibus Books, Norwood, SA.

Graham, B. 1990, *Greetings from Sandy Beach*, Lothian Publishing Company, Melbourne.

Gray, N. & Graham, B. (ill.) 1998, *Full House*, Lothian Books, Port Melbourne, Vic.

Hampston, J. & Lacey, E. (ill.) 1993, *Living in Our Community*, Macmillan Education Australia, South Melbourne, Vic.

Hathorn, E. & Vivas, J. 1981, *The Tram to Bondi Beach*, Methuen Australia, North Ryde, NSW.

Ives, P. 1993, *Granny's Quilt*, Penguin Books, London.

Lewis, R. 1997, *Vietnam: Young People, Old Country*, Curriculum Corporation and Asia Education Foundation, Carlton, Vic.

Roth, S.L. & Phang, R. 1984, *Patchwork Tales*, Atheneum, New York.

Smyth, G. & James, A. 1990, *A Hobby for Mrs Arbuckle*, Puffin, Ringwood, Vic.

Kits (including audiovisual)

Australian Parents Council Inc. and Department of Employment, Education and Training 1995, *Collaborating for Successful Learning: The Parent Factor*, Australian Parents Council Inc., North Sydney (manual, activity sheets, handouts and overhead transparency masters).

Ledger, R. & Ledger, S. 1998, *Snapshots of Asia*, Access Asia series, Curriculum Corporation and Asia Education Foundation, Carlton South, Victoria (set of 6 big books and teacher notes).

Leyden, P. 1996, *Australian Families*, Peter Leyden Publishing, NSW (set of 14 colour photographs depicting diversity in families plus teachers' notes and blackline masters). Although this resource is now **out of print**, it is widely available in schools.

Leyden, P. 1998, *Living with World Families*, Peter Leyden Publishing, NSW (set of 10 colour photographs plus teachers' notes and pupil worksheets. A CD-ROM is available with a further 20 photographs.)

Website

(Website accessed in April 2002.)

Yahooligans, *Around the World*. www.yahooligans.com/Around_the_World/

A student-friendly website that provides an excellent starting-point for investigations of families around the world. Linked sites are listed under headings such as countries, food and eating, government, holidays, languages and religion.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

ISBN 0 7345 2263 0

© The State of Queensland (The Office of the Queensland School Curriculum Council) June 2002

Queensland schools are permitted to make multiple copies of this sourcebook module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the *Australian Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:

Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: www.qsa.qld.edu.au

Email: inquiries@qsa.qld.edu.au
