

Our faces:

Belonging and identities in Australia

Strand

Time, Continuity and Change

Place and Space

Culture and Identity

Core learning outcomes

<i>Time, Continuity and Change</i>	TCC 2.1	Students explain different meanings about an event, artefact, story or symbol from different times.
<i>Place and Space</i>	PS 2.4	Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones.
<i>Culture and Identity</i>	CI 2.3	Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups.
	CI 2.5	Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.

Purpose and overview

By tuning in and finding out about life in Australia, students develop understandings about how symbols, rituals and places reflect the identities of different groups in Australia.

Through planning and organising an event called the 'Day of Celebration', students observe how a sense of belonging to groups is fostered through exploration of common elements of celebrations and diverse customs and traditions.

The key values of democratic process, social justice and peace are reinforced through activities that promote students' equal participation and sharing in a 'Day of Celebration' with family and local community members.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in to life in Australia	Students share and appreciate diverse ideas and opinions about what it means to be 'Australian'.	TCC 2.1 PS 2.4 CI 2.3 CI 2.5	Discussions about aspects of life and culture in Australia may provide evidence of students' demonstrations of TCC 2.1 and/or CI 2.5. Selection of images and their placement on the map of Australia may provide evidence of students' demonstrations of PS 2.4. Locating places on a map of Australia may provide evidence of students' demonstrations of PS 2.4. Discussions about early and contemporary life in Australia may provide evidence of students' demonstrations of TCC 2.1. Paintings may provide evidence of students' demonstrations of CI 2.3 and/or CI 2.5.
2. Finding out about Australia	Students explore natural, built and social features to identify aspects of national identity and belonging to groups.	TCC 2.1 CI 2.3 CI 2.5	Oral responses that explain and compare different meanings about artefacts and symbols may provide evidence of students' demonstrations of TCC 2.1. Oral responses and flag designs/creations that identify how symbols reflect identities of different groups may provide evidence of students' demonstrations of CI 2.5. Discussions about celebrations may provide further evidence of students' demonstrations of TCC 2.1, CI 2.3 and/or CI 2.5.
3. Going further by investigating my local community	Students develop a sense of civic belonging by investigating natural, built and social features of their local community, such as places of interest, industries, services and organisations and the contributions made by individuals and organisations.	PS 2.4 CI 2.3 CI 2.5	Discussions about participating in communities may provide evidence of students' demonstrations of CI 2.3. Concept webs that display information about a community's identity, events and celebrations and the contributions made by people and organisations may provide evidence of students' demonstrations of CI 2.5. Information guides that reflect local area/community features may provide evidence of students' demonstrations of PS 2.4 and CI 2.5.
4. Making connections by organising a Day of Celebration	Students work together to plan and organise a class Day of Celebration.	CI 2.3 CI 2.5	Participation in the Day of Celebration may provide evidence of students' demonstrations of CI 2.3 and CI 2.5. Reflections on their participation in the Day of Celebration may provide evidence of students' demonstrations of CI 2.3.

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 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 when creating assessment opportunities.

Using this module

Inquiry approach

Activities are organised using a modified version of the 'Integrating socially' model of inquiry, which promotes purposeful integration and sequential investigative learning and teaching. Phases should be implemented in the order presented. Individual activities within each phase may be modified or replaced to suit students' needs and interests.

Key values

The key values of democratic process, social justice and peace are highlighted through activities and reflective inquiry that deepen students' understandings about diversity of culture and perspectives. Students are assisted to appreciate the different perspectives people have of values and how culture can influence these perspectives.

The attributes of a lifelong learner

Activities contribute to the development of the attributes of a lifelong learner and provide students with opportunities to develop as a creative person, active investigator, effective communicator and participant in an interdependent world. The following questions may aid reflection on the development of these attributes.

When working on activities in this module, how am I developing:	
As a creative person ...	<ul style="list-style-type: none"> • Am I curious about and do I like to participate in activities about places and cultures? • Do I think and talk about places I have visited and people I have met? • Do I think of different ways to solve problems when planning and organising?
As an active investigator ...	<ul style="list-style-type: none"> • Do I question others' ideas to help me understand? • Do I know where and how to find and record information? • Do I consider new information I have learned and draw conclusions from my understandings?
As an effective communicator ...	<ul style="list-style-type: none"> • Do I present ideas and information in different ways? • Do I listen and watch carefully during discussions and independent and group activities? • Am I beginning to think about what's right or wrong about information that I hear? What does this information mean to me? How does this information reflect/not reflect my ideas?
As a participant in an interdependent world ...	<ul style="list-style-type: none"> • Do I work well with others to make decisions, solve problems and share ideas and materials when planning and organising class activities? • Do I think about ways that I can participate in my family, class, school and community? • Do I set personal goals and help to set group goals that include visions for a preferred future? • Do I think about my future?

Discovering Democracy materials

The Curriculum Corporation's *Discovering Democracy* materials are used throughout the activities in this module. They are designed to assist students to develop the knowledge, skills and values needed to become effective citizens. *Discovering Democracy Australian Readers* (sets of 15 were issued to all schools) and other support materials in the *Discovering Democracy Primary Kit* and lower primary big book *Australians All!* are required for activities. Themes from these materials that are explored include 'We are Australian', 'Lest We Forget' and 'Good Neighbours'. Concepts dealt with include images and symbols of identity, celebration and commemoration, and community life and participation.

Background information

Terminology

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

achievement	communicator	features	location	region
active	community	festival	map	ritual
appreciate	conclusions	freedom	meanings	services
artefact	consensus	global	nation	state
belonging	continents	heritage	national	symbol
brochure	country	identity	natural	territory
built	creative	industries	organisation	town
celebration	culture	investigator	participant	traditions
citizen	customs	issue	participate	travel
city	democracy	journey	preferred	visions
climate	event	local	future	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly policies relating to school visitors' permits, excursions and sunsafety.

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:

- display sensitivity to other cultures' views and values about events
- understand, acknowledge and appreciate the diverse experiences of others
- understand, appreciate and value the contributions of local community members
- value and respect others' ideas and contributions to discussions and activities
- acknowledge everyone's right to work and play together in a peaceful, tolerant and accepting environment.

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.qscc.qld.edu.au for more information.

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

- Level 1: *Growing and changing: Individual identity*
- Level 1: *A world full of stories: Stories of diverse cultures*
- Level 2: *Telling stories: Stories and perspectives*
- Level 2: *Our places: Local area and global environments* (for references about mapping and places in Australia)
- Level 3: *Belonging: Group belonging and perceptions.*

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 *Mathematics* (in development) include:

- Students represent and apply time (month, season, day, week, hours) to sequences of events.
- Students create and use calendars to locate and record meaningful events.

Possible links to *English* (in development) include:

- Students read, view and respond to a variety of text types that explore construction of identity in Australia.
- Students speak about and listen to many personal experiences that reflect historical and contemporary life in Australia.
- Students write and shape thoughts, ideas and feelings about their cultural heritage and groups to which they belong.

Possible links to *The Arts* include:

- 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 *Technology* include:

- TP2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.
- TP2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.
- TP2.3 Students identify, sequence and follow production procedures to make products of their own design.
- TP2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.
- I2.2 Students use simple techniques for accessing and presenting information for themselves and others.
- M2.2 Students select and use suitable equipment and techniques for manipulating and processing materials.

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 core 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.

Phase 1 — Tuning in to life in Australia

Core learning outcomes emphasis: TCC 2.1, PS 2.4, CI 2.3, CI 2.5

Students share and appreciate diverse ideas and opinions about what it means to be 'Australian'.

Activities	Assessment opportunities
<ul style="list-style-type: none"> • Discuss the term 'home', ensuring that students understand the difference between the concepts of 'house' and 'home'. List students' ideas on cardboard strips and assist them to sort and group the responses. Discuss the groups they have made — for example, 'these ideas are to do with the family home/my home town/my home country'. • Discuss ideas about 'Australia as my home'. Ensure cultural diversity is represented in students' responses by encouraging students to talk about their own perceptions of being Australian and/or living in Australia and to consider others' perceptions. • Sing songs and read a variety of poems and stories that depict life in Australia. • Provide a variety of old calendars, travel brochures and magazines. Ask students to cut out images that they think represent life in Australia and pictures of places in Australia. Prepare a large outline map of Australia. Using a simple atlas as a guide, students paste their pictures at appropriate places on the map. Use the completed map to talk about natural features such as oceans and landforms, built features such as housing and transport systems, and social features such as tourist attractions and cultural celebrations. • Encourage students to talk about their journeys and/or journeys they would like to make to places within Australia. Students may write a short description of their journey and add them to the perimeter of map. • Assist students to compare Australian identity at different times by examining posters/prints of paintings that depict the diversity of early and contemporary Australian life. Consider aspects such as what Australians look/ed like; where they live/d; what they do/did; things they have/had in common and things they consider/ed important. If appropriate, organise an excursion to a local art gallery or exhibition to view such art works. • Encourage students to paint their view of life in Australia. Assist students to write captions that describe their images and attach them to their paintings. Organise an exhibition of their artwork and invite school and/or community members to visit it. 	<p>Discussions about aspects of life and culture in Australia may provide evidence of students' demonstrations of TCC 2.1 and/or CI 2.5.</p> <p>Selection of images and their placement on the map of Australia may provide evidence of students' demonstrations of PS 2.4.</p> <p>Locating places on a map of Australia may provide evidence of students' demonstrations of PS 2.4.</p> <p>Discussions about early and contemporary life in Australia may provide evidence of students' demonstrations of TCC 2.1.</p> <p>Paintings may provide evidence of students' demonstrations of CI 2.3 and/or CI 2.5.</p>

Teaching considerations

- *Where I Belong — Writing and Art by Children of the Murray–Darling Basin* (2001) and the chapter titled 'Australia is My Home' in *Australians All!* (Hattenson & Platt 2001) can be used as stimulus materials for discussion about students' perceptions of 'home'.
- To create an enlarged outline map of Australia, project a map onto a wall/screen and then trace around the outline onto a large sheet of paper.
- The section 'We are Australian' in *Australian Readers Discovering Democracy Middle Primary Collection* includes photographs of famous Australian paintings.
- Be sensitive to students who have done limited travelling. Literature such as *Grandma Cadbury's Truckin' Tales* (see 'Support materials and references') can provide vicarious experiences.

Phase 2 — Finding out about Australia

Core learning outcomes emphasis: TCC 2.1, CI 2.3, CI 2.5

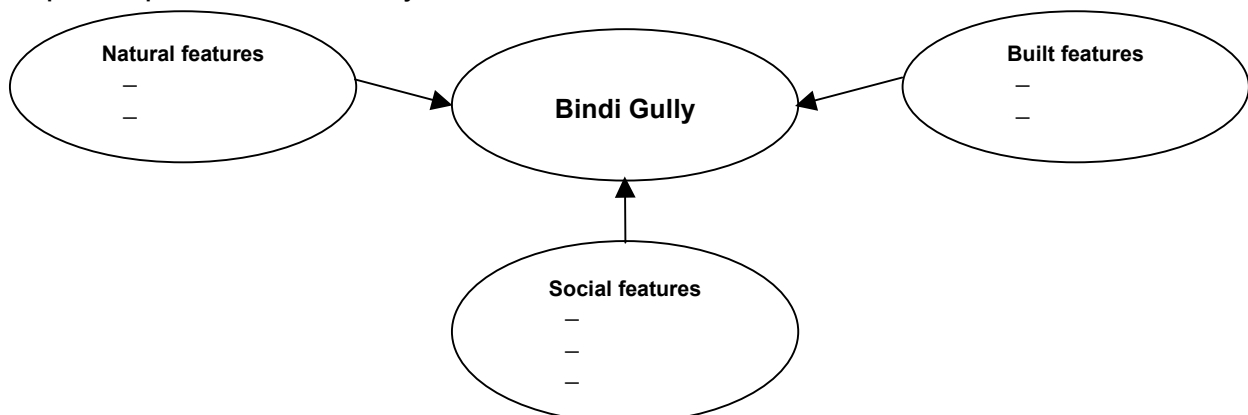
Students explore natural, built and social features to identify aspects of national identity and belonging to groups.

	Activities	Assessment opportunities
<p>Support materials and references</p>	<ul style="list-style-type: none"> • Display a variety of resources (including students' paintings from Phase 1) that show Australian places, symbols, artefacts and/or events from different times — for example, natural and built features such as Uluru, the Great Barrier Reef, Kakadu National Park and the Sydney Harbour Bridge; artefacts such as war veterans' medallions; symbols such as the 'rising sun' and events such as Anzac Day parades. Discuss each resource and encourage students to share and compare their own ideas, thoughts and feelings about the things represented in the resources. Include appreciation of the different ways that places, symbols, artefacts and events are used, participated in and valued by various groups. • Conduct a roleplay journey around Australia. Use relevant texts, posters and souvenirs to roleplay exploration of different places and environments. Students take on role as tourists with their teacher as 'tourist guide'. • Use Australia's official national flag and symbols on the flag such as the Union Jack, Southern Cross and seven-point star to discuss the concepts of 'nation', 'country', 'state' and 'territory'. Explore other flags (states/territories, Torres Strait Islander and Aboriginal) and their meaning (use of symbols such as shapes, objects, colours, flora and fauna). See <i>Footprints ... to Country, Kin and Cultures</i> (Coghill et al. 1997, p. 66) for a Torres Strait Islander flag template. Ask students to design and create their own flag for their country, state, city/town or local community. Provide opportunities for students to explain the meaning of the symbols used in their flag. • Use stimulus materials such as texts, calendars and/or video presentations to investigate Australian celebrations, particularly those that relate to national holidays. 	<p>Oral responses that explain and compare different meanings about artefacts and symbols may provide evidence of students' demonstrations of TCC 2.1.</p> <p>Oral responses and flag designs/creations that identify how symbols reflect identities of different groups may provide evidence of students' demonstrations of CI 2.5.</p> <p>Discussions about celebrations may provide further evidence of students' demonstrations of TCC 2.1, CI 2.3 and/or CI 2.5.</p>

Teaching considerations

- Refer to the *Years 1 to 10 The Arts Syllabus* and the 'Support materials and references' at the back of this module for further information about using roleplays.
- The *Australians All!* big book can be used to aid discussions about Australia. The State Library of Queensland's *Child's Play* website provides an interactive way for students to learn about our national identity and aspects of childhood 100 years ago (see 'Support materials and references'). Be sensitive to the needs of all students when discussing celebrations.

Sample concept web of local community – for Phase 3



Phase 3 — Going further by investigating my local community

Core learning outcomes emphasis: PS 2.4, CI 2.3, CI 2.5

Students develop a sense of civic belonging by investigating natural, built and social features of their local community, such as places of interest, industries, services and organisations and the contributions made by individuals and organisations.

	Activities	Assessment opportunities																				
<p>Refer to the section 'Good Neighbours' in <i>Australian Readers Discovering Democracy Middle Primary Collection</i>. Support materials and references</p>	<ul style="list-style-type: none"> • Read short stories such as <i>The Sheep and the Pig Who Built a House</i> and <i>Everybody had Something</i>. Discuss the following concept: 'We are all members of different communities and communities are made up of different groups of people. People in communities care for and help each other.' • Read the story <i>The Bindi Gully Band</i> in <i>Australians All!</i> and discuss how celebrations brought different groups of people from the community together. With students' participation, brainstorm and list the natural, built and social features of the community that are portrayed in this story such as types of landforms, services and community events. Model use of a concept web to display this information. (See previous page.) • Assist students to create an individual concept web of their local community's natural, built and social features, including events, cultural festivals, environmental campaigns/activities and commemorations such as NAIDOC Week, Australia Day, Queensland Day, ANZAC Day and Clean Up Australia Day. Compare each concept web and assist students to identify the diversity of features within the community. • Invite students to design and create an information guide that would assist visitors to their community. Negotiated responses may include: 	<p>Discussions about participating in communities may provide evidence of students' demonstrations of CI 2.3.</p> <p>Concept webs that display information about a community's identity, events and celebrations and the contributions made by people and organisations may provide evidence of students' demonstrations of CI 2.5.</p> <p>Information guides that reflect local area/community features may provide evidence of students' demonstrations of PS 2.4 and CI 2.5.</p>																				
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Teaching considerations

Footprints ... to Country, Kin and Cultures (Coghill et al. 1997 pp. 19–23) offers information on Aboriginal and Torres Strait Islander achievers and organisations.

Refer to 'Support materials and references' for details about organisations and associated websites.

Phase 4 — Making connections by organising a Day of Celebration

Core learning outcomes emphasis: CI 2.3, CI 2.5

Students work together to plan and organise a class Day of Celebration.

Activities	Assessment opportunities
<ul style="list-style-type: none"> • With students' assistance, negotiate a meaningful focus for a class Day of Celebration, such as: <ul style="list-style-type: none"> – the diversity of cultural heritages within the class — for example, based around an annual event/festival such as The Torres Strait Cultural Festival, Jacaranda Festival, Vietnamese Moon Festival, Samoan Teuila Festival or NAIDOC Week – the geographical location and/or a community industry — for example, harvest time or a prawn festival – a major community event — for example, the rodeo, Winton Poetry Festival, Birdsville Races – acknowledgment of the work and efforts of others – notable achievements of class, school and/or community members — for example, the launch of a new book by a local author. • Discuss how participation in local celebrations and events contributes to a sense of belonging to and identifying with the community. • Encourage students to brainstorm and list things that could be incorporated into the Day of Celebration — for example: <ul style="list-style-type: none"> – a display of students' work on 'being Australian' – informal discussions with guests about their work or roles in the community – refreshments prepared by students. • Enlist help from parents/carers with preparations and ensure all students have purposeful roles before and on the Day of Celebration. • Model how to write invitations and provide a variety of materials and equipment options that students could use to create invitations. • After the event, reflect on aspects such as contributions by individuals, the skills and processes used and how this Day of Celebration contributed to students' sense of belonging to a class, school and/or community group. • Present students with 'congratulations' certificates as a way of acknowledging their participation in the Day of Celebration. • Send/present 'thank you' letters to guests and helpers. 	<p>Participation in the Day of Celebration may provide evidence of students' demonstrations of CI 2.3 and CI 2.5.</p> <p>Reflections on their participation in the Day of Celebration may provide evidence of students' demonstrations of CI 2.3.</p>

Teaching considerations

- Consult relevant references such as *Footprints ... to Country, Kin and Cultures* (Coghill et al. 1997) for further information about cultural events and festivals.
- Refer to the United Nations website (see 'Support materials and references') for information about national and international activities that acknowledge the achievements and efforts of specific groups.

Support materials and references

- The Aussie Outdoors* 1993, Rigby English Middle Primary, Rigby, Vic.
- Bates, D. 1987, *Grandma Cadbury's Truckin' Tales*, Angus & Robertson, North Ryde, NSW.
- Clutterbuck, P. 1997, *Australia Our Country*, Macmillan Education Australia Pty Ltd, South Melbourne, Vic.
- Coghill, L., Ketchell, J., Martin, K. & Price, K. 1997, *Footprints ... to Country, Kin and Cultures*, Curriculum Corporation, Carlton, Vic.
- Cooke, A. 2000, *Kids and Water Marine Reader Series — Fun by the Sea*, The Moffat Group Australia, Ashmore, Qld.
- Grant, J. 2000, *Kids and Water Marine Reader Series — Everyone Likes the Sea*, The Moffat Group Australia, Ashmore, Qld.
- Hampston, J. 1993, *Living in Our Community*, Macmillan Education Australia Pty Ltd, South Melbourne, Vic.
- Hampston, J. 1993, *Living Together*, Macmillan Education Australia Pty Ltd, South Melbourne, Vic.
- Moffat, B. 2000, *Kids and Water Marine Reader Series — Tourists and the Sea*, The Moffat Group Australia, Ashmore, Qld.
- Papunya School 2001, *Papunya School Book of Country and History*, Allen & Unwin, Sydney.
- Queensland Department of Education 1987, *Primary Social Studies Sourcebook Year 3*, Brisbane.
- Where I Belong — Writing and Art by Children of the Murray–Darling Basin* 2001, Murray–Darling Basin Commission and Primary English Teaching Association, NSW.
- Winters, B. 2000, *Kids and Water Marine Reader Series — Be Safe at the Beach*, The Moffat Group Australia, Ashmore, Qld.

Posters

- Landforms of Australia*, Peter Leyden Publishing, Artarmon, NSW.
- Landmarks of Australia*, Peter Leyden Publishing, Artarmon, NSW.
- Life in the Sea*, Peter Leyden Publishing, Artarmon, NSW.

Kits (including audiovisual)

- Commonwealth of Australia 1999, *Discovering Democracy Primary Kit*, Curriculum Corporation, Carlton South, Vic. (*Australian Readers Discovering Democracy Middle Primary Collection* and teachers' guide)
- Hattenson, S. & Platt, R. 2001, *Australians All! Discovering Democracy Australian Readers Lower Primary*, Curriculum Corporation, Carlton South, Vic. (big book and teacher guide)

Websites

(All websites listed were accessed in June 2002.)

ANZAC Day Commemoration Committee Queensland Site. www.anzacday.org.au
Provides information on educational resources, ANZAC Day Commemoration Committee activities and each conflict Australians have served in.

Australian Embassy, Washington DC. www.austemb.org
A useful site for exploring Australian national identity. Includes information about symbols and historical and contemporary events.

Child's Play. www.childsplay.slq.qld.gov.au
An interactive website by the State Library of Queensland that showcases over 1 000 photographs of children and their way of life from the late 19th century.

Clean Up Australia Online www.cleanup.com.au
Provides information about Clean Up Australia Day, Clean Up Australia Foundation and Schools Clean Up activities.

Curriculum Corporation Excellence in Education, Resources and Services.
www.curriculum.edu.au/index.htm
Commonwealth of Australia publisher of the *Access Asia* and *Discovering Democracy* materials as well as Indigenous resources and lesson plans.

Discovering Democracy. www.education.qld.gov.au/tal/ddemo/index.html
Contains sample lesson plans from different Queensland school contexts, resources, professional development activities and updates on the Discovering Democracy Project.

United Nations. www.un.org
Provides user-friendly information on global issues and acknowledges the work and efforts of organisations and groups. Includes resources, curriculum materials and a 'cyber school bus'.

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

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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:

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