Walk in my shoes: Cultural study

Strand
Time, Continuity and Change
Culture and Identity

Core learning outcomes

Time, Continuity and Change	**TCC 4.2**	Students illustrate the influence of global trends on the beliefs and values of different groups.
	TCC 4.3	Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
Culture and Identity	**CI 4.1**	Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures.

Purpose and overview

Activities assist students to explore how a variety of religious and spiritual beliefs have influenced the beliefs and values of diverse groups in Australia, past and present.

Students develop knowledge and empathy of the cultural differences that result from varying religious and spiritual beliefs. They examine the values held by diverse groups through time. Students explore and reflect on the similarities and differences between religious beliefs and how these beliefs have influenced and been influenced by society.

Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in to the topic	Students explore religious and spiritual diversity in their local area.	CI 4.1	Students' investigations of religious and spiritual beliefs in the local area and how they contribute to Australia's diverse cultures may provide evidence of demonstrations of CI 4.1. Students' discussions of religious and spiritual stories and identification of the belief/s and associated values they portray may provide evidence of demonstrations of CI 4.1.
2. Exploring the proposed inquiry	Students consider what they already know about religious and spiritual diversity and beliefs in Australia. They decide what they want to find out about contributions made by religious or spiritual individuals or groups.	TCC 4.2 TCC 4.3 CI 4.1	Students record and share 'THINK', 'WINK', 'Link' entries, which may provide evidence of demonstrations of TCC 4.2, TCC 4.3 and/or CI 4.1.
3. Looking for information	Students investigate religious and spiritual beliefs in Australia and consider how they have been influenced by global trends. Students consider how such beliefs contribute to Australia's diverse cultures and explore the contributions religious individuals or groups have made to Australian or global history.	TCC 4.2 TCC 4.3 CI 4.1	Students' graphing and analysis of data about religious affiliation in Australia may provide evidence of demonstrations of TCC 4.2. Students' examination and discussion of media reports about contemporary issues such as religious or spiritual affiliation and/or persecution may provide evidence of demonstrations of TCC 4.2. Students' timelines and discussions of contributions different religious or spiritual groups or individuals have made to Australian and/or global history may provide evidence of demonstrations of TCC 4.3 and CI 4.1.
4. Sorting information	Students clarify their understandings of the contributions religious or spiritual individuals or groups have made to Australian or global history by sorting information from their inquiry.	TCC 4.2 TCC 4.3	Students' investigations into and discussions about the contributions religious and spiritual individuals and groups have made to Australian or global history may provide evidence of demonstrations of TCC 4.2 and/or TCC 4.3.
5. Testing ideas	Students analyse the information they have collected and prepare presentations on the topics they have investigated.	TCC 4.2 TCC 4.3 CI 4.1	Students' presentations may provide evidence of demonstrations of TCC 4.2, TCC 4.3 and CI 4.1.
6. Taking action	Students consider the diversity of religious and spiritual beliefs and explore the tolerance and acceptance of this diversity in Australia.	CI 4.1	Students' discussions of how to influence tolerance and acceptance of the diversity of beliefs may provide evidence of demonstrations of CI 4.1.
7. Reflecting on what has been learnt	Students reflect on their learning by creating a concept map of their progress throughout the investigation and providing comments on each stage.	TCC 4.2 TCC 4.3 CI 4.1	Students' participation in a student–teacher conference using the 'THINK', 'WINK', 'Link' booklets, concept maps or other presentations may provide evidence of demonstrations of TCC 4.2, TCC 4.3 and CI 4.1.

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 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Learning outcomes in the *Years 1 to 10 Studies of Society and Environment Syllabus* at Level 3 and Level 5 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from TCC 3.3 to TCC 4.3 and TCC 5.3 involves increasing sophistication and complexity particularly related to the concept of *people and contributions* and the process of *participating,* though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Using this module

One way of investigating cultural and religious and spiritual diversity is using a phenomenological approach:

Support materials and references

> *… that is, observing and recording the phenomena [the characteristics of religion that include rituals, stories, beliefs, space and time structures, persons and experiences], taking in as much as possible without judging, and then attempting to put together this knowledge as sensitively as possible. It is an approach which attempts to avoid prejudices and work around any possible bias on the part of the student* (Lovat & McGrath (eds) 1999, p. 7).

This phenomenological approach is compatible with the TELSTAR inquiry model used to sequence activities in this module. Firstly, through involvement in and engagement with various phenomena, this inquiry model encourages students to explore and examine values of peace, social justice and the democratic processes of equal rights, freedom and tolerance towards issues associated with cultural and religious diversity, perceptions, values, change and contributions. Secondly, it is highly educationally oriented as the inquiry into the topic is able to be broken into manageable parts. And thirdly, such a model is scientific in that it strives for rigour, impartiality and objectivity.

The emphasis in this module is on critical thinking and an analysis of information to identify possible biases, agendas and underlying assumptions. Some activities aid students' consideration of multiple viewpoints through the exploration of ethical issues from religious, spiritual and cultural perspectives. News articles, video clips, excursions, guest speakers and television programs are useful resources.

A number of activities require clarification of views, values and attitudes related to certain religious or spiritual issues. The following strategies may assist in addressing issues, views, values, attitudes and behaviours in an education context:
– define terms and analyse words and phrases that are emotive or judgmental
– establish what is considered appropriate and what is inappropriate according to a particular point of view (this would need explicit critiquing for students)

- consider possible positive and negative consequences that may arise from proposed solutions for individual people, groups or societies
- identify, apply and assess principles related to contemporary social issues
- investigate and reflect on personal lifestyle behaviours and value systems
- find relevant facts related to social issues
- reflect on personal values, attitudes, ideas and beliefs and how they relate to personal actions.

To enable all students to participate cooperatively and to ensure that they remain on task, use the 'think/pair/share' strategy. Other strategies that assist inquiry include questioning and discussing. A description of useful questioning strategies including 'Who, what, when, where, how and why questions', 'Four-step questions' and 'Strategic questioning', as well as various discussion strategies can be found in the research paper *Inquiry Approaches in Primary Studies of Society and Environment Key Learning Area* available on the Queensland School Curriculum Council website.

Simulation activities may be used in this module to develop an awareness of varying perspectives and feelings arising from specific situations. After involvement in a simulation, it is necessary to debrief to enable students to articulate their ideas and feelings in relation to the role they undertook.

Activities and focus questions within any particular phase may be negotiated with the students according to their interests and selected to meet their needs.

Background information

Terminology

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

Aboriginal people	future	myth
astronomy	gender	Passover
beliefs	global	perspectives
Bible	Hinduism	prayer
Brahma	historical	Qur'an (Koran)
Buddha	holocaust	Ramadan
Buddhism	holy	reincarnation
Christ	Indigenous	religious/religion
Christianity	influences	ritual
colonial	initiation	sacred
contemporary	Islam	scientific
context	issues	Shabbat
creed	Jihad	society
culture	Judaism	spirituality
diversity	karma	sympathy
Dreaming (the)	legend	synagogue
empathy	media	technology
ethical	Moses	Torah
evolution	mosque	Torres Strait Islanders
faith	Muhammad	
feminism	Muslim	

School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Such policies may include:
– workplace health and safety and duty of care (field studies that require supervision outside the school)
– supportive and inclusive school environment (assisting all students to participate equitably in each activity)
– anti-racism and cultural diversity
– religious education
– sun safety during field study activities.

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:
– demonstrate their understanding and awareness of cultural diversity and religious and spiritual freedom in Australia
– understand and appreciate the religious and spiritual diversity within and among groups
– show respect for and consideration of attitudes, values and beliefs that are different to their own
– recognise that everyone has rights and must take responsibility for self and others
– understand and appreciate the importance of inclusiveness
– understand and appreciate that individuals and groups have a variety of perspectives about events, places and phenomena.

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 3: *New horizons: Immigration in Australia*
– Level 3: *Belonging: Group belonging and perceptions*
– Level 4: *What's the case?: Indigenous communities and rapid change*
– Level 5: *Talkin' 'bout my generation: Youth cultures*
– Level 5: *Industrial Revolution: Societies and change*.

Other links include:
Cultural literacy:
– see focus questions that relate to Religious Education and Studies of Society and Environment in *Brisbane Catholic Education Literacy Framework.* The modules *Welcoming Aussies to the Neighbourhood, Rainbow People, In The Beginning or Sharing Our Identities* may also provide relevant links.

Catholic Schools' Religious Education: Draft learning outcomes include:
– *Beliefs: B4.1* Learners examine religious rituals as expressions of belief about human existence.
– *B4.3* Learners investigate the development of religious beliefs, teachings and practices within communities of believers over time.
– *Celebration and Prayer: C4.2* Learners investigate the role of particular spiritualities in shaping social institutions and structures.

− *Morality: M4.2* Learners evaluate the actions of Christians engaged with personal and social moral issues.
− *M4.3* Learners devise practical strategies that incorporate principles of justice and peace.

Other key learning areas

Activities 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 *Health and Physical Education:*
− EPD 4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities.
− EPD 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.
− EPD 4.4 Students demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities.

Possible links to *The Arts:*
− DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays.
− DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.
− DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.
− VA 4.1 Students deconstruct and reconstruct images and objects to manipulate meaning through explorations of elements and additional concepts.
− VA 4.2 Students make and display images and objects, considering purposes and audiences.
− VA 4.3 Students analyse elements and additional concepts evident in images and objects from a variety of cultural and historical contexts.

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 for those students working beyond level expectations
− 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	Tuning in to the topic

Core learning outcomes emphases: CI 4.1

Students explore religious and spiritual diversity in their local area.

Activity 1   Walk about

If possible, take students for a walk around the local area or assist them to use telephone directories and local newspapers to investigate evidence of religious or spiritual diversity in the area. Ask students to report and list their findings and to consider the following or similar questions:

- Who are the traditional owners of this land?
- What places of worship are there?
- Are there other buildings associated with religion, such as church halls, schools, rectories and presbyteries?
- How many different religions are present?
- How many Christian denominations are present?
- Is there a mosque or other Islamic building?
- Is there a Buddhist organisation?
- Is there a synagogue or other Jewish building?
- Is there a Hindu temple or other building?

Discuss the contributions these religious and spiritual groups make to the local community. If possible, and if appropriate, organise for students to visit one or more of the local places of worship and observe a religious ritual. If necessary, model how to use 'fishbone-style' notes or mind maps to assist students to sequence the ritual and label its components. As a class, small group or individual activity, assist students to organise their observations and experiences of the ritual into a Y chart — for example:

What it looks like

Y

What it feels like   What it sounds like
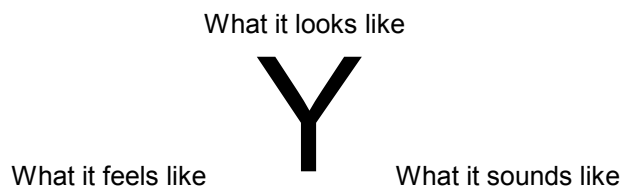
After the walk and during reflective discussions with students, explain that spirituality has always existed in this land, originally among the Indigenous peoples, but that colonisation and immigration brought many diverse cultures, religious and spiritual traditions that now exist together in Australia, ideally without conflict. Conflict may occasionally occur because some people are not always successful in 'stepping into the shoes' of people who are different.

Assessment   Students' investigations of religious and spiritual beliefs in the local area and how they contribute to Australia's diverse cultures may provide evidence of demonstrations of CI 4.1.

Activity 2   I believe, you believe, we believe

Explore the term 'beliefs' through a brainstorming exercise and compose a class definition. Assist students to investigate religious and spiritual beliefs by reading texts, visiting local religious sites and/or talking to invited guests. Create a table of information and discuss the similarities and differences between the religious and spiritual beliefs. Ensure students interact in a sensitive manner, value diversity and respect the beliefs of others.

Activity 3   Tell me a story

Provide a variety of religious and spiritual stories for students to hear, view, read, retell, dramatise and/or illustrate. Alternatively, students may retell the story through drawings. Explore characters, themes and plots.

Ask small groups of students to choose a religious or spiritual story and identify the essential belief/s and associated values that may have originated from the story. If appropriate, assist students to discuss which religious and spiritual traditions share similar beliefs and values.

Assessment   Students' discussions of religious and spiritual stories and identification of the belief/s and associated values they portray may provide evidence of demonstrations of CI 4.1.

Phase 2   Exploring the proposed inquiry

Core learning outcomes emphasis: TCC 4.2, TCC 4.3, CI 4.1

Students consider what they already know about religious and spiritual diversity and beliefs in Australia. They decide what they want to find out about contributions made by religious and spiritual individuals or groups.

Activity 4   THINK, WINK, Link

Explain to students that they will be investigating a range of religious and spiritual beliefs and traditions in Australia and how such beliefs have contributed to Australian society in the past and present. Discuss the following aspects of the investigation:

− features of religious and spiritual belief systems and how they contribute to Australia's diverse cultures
− contributions that religious and spiritual groups have made to Australia in the past and present
− how Australian society and global trends have influenced the religious and spiritual beliefs of Australians in the past and present.

Assist students to create a booklet, folder or scrapbook for their inquiry. Ask them to write a main heading such as 'Religion and spiritual beliefs in Australia' on one page and 'THINK', 'WINK' and 'Link' as subheadings on different pages. Invite students to make notes on the appropriate pages:

− What I already know — THINK (**Th**ings **I N**ow **K**now)
− Questions I have about the topic — WINK (**W**hat **I N**eed to **K**now)
− A question from the WINK list to share with the class — Link (**Link** current ideas with what has yet to be learnt through deciding on questions).

This is similar to a KWL activity. Students may need assistance to form questions for the 'WINK' page. Assist students to brainstorm and record what they think they will need to know. Ask them to group and label their questions into key questions and sub-questions.

Encourage students to use brainstorming, grouping and labelling and participation in games such as 'What is my question?' to complete their entries. Explain that they will be reviewing their entries as they progress through the inquiry.

Assessment   Students record and share 'THINK', 'WINK', 'Link' entries, which may provide evidence of demonstrations of TCC 4.2, TCC 4.3 and/or CI 4.1.

Phase 3	Looking for information

Core learning outcomes emphasis: TCC 4.2, TCC 4.3, CI 4.1

Students investigate religious and spiritual beliefs in Australia and consider how they have been influenced by global trends. Students consider how such beliefs contribute to Australia's diverse cultures and explore the contributions religious individuals or groups have made to Australian or global history.

Activity 5	Statistics, statistics

Support materials and references

Teaching considerations
You will need to gather census statistics relating to religious affiliation. Census details and analyses can be found on the Australian Bureau of Statistics' website. The website of the National Centre for Educational Statistics provides excellent advice on assisting students to create graphs.

Assist students to explore data about religious groups in Australia.

Using data from the 1996 or 2001 census, ask students about:
− the percentage of Australians who reported they were Christian, followed each of the other religions listed or claimed to have no religious affiliation
− the names of the religious denominations listed
− the largest Christian denomination.

Assist students to construct a graph to pictorially represent the information.

Assist students to use the data to make comparisons and inferences about religious affiliation in the past and present. As the answering of the question about religious affiliation is optional, discuss the likelihood that this data is not accurate as it may not include data pertaining to Indigenous peoples and rural and remote communities.

Discuss the information gathered and ask students why they think religious affiliation in Australia may have changed. Discuss how current global trends such as immigration may have influenced trends in religious affiliation.

Assessment

Students' graphing and analysis of data about religious affiliation in Australia may provide evidence of demonstrations of TCC 4.2.

Activity 6	Resources round-up

Support materials and references

Teaching considerations
Ensure that a variety of quality resources describing the various religious and spiritual groups within Australia is available and that resources on Indigenous spirituality or religious beliefs and practices are included. These resources may include videos, charts, texts, CD-ROMs, websites and people (see 'Support materials and references').

Using a variety of resources, assist students to begin answering questions generated in the 'THINK', 'WINK', 'Link' activity.

Activity 7	File it

Teaching considerations
This activity provides an opportunity to critically examine the manner in which various issues are portrayed in the media — to determine the 'text behind the text'. Media such as television, movies, documentaries and news reports influence the thinking and behaviour of their audiences. The manner in which religion and spirituality is portrayed in the media is often subject to biases and sensationalism.

Ask students to search newspapers and Internet news sites, listen to the radio and view the television for news of contemporary ethical issues and social and political conflicts.

Facilitate a 'What, Where, When, Why, How' analysis of the items, noting the opinions, involvement and influence of any religious or spiritual groups and individuals. Assist students to file reports electronically or in a large class scrapbook or folder.

List some movies and news stories that have portrayed religious or spiritual groups, individuals or practices and identify whether these have been shown in a positive or negative and stereotypical manner. To assist students to decide, ask them whether they would wish to be affiliated with any of the groups portrayed and to present reasons why or why not. Encourage them to make their decisions based only on how the group is portrayed in the movie or news report. Ask them to step into the 'shoes' of the groups and/or individuals and to consider the 'facts'. Discuss reasons for any biased portrayals.

Support materials and references

Assist students to identify bias, exaggeration or sensationalism in media coverage. (The Department of Education publication *Resources for Studying Ethics in Primary Schools* provides further activity ideas and strategies to use when discussing ethical issues.)

Assessment

Students' examination and discussion of media reports about contemporary issues such as religious or spiritual affiliation and/or persecution may provide evidence of demonstrations of TCC 4.2.

Activity 8   Thank you for that!

Support materials and references

Teaching considerations
Ensure students have access to electronic or printed sources of information about European industrialisation and colonisation. Useful resources include the *Year 5 Social Studies Replacement Units 1 and 2* (Queensland Department of Education 1995) and the *Years 5 and 6 Social Studies Sourcebooks* (Queensland Department of Education 1988). The *Newscast from the Past* videos present events in newscast style.

Ask groups of students to gather information and construct a timeline showing significant contributions different religious or spiritual groups or individuals have made through history. Assist students to search for information about how religious groups have contributed to society in the fields of:
− science and technology
− education
− medicine.

Discuss findings and the contributions made.

Assessment

Students' timelines and discussions of contributions different religious or spiritual groups or individuals have made to Australian and/or global history may provide evidence of demonstrations of TCC 4.3 and CI 4.1.

Phase 4   Sorting information

Core learning outcomes emphasis: TCC 4.2, TCC 4.3

Students clarify their understandings of the contributions religious or spiritual individuals or groups have made to Australian or global history by sorting information from their inquiry.

Activity 9   Now and then

Use the information students have gathered and recorded in their booklets to review the contributions religious and spiritual individuals or groups have made in the past.

Refer to news items and discuss the contributions religious and spiritual individuals or groups are presently making.

Discuss these contributions, including similarities and differences, and the impact they have had on society.

Assessment

Students' investigations into and discussions about the contributions religious and spiritual individuals and groups have made to Australian or global history may provide evidence of demonstrations of TCC 4.2 and/or TCC 4.3.

Phase 5 — Testing ideas

Core learning outcomes emphasis: TCC 4.2, TCC 4.3, CI 4.1

Students analyse the information they have collected and prepare presentations on the topics they have investigated.

Activity 10 — Hot seat

Allow time for groups of students to analyse and synthesise the information they have collected and to plan presentations about how global trends have influenced beliefs and values and the contributions religious and spiritual groups and individuals have made.

Assuming roles as 'experts' (guest speakers), students deliver their presentations.

Ask students to add new information to their 'THINK', 'WINK', 'Link' booklets.

Assessment   Students' presentations may provide evidence of demonstrations of TCC 4.2, TCC 4.3 and CI 4.1.

Phase 6 — Taking action

Core learning outcomes emphasis: CI 4.1

Students consider the diversity of religious and spiritual beliefs and explore the tolerance and acceptance of this diversity in Australia.

Activity 11 — Think it out

Encourage students to self-select ways of representing and describing the attitudes and values displayed by groups and individuals to contemporary situations involving a diversity of religious and spiritual beliefs.

Invite students to suggest ways that religious and spiritual groups and individuals could positively and actively influence tolerance and acceptance of the diversity of beliefs. Ensure students understand that their presentations are to be objective and empathetic, not stereotyped or sensational.

Assessment   Students' discussions of how to influence tolerance and acceptance of the diversity of beliefs may provide evidence of demonstrations of CI 4.1.

Activity 12 — Act it out

As a class, assist students to brainstorm and list things they could do to promote tolerance and acceptance of diversity. Students choose something from the list that they can act upon either individually or as a group/class and create an action plan. Students may report on their participation in their 'THINK', 'WINK', 'Link' booklets.

Phase 7 — Reflecting on what has been learnt

Core learning outcomes emphasis: TCC 4.2, TCC 4.3, CI 4.1

Students reflect on their learning by creating a concept map of their progress throughout the investigation and providing comments on each stage.

Activity 13 — Map it out

Assist students to discuss their investigations of religious and spiritual diversity and its contributions to Australian society by recalling activities they have undertaken. Refer students to their 'THINK', 'WINK', 'Link' booklets.

Ask students to summarise their investigation as a concept map. The concept maps should be sequential and should include the activities they have completed. Comments may be included about what they have learnt and their feelings about, and evaluations of, the activity and their involvement in it. Display individual concept maps for the class to share.

Assessment   Students' participation in a student–teacher conference using the 'THINK', 'WINK', 'Link' booklets, concept maps or other presentations may provide evidence of demonstrations of TCC 4.2, TCC 4.3 and CI 4.1.

Support materials and references

Student references

Bennett, P. 1993, *Special Days,* Wayland, Hove, UK.

Breuilly, E. & Palmer, M. 1999, *Religions of the World*, Collins, London.

Hatherley, S. 1992, *Christian Festivals,* Macmillan Education, South Melbourne.

Mayled, J. 1986, *Religious Topics (Series),* Wayland, Hove, UK.

Mayled, J. 1987, *Festivals (Series),* Wayland, Hove, UK.

Pilling, A. 1997, *Creation: Stories from Around the World,* Walker Books, London.

Steele, P. 1983, *International Picture Library Series: Festivals Around the World,* Macmillan Children's Books, London.

Stewart, M. & Base, G. (ill.) 1988, *Creation Stories,* Macmillan of Australia, South Melbourne.

Various authors 1997, *Festivals of the World (Series),* Times Editions, Singapore.

Teacher references

Bouma, G. (ed.) 1997, *Many Religions, All Australian: Religious Settlement, Identity and Cultural Diversity*, Christian Research Association, Kew, Vic.

Carey, H. 1996, *Believing in Australia: A Cultural History of Religions*, Allen & Unwin, St Leonards, NSW.

Frangenheim, E. 1998, *Reflections on Classroom Thinking Strategies: Practical Strategies to Encourage Thinking in Your Classroom,* Rodin Educational Consultancy, Springwood, Qld.

Goosen, G. 1997, *Religion in Australian Culture: An Anthropological View*, Homebush, NSW.

Hughes, P. 1997 *Religion in Australia: Facts and Figures*, Christian Research Association, Kew, Vic.

Hughes, P. (ed.) *Religious Community Profiles Australia*, Bureau of Immigration, Multicultural and Population Research, Canberra.

Hughes, P. et al. 1995, *Believe it or Not: Australian Spirituality and the Churches in the 90s*, Christian Research Association, Hawthorn, Vic.

Kaldor, P. et al. 1999, *Build My Church: Trends and Possibilities for Australian Churches*, Openbook, Adelaide.

Koszarycz, M. (ed.) 1993, *Peacemakers,* Collins Dove, Melbourne, Vic.

Lovat, T. 1987, *Understanding Religion,* Social Science Press, Wentworth Falls, NSW.

Lovat, T. 1995, *Teaching and Learning Religion: A Phenomenological Approach,* Social Science Press, Wentworth Falls, NSW.

Lovat, T. & McGrath, J. (eds) 1999, *New Studies in Religion*, Social Science Press, Katoomba, NSW.

Pattel-Gray, A. (ed.) 1996, *Aboriginal Spirituality: Past, Present, Future,* HarperCollins, Blackburn, Vic.

Queensland Department of Education 1988, *Year 6 Social Studies Sourcebook*, Brisbane.

Queensland Department of Education 1995, *Year 5 Social Studies Replacement Units 1 & 2*, Brisbane.

Queensland Department of Education 1996, *Resources for Studying Ethics in Primary Schools*, Brisbane.

Rule, P. & Engebretson, K. 2001, *My Story, Our Stories: Religion and Identity in Australia,* 3rd edn Social Science Press, Katoomba, NSW.

Smart, N. 1977, *Background to the Long Search,* BBC, London, UK.

Social Education Association of Australia 1995, *Tolerance: A Resource and Activity Book for Schools*, Parkside, SA.

Worms, E. 1998, *Australian Aboriginal Religions* (2nd English edn), Nelen Yubu Missiological Unit, Kensington, NSW.

Wright, C. 1995, *Key Christian Beliefs,* Lion Educational, Oxford, England.

Kits (including audiovisual)
The following resources are available from the libraries of the Australian Catholic University (See website at www.acu.edu.au/)

Posters

Birth Rites, 1980, Pictorial Charts Educational Trust, London, UK.

Blue Eyed: Training Kit on Discrimination and Prejudice for Use in an Australian Context, 1998, Marcom Projects, Loganholme, Qld (website: Marcom Projects at www.marcom.com.au)

Seventeen Australian Families Kit: A Joint Project by the Curriculum Development Centre (Canberra) and Qantas Airways (Sydney), 1981.

Videos

Islam: The Faith and the People (The Religions of the World Series), 1992, Delphi Productions, Colorado, USA.

Judaism: The Religion of a People (The Religions of the World Series), 1994, Delphi Productions, Colorado, USA.

Newscast from the Past series, 1984–1985, Social Studies School Service, Culver City, California, USA.

Websites
(All websites listed were accessed in April 2002.)

ABC*, Compass.* www.abc.net.au/compass/

Australian Bureau of Statistics. www.abs.gov.au
Provides census statistics and analysis, including trends in religious affiliation.

National Centre for Educational Statistics. www.nces.ed.gov/nceskids/Graphing
Includes information about graphing.

The Eyes of Jane Elliott. www.horizonmag.com/4/jane-elliott.asp
An article on Jane Elliott, the creator of the *Blue eyes Brown Eyes* exercise, used initially to explore the issue of racism and test the myth of white superiority in the USA. The article recounts how the exercise was used with a class of eight-year-old students and the resulting thinking and behaviour among the students as well as within the wider community.

The following websites provide links that are useful for an inquiry into religious traditions, diversity and contributions.

Anglican Church of Australia*.* www.anglican.org.au/

Assemblies of God. http://www.aogaustralia.com.au/index.htm

Buddhism in Australia*.* www.zip.com.au/~lyallg

Catholic Church in Australia*.* www.catholic.org.au/

The Greek Orthodox Archdiocese of Australia*.* http://cygnus.uwa.edu.au/~jgrapsas/pages

Hindu Council of Australia*.* www.hinducouncil.com.au/

Islamic Association of Australia*.* www.irca.org.au/

Judaism in Australia*.* www.join.org.au/

Lutheran Church of Australia*.* www.lca.org.au/

Presbyterian Church of Australia. www.presbyterian.org.au

The Salvation Army in Australia. www.salvos.org.au/

The Uniting Church in Australia. www.uca.org.au/

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

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: