

Our neighbours near and far: Asian cultural study

Strand

Time, Continuity and Change
Culture and Identity

Core learning outcomes

Time, Continuity and Change

TCC 2.1 Students explain different meanings about an event, artefact, story or symbol from different times.

Culture and Identity

CI 2.1 Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region.

CI 2.3 Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups.

Purpose and overview

Activities in this module develop students' interest in and knowledge about Asian cultures. Through investigations of aspects of life, students begin to appreciate the similarities and differences between people, societies, environments and cultures in Australia and an Asian country.

Support materials and references

Students interpret, discuss and reflect on a variety of sources, including *Access Asia* materials (Curriculum Corporation 2001), and use these materials to describe similarities and differences between Australia and an Asian country. Through discussions with members of a local community group, and possibly students and teachers in an Asian country, students develop understandings about aspects of contemporary life in an Asian country.

Recording reflections in journals assists students to consider what they have learnt about diverse customs and traditions.

Note: This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules developed for this level.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p>1. Sort out understandings of and find out about life in Australia and an Asian country</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • What do I know about Australia? • What do I know about Asian countries? • What things are the same and different about Australia and an Asian country? • What do I want to find out about an Asian country? • What makes me Australian? 	<ul style="list-style-type: none"> • Assist students to use the KWL strategy (what I <i>know</i>, what I <i>want</i> to find out and what I have <i>learned</i>) to sort initial understandings about Australia and an Asian country. Encourage students to record and discuss their thoughts and ideas in a journal set out in 'KWL' sections. • Ask students to use maps and other reference materials to locate, describe and compare places and geographical features in an Asian country and Australia. • Discuss groups which students belong to, such as sports, hobbies and neighbourhood groups. • Ask students what things make us Australian. List each response on a slip of paper. With students' assistance, model sorting/grouping of these responses into a concept map (see Resource 1). Discuss what contributes to a 'sense of being Australian'. • Students identify and discuss aspects of life that are the same and/or different in Australia and in an Asian country — for example, celebrations, shopping, transport, home life, games, school life, food, family, leisure activities and pets. • Assist students to select an Asian country and an aspect of life for investigation. • Encourage students to reflect on their learning so far and to record their thoughts in their journals. 	<p>CI 2.1 CI 2.3</p>	<p>Record reflections in a journal: Students record their reflections on what they know and what they want to find out about life in Australia and in an Asian country as possible evidence of demonstrations of CI 2.1.</p> <p>Create and discuss concept maps: Students discuss their understandings about things, actions and feelings associated with a range of personal groups to which they belong as possible evidence of demonstrations of CI 2.3.</p> <p>Record reflections in journals: Students record reflections on their learning as possible evidence of demonstrations of CI 2.1.</p>

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Teaching considerations

Take care not to stereotype aspects of Australian or Asian life and to explain that students are studying just one perspective of life in these countries.

Phases	Activities	Core learning outcomes	Assessment opportunities
<p>2. Investigate and compare an aspect of life in Australia and an Asian country</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • What was life like in Australia and an Asian country in the past? • What is life like in Australia and an Asian country today? • What aspects of life in an Asian country are the same and/or different to Australia? <p>This phase links to the Languages Other Than English/The Arts Levels 1 and 2 sourcebook module <i>Anime!</i>.</p>	<ul style="list-style-type: none"> • Arrange for students to talk to other students and/or members of local community groups about life in an Asian country. • Assist students to investigate an aspect of life in Australia and an Asian country. • Assist students to email buddy classes in an Asian country to share ideas about various aspects of their life. Model how to use a Venn diagram to compare this information (see Resource 2). Students then create their own diagrams to collate information about another aspect of life in Australia and an Asian country. • Students use resources such as the <i>Access Asia</i> big books (Curriculum Corporation 2001 — see 'Support materials and references') to research an aspect of life in Australia and an Asian country. They record and present their information (students may elect to work independently or with a friend). • Encourage students to record reflections in their journals about what they have learnt so far about life in Australia and an Asian country. 	<p>TCC 2.1 CI 2.1 CI 2.3</p>	<p>Talk to school/community members about past and present aspects of life in an Asian country as possible evidence of demonstrations of TCC 2.1 and/or CI 2.1.</p> <p>Investigate aspects of life: Students investigate aspects of life in Australia and an Asian country as evidence of demonstrations of CI 2.1 and CI 2.3.</p> <p>Discuss similarities and differences: Students use diagrams to collate information about similarities and differences between life in Australia and an Asian country as evidence of demonstrations of CI 2.1.</p> <p>Research and present reports: Students research, record and present information about Australia and an Asian country as evidence of demonstrations of CI 2.1.</p> <p>Record reflections in journal: Students continue to record reflections about their learning as demonstrations of CI 2.1.</p>

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Phases	Activities	Core learning outcomes	Assessment opportunities
<p>3. Reflect on learning about life in Australia and an Asian country</p> <p>Focus questions:</p> <ul style="list-style-type: none"> • What have I learnt about life in Australia that I did not know before? • What have I learnt about life in an Asian country that I did not know before? • What did I learn from our discussions with school/community members from an Asian country? • What aspects of Asian cultures may be found in our Australian way of life? • What do I still want to find out about life in an Asian country and/or Australia? • How will I find this information? Who can help me to find out? 	<ul style="list-style-type: none"> • Students share and discuss their completed research reports with an audience such as a 'buddy class'. • Encourage students to compare their findings with perspectives presented in videos such as <i>Asia Scope</i> and CD-ROMS such as <i>Asia at a Glance</i> (Curriculum Corporation — see 'Support materials and references'). • Students use the information gathered during their investigations to participate in a typically Australian custom or tradition and a typically Asian custom or tradition. They reflect on how such customs or traditions contribute to a sense of being part of an Australian or Asian culture. • Encourage students to reflect on what they have learnt about aspects of life in Australia and an Asian country and to record their thoughts in their journals. 	<p>TCC 2.1 CI 2.1</p>	<p>Share and compare research findings: Students share and compare research findings as demonstrations of CI 2.1 and TCC 2.1.</p> <p>Record reflections in journals: Students record reflections about their learning in their journals as possible evidence of demonstrations of CI 2.1 and CI 2.3.</p>

Examples of opportunities to gather evidence and make judgments		
<p>TCC 2.1 Students explain different meanings about an event, artefact, story or symbol from different times.</p> <p>Do students:</p> <ul style="list-style-type: none"> • share their ideas and thoughts about aspects of their life? • compare their own and others' perspectives about aspects of life in Australia and in an Asian country? • imagine and discuss how another person may value something (performing the tea ceremony, playing a game such as marbles)? 	<p>CI 2.1 Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region.</p> <p>Do students:</p> <ul style="list-style-type: none"> • use reference materials and personal information to complete diagrams and simple research reports about an aspect of life in Australia and an Asian country? • share their findings about an aspect of life in an Asian country from email discussions and interviews? • describe similarities and differences of aspects of life in Australia and an Asian country? 	<p>CI 2.3 Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups.</p> <p>Do students:</p> <ul style="list-style-type: none"> • identify groups which they belong to? • identify groups other than their own? • discuss similarities and differences between groups? • conclude why people belong to groups? • describe the things, actions and feelings that are associated with personal groups? • engage with their own and others' customs and traditions?

Assessment

The overview table provides examples of opportunities for gathering evidence and making judgments about students' demonstrations of core learning outcomes. When making an on-balance judgment about demonstrations of the learning outcomes, consider the points in the table 'Examples of opportunities to gather evidence and make judgments'. The assessment opportunities provided are neither exhaustive nor mandatory. For further information about making judgments, consult the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* and *Position and Guidelines on Assessment and Reporting for Years 1 to 10* on the Queensland School Curriculum Council website.

As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the 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.

Using this module

This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules developed for this level. This overview allows for modification and substitution of activities within each phase. Each phase should be implemented in the order in which it is presented for sequential development of inquiry processes.

Support materials and references

Studies of Asia: A Statement for Australian Schools (Asia Education Foundation 1994) is a framework for teaching about Asian nations and cultures. It is designed to support and promote studies of Asia across the key learning areas in Australian schools and provides the following explanation in relation to studies of Asian countries:

Geographic definitions of Asia

In Australian schools, studies of Asia are likely to cover the subregions of:

- *north-east Asia, including China, Japan, North Korea, South Korea and Taiwan*
- *south-east Asia, including Indonesia, Burma, Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, the Philippines and Cambodia*
- *south Asia, including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives.*

Some schools include countries of the Middle East, Mongolia and the Russian maritime provinces in their definitions. The Australian Bureau of Statistics includes the countries of the Middle East in its definition and statistics. Other schools extend the definition of Asia to the Asia-Pacific region. (Asia Education Foundation 1994, p. 7)

Background information

Terminology

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

apartment	Indonesia	report
Asia	Internet	represent
Australia	Japan	research
capital city	journal	sign
celebration	Korea	similar
ceremony	language	statue
China	leisure	symbol
comparison	Malaysia	temple
country	map	Thailand
culture	market	town
currency	martial arts	traditional
email	national	Vietnam
environment	orient	village
facts	place of worship	
glossary	population	
greetings	religion	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. For further information about cultural diversity, refer to:

- Education Queensland website for Cultural and Language Diversity in Education and relevant Department of Education Manual (DOEM) policies and guidelines for inclusive curriculum
- Queensland Catholic Education Commission website for Education for a Multicultural Society
- the Brisbane Catholic Education program, Cultural Literacy Across the Curriculum — Support Package.

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:

- begin to appreciate the diversity of peoples, societies, environments and cultures in Australia and Asia
- identify and challenge, with assistance, stereotypical views of Asian peoples and cultures
- begin to develop an awareness of the interdependence and commonality of people worldwide
- begin to consider contributions made to Australian society by Australians of Asian heritage
- demonstrate the benefits of corresponding and exchanging information electronically with students in an Asian country.

Values of social justice and peace

The key value of social justice involves promoting a just society by challenging injustice and valuing diversity. It is based on a belief that all people share a common humanity. When making comparisons between countries, students will become aware of differences in language, culture and the environment. However, they will also learn about what is common — that all cultures have a sense of religion or spirituality; that people in different cultures have a need to understand the world in which they live; have emotions; and have physical similarities.

The key value of peace is reinforced through the promotion of positive relations with others. Activities foster a sense of belonging to local, national and global communities and assist in breaking down barriers of prejudice and misunderstanding. The knowledge of how we are all similar can develop understanding, empathy and unity.

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: *A world full of stories: Stories of diverse cultures*
- Level 2: *Telling stories: Stories and perspectives*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 2: *Our places: Local area and global environments*
- Level 3: *Yesterday's news: Technology and culture*
- Level 3: *Cattle, gold and sugar cane: Working in the past.*

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. Depending on the context for the activities and the resources available, opportunities may be provided to incorporate the following links:

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.

Other core learning outcomes from the strands of Dance, Music and Media may also be relevant in the context of students' research presentations.

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.

Possible links to *Technology*:

- TP 2.1 Students organise knowledge, ideas and data about how needs and wants might be met and use this information when meeting design challenges.
- TP 2.2 Students generate design ideas, acknowledge the design ideas of others and communicate their design ideas using annotated drawings that identify basic design features.
- TP 2.3 Students identify, sequence and follow production procedures to make products of their own design.
- TP 2.4 Students consider initial design ideas with final products and give reasons for similarities and differences.
- I 2.2 Students use simple techniques for accessing and presenting information for themselves and others.

Possible links to *English* (in development):

Reading and viewing:

- develop an awareness of a range of purposes for reading and viewing
- identify and use text types when reading and viewing a range of texts to assist in researching a topic of interest.

Speaking and listening:

- recognise a range of purposes and audiences for spoken language
- consider how to orally present a report on their research of an Asian country
- listen to others' presentations carefully and begin to critically analyse ideas and possible stereotypes about Asian cultures and societies.

Writing and shaping:

- consider purposes of reports
- plan, research and write a simple report that outlines information about an Asian country.

The Years 4 to 10 Languages Other Than English (LOTE) Syllabuses and supporting sourcebook modules may also be appropriate resources to refer to when planning an integrated unit of work using this module — for example:

- Levels 1, 2: *Anime!* (a Languages Other Than English and The Arts module)
- Levels 1, 2: *Konnichi wa! Bonjour! Ciao! Buenos Dias!*
- Levels 1, 2: *Dance around the world.*

Years 1 to 10 Health and Physical Education sourcebook modules that may also be consulted when creating an integrated unit of work using this module include:

- Level 2: *What's special about you and me?*
- Level 2: *School lunches: A world of choice.*

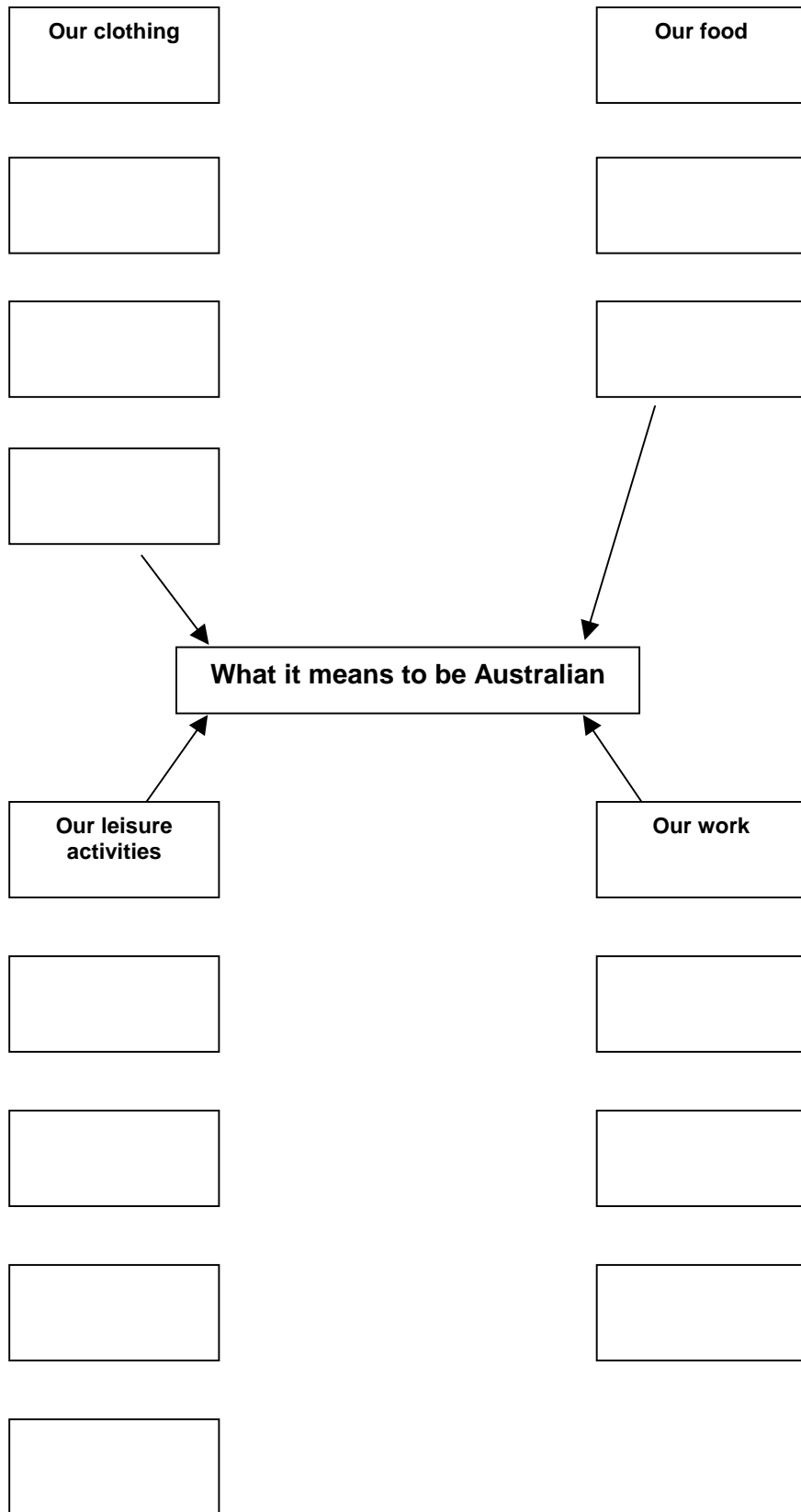
Evaluation of a unit of work

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.

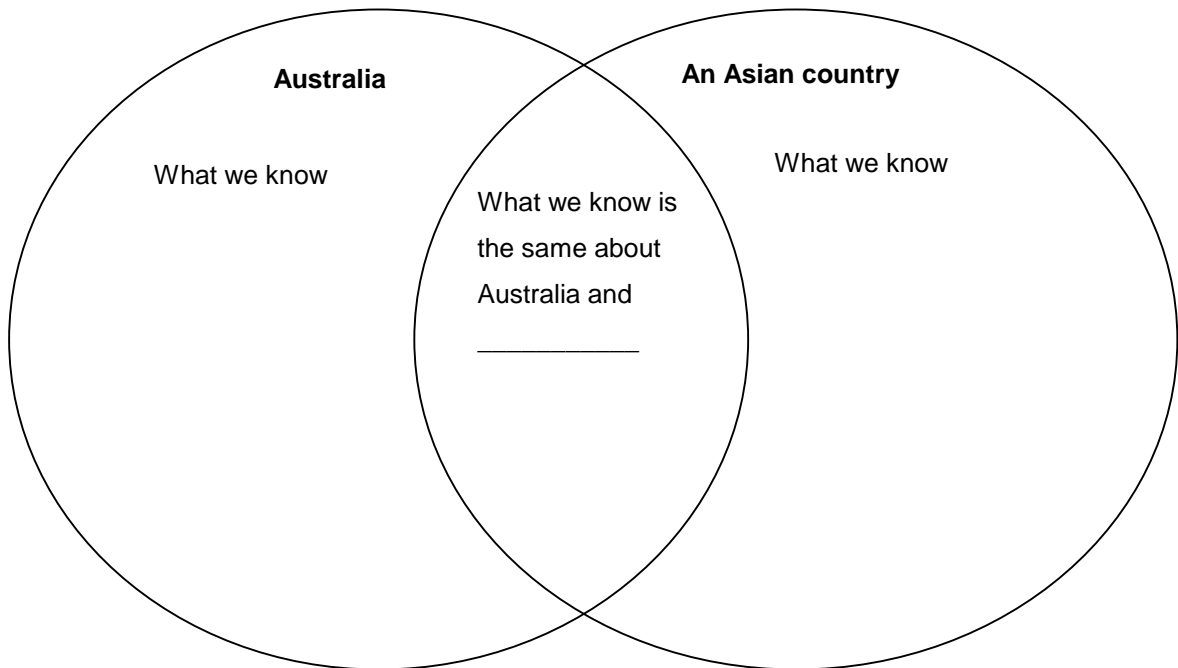
Sample concept map **Resource 1**



Comparative circles about leisure activities

Resource 2

Use two hoola hoops or two lengths of rope or twine to create a Venn diagram as pictured. To model the use of this strategy, scribe students' ideas or ask students to record information and/or images in each segment of the diagram. Information and/or images common to both countries is placed in the intersecting section of the diagram.



Support materials and references

Asia Education Foundation 1994, *Studies of Asia: A Statement for Australian Schools*, 2nd edn, Curriculum Corporation, Carlton South, Vic.

Brewer, W. 1995, *Many Flowers — Folk Stories from Asia*, Access Asia series, Curriculum Corporation, Carlton South, Vic.

Curriculum Corporation 2001, *Access Asia: Primary Teaching and Learning Units*, Carlton South, Vic.

Hillel, M. & Holmes, J. 1995, *Unlocking Ideas: Thinking with Picture Books*, Oxford University Press, South Melbourne.

Kiernan, J. & Reeves, H. 2001, *Asia Counts Primary: Numeracy and Studies of Asia*, Curriculum Corporation, Carlton South, Vic.

Watson, R. 1995, *Our Home*, Curriculum Corporation, Carlton South, Vic.

Kits (including audiovisual)

Asialink Centre, The University of Melbourne & The Myer Foundation 2001, *My Place — Asia Australia Postcards*, Asia Education Foundation, Vic.

Ledger, R. & Ledger, S. 1998, *Snapshots of Asia*, Curriculum Corporation, Carlton South, Vic (big books and teacher guide).

Leyden, P. 1995, *City Life in Japan*, Peter Leyden Publishing, NSW (set of 21 teaching pictures and handbook for teachers and students).

CD-ROM

Curriculum Corporation 2002, *Asia at a Glance*, Carlton South, Vic.

Video

Film Australia 1994, *Asia Scope*, Curriculum Corporation, Linfield, NSW.

Botanical and Japanese gardens contacts

Mt Coot-tha Botanical Gardens
Visitor Services Coordinator
Mt Coot-tha Road
Toowong Qld 4066
Phone: (07) 3403 2535
Email: vsomg@brisbane.qld.gov.au

Rockhampton Botanical Gardens
Spencer Street
Rockhampton
Phone: (07) 4936 8254

Toowoomba Japanese Gardens
University of Southern Queensland
West Street
Toowoomba
Phone: (07) 4631 2161

Websites

(All websites listed were accessed in March 2002.)

ABC Education. www.abc.net.au/schoolstv
Teacher resources for a range of schools programs. Includes curriculum links, ideas for classroom activities and background information on subject matter covered in programs.

Access Asia. www.curriculum.edu.au/accessasia
Provides an in-depth focus on Japan, China, Indonesia, Korea, Thailand and Vietnam.

National Asian Languages and Studies in Australian Schools, *Asia Ednet*.
www.curriculum.edu.au/accessasia/network
Provides online services such as an email-based discussion group, professional development workshop, noticeboard of events and directory of Internet resources to support teaching about Asia.

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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