

# Side by Side Teacher Notes

## Tuning in

This section taps into prior knowledge, connects to children's lives and generates interest before reading. It prepares the way for students to explore the theme of intercultural understanding through a values perspective and so get the most out of the story.

### Talk about values

- Work with the class to brainstorm broad ideas about the meaning of 'values', for example things that are important to us, worthwhile, and so on. Develop the discussion by helping students to think about values in terms of their own and other people's actions and emotions. For example, ask: *Think of someone who is your good friend. How do you show your friendship? Why? What do you want your friend to feel about you?* Help students to identify some particular values, using their own words to 'name' the values. Ask questions such as: *What words might describe the action of looking after someone?* Guide students to describe a range of values in this way, for example caring, friendship, respect, responsibility, including other people, being helpful, being honest. Record the values on chart paper as a list or as a mind map, and display for reference.
- Suggest sentence beginnings such as the following and share ideas about how to complete them. *I respect [my mother]. I show that I respect [her] by ... When I do this, [she] feels ... When someone shows respect for me, I feel ... If I think someone doesn't respect me, I feel ...* Adapt to a range of values to help students explore and express the power of their own behaviours and the impact of other people's behaviours on them.
- Help students to relate values to their experiences of starting school. For example, ask: *How did you feel on the first day? What did people do to make sure that you felt welcome? ... to get to know you? ... to make you feel included? What values did they show through their actions towards you? How can you make a new student feel that he or she is welcome? Why is it important to do this?*

### Connect to community

- As a class, discuss the idea of belonging to a community. (It may be helpful to talk about the school community and then the broader community.) Brainstorm a community's 'ingredients' – things we can see and touch, but also how people feel and how they get along with each other. Ask: *How do we know that we belong to a community?*

*How do we know that we are living in a 'good' community?* Guide students to relate this question to values. For example, ask: *Is it important for people to care for and respect one another? Why? How do we show these values in our actions?* Draw a big Y-chart on the board and work with the class to chart what a 'good community' looks, feels and sounds like.

- Invite students to share their experiences of moving to a new community. (Adapt the discussion to the first day at school if more appropriate for students.) Ask: *What feelings did you have? Why? What was the same/different about the new community compared to the old? How did you and your family get to know your neighbours?* Bring out the idea that a neighbourhood is part of a community.
- Remind students that a variety or diversity of people may belong to a community. Discuss possible aspects of difference, such as backgrounds, experiences, interests and ages. As appropriate for your students, encourage them to consider cultural and language differences as part of this discussion. Ask: *What are the good things that differences bring to a community? What difficulties might differences bring as well? What actions and behaviours help people live together in communities? What actions and behaviours might damage a community? What might happen if people in a community do not understand and demonstrate the values we've talked about?* Work with the class to do a PMI chart (Plus, Minus, Interesting) on these issues.

## Discovering

This section supports shared reading. It includes discussion points for each double-page spread to enhance students' engagement with the narrative while focusing on the values enacted within the story. Read and revisit the text a number of times to explore the points provided.

### Look at the book

- Tell students they are going to read a story about some neighbours in a community. Ask them to look for all the clues they can find about the characters' values and why these values are important.
- Read the title and invite discussion and predictions based on the front cover and title page illustrations. Ask questions such as: *What's the same about the three houses? What's different? What do the pictures tell us about the people*

who live in these houses? Students will note that one family is just moving in. Ask: *If people move to a new neighbourhood, what do they bring with them? What might they miss? What would you miss most if you moved? How could you help someone settle into a new neighbourhood?*

## Share the text

### Pages 2–3

Read the text and allow time for discussion of the illustration. Help students to identify the different characters.

Ask questions such as: *Why do you think the Morellis have invited their neighbours over? What are they 'saying' to the Jirras and Mrs Rana by their actions? How might Mrs Rana feel if she hadn't been invited? How do you think the Jirras are feeling? Why might they appreciate being invited over to share a meal?*

Have students imagine that they are the Jirras, at home after the barbecue, and role-play a family conversation about their first day in the new neighbourhood and the people they have met (for example, their backgrounds and interests, different languages and traditional foods, as well as things that they might all share). They could talk about what they want to learn more about, and what they wonder about.

Ask: *How are you a good neighbour? How do good neighbours act – whether they are new neighbours or have lived near the same people all their lives? What values are expressed through these actions?*

Use discussion of this spread to help students begin an ongoing exploration of aspects of culture, using the story as a springboard. As they discover differences among the characters and homes that relate to culture (such as language, food, clothes, customs), note these on chart paper. Also note values and interests that all the characters share. Encourage students to add ideas as they move on through the book.

### Pages 4–5

Read the text and invite students to talk about what is happening in the different scenes. Then focus discussion on behaviours and values that help us to build friendships. For example, ask: *How do Chris and Raff show that they are interested in getting to know each other and learning about their different backgrounds and experiences? What else on this spread shows caring, trustworthiness, doing your best, responsibility and respect in action?* (For example, the boys show care by helping Mrs Rana; Mrs Jirra is encouraging responsibility when she tells Chris to tie up the dog.) Encourage students to talk about times when they have experienced or shown similar values with friends and/or neighbours. Ask: *What did you do? How did you feel?*

As students discuss values throughout the story, guide them to use their own list or mind map of values from the 'Tuning in' section as a reference, and to add to it as appropriate. Continue to encourage them to name and talk about values in their own words.

### Pages 6–7

Read the text and invite students' reactions to the news that the Morellis are going away. Discuss how the different characters are feeling and why. Ask: *How do Chris and Raff feel? How might the adults feel? What might Nonno be thinking as he observes Chris and Raff? Why might Suzie feel differently to Chris and Raff?* Students may suggest that Mrs Rana or Mr and Mrs Jirra might be pleased for Mrs Morelli but sad at the same time, because they will miss their neighbours. Introduce the idea that caring for others and caring for self sometimes need to be balanced. Discuss other 'good news–bad news' scenarios that challenge us to put care for others first. (For example, congratulating the winner of a race and helping them to celebrate, even though you had hoped to win.)

Ask: *Why did the Morellis invite their neighbours in to tell them the news personally? What values are they putting into action?* (Integrity, respect, responsibility and inclusion could all be valid responses and students may also suggest others.)

### Pages 8–9

Read the text. Ask: *What is Nonno doing/feeling? What is Suzie thinking and feeling? How would you feel if you were Chris and your best friend moved away? How do good friends behave? What values are people showing in this part of the story?* (For example, the open expression of feelings is caring, honest and trusting.) Encourage students to reflect on the news that the community is soon to have a retirement village. Ask: *What does this show about the community's values?* (For example, inclusion; providing care and showing respect for the needs of older community members.)

Reread Mrs Morelli's thought bubble. Ask: *How can people in Banksia Street and the broader community make sure that 'It's a great place to live' stays true? What values will be important? How can people show these values in their behaviours?*

### Pages 10–11

Read the text and encourage discussion of what is happening. Invite students to compare this occasion with the Jirras' first day. Ask: *What might the Jirras remember about the day they moved in? What might the Trans be feeling about being new to the neighbourhood? What might they remember about this day? How do you feel when other people show you that you are welcome? How would you feel if people did not act in a welcoming way? How might you behave towards them?* Invite students to recall their experiences of moving to a new neighbourhood (or school). Ask: *What do you remember?*

*Why are those memories important?* Guide discussion to reinforce the values that underpin the sensitive welcoming of newcomers.

Discuss particular characters or conversations in turn, focusing on what the characters might be thinking, feeling, noticing or hoping. Ask: *What is Chris feeling? Why? Have you ever felt like this?* Have students role-play a conversation that takes place later between Mrs Rana and Chris. Encourage them to explore how she might express empathy and understanding, but also help Chris deal with his negative feelings, be more positive about getting to know his new neighbours and do his best to understand the needs and feelings of others.

### Pages 12–13

Read the text. As students talk about the illustrations, revisit some of the discussion points used when talking about Chris and Raff on pages 4–5. Highlight behaviours and values that underpin friendship. Also reinforce the idea that helping is one way of showing care. Ask: *How do we see helping on these pages?* Explain that helping people from other cultures to learn English is one important way of showing understanding, tolerance and inclusion.

Ensure that students notice the cultural theme of the girls' school project. Ask them what Lin and Suzie might include in their project, and why.

Ask: *How might Suzie and Lin's different cultural backgrounds affect their friendship? If they learn about each other's cultures, will that strengthen their friendship? Why? What values might the girls' friendship help them to develop?* (Suggestions could include understanding and tolerance; respect for different viewpoints; doing your best.) Ask: *What values do they learn from their families? What values and interests do they share that go across cultures?*

Have students discuss what signs of change they can see on this spread. Ask: *Have Chris's feelings towards the Trans changed? How does he show this and why might he have changed? Are there any clues that there have been changes in the community?* Ensure students notice the tree-planting project. Ask: *What does this project show about the community and what it values?*

Go beyond the picture and ask: *How might Chris feel when he sees the friendship developing between Lin and Suzie? Should the girls try to include him more? Do you think he included Suzie when he and Raff were becoming good friends? Does that matter? Can we include everybody all the time? Should we? Why? Why not?*

### Pages 14–15

Read the first paragraph and invite students' responses. Ask: *How do you think the Morellis will feel when they come back to the neighbourhood? What changes will they find? Will they still feel that it is a great place? Why?* Encourage students to

refer to details in this illustration as they talk about what the community is like and the values that are 'lived' by people in the community.

Read on and discuss the additional news about Mrs Rana. Ask: *Why do you think the neighbours are going to organise a party? What are they 'telling' Mrs Rana by their actions? Why do they want a street party rather than a barbecue at one family's house?* Have students role-play one of Mrs Rana's neighbours, saying why the party is important: *'We want Mrs Rana to know ... / to feel ... This is important because ...'* Continue to encourage students to relate actions and feelings to underpinning values.

### Pages 16–17

Students may enjoy talking about the illustration before you read the text and speech bubbles. Welcome spontaneous responses.

Build on the discussion from the previous spread regarding the significance of the party. Ask: *How do you think Mrs Rana is feeling? When you contribute to a celebration for another person, how do you feel? What values do you show you hold?* Invite students to share their own experiences of special celebrations and why they were important. Include celebrations in a school or broader community, such as Australia Day barbecues. Discuss how these community celebrations help to promote and reinforce shared values.

### Pages 18–19

Read the text and invite students' reactions to the surprise announcement. Ask: *Is this a happy ending for the story? Why?* As students discuss this spread, also encourage them to refer to earlier parts of the story. Ask: *What has changed in Banksia Street and the broader community? What has stayed the same? How and why have the strong relationships between the characters developed? Do you think that Mrs Rana still feels included? Why?* Encourage students to explain in their own words why Mrs Rana says 'This is the best neighbourhood!'

Draw attention to the gift basket that Suzie and Lin are presenting to Mrs Rana. Ask: *Why do the neighbours want to give Mrs Rana something? What would you put in a farewell gift basket for a friend? What values are expressed through giving?* (For example, love, appreciation, generosity, good manners.) Brainstorm what we can 'give' other than gifts, such as our time, help and support, patience, understanding. Encourage students to draw on examples from the story and from their own experiences.

Discuss how giving is different from sharing and have students find examples of each in the story. Also encourage students to explore what giving and sharing have in common. For example, both can help to make connections among people and to show supportiveness and respect.

## Strengthening connections

- Read the text again, encouraging students to read with you.
- Turn through the pages of the book again, inviting the students to talk about characters (their actions and feelings), settings and key events. Also take discussion beyond the text, using background elements in the illustrations as springboards.

For example:

- discuss community values represented by the community noticeboard (page 14); the scene on pages 14–15 also offers an opportunity to discuss the values of freedom and a 'fair go': that Australian citizens are entitled to rights and privileges, and a society where they feel safe and comfortable
  - encourage students to make inferences about Auntie Yen learning English (her reasons for learning it; how her family helps her; barriers she might be encountering, and so on)
  - explore similarities and differences among the families in the story (nuclear vs extended; why Mrs Rana might live alone)
  - explore the clues that hint at family diversity both among groups and within a family (for example, compare the kitchens; the family/personal spaces).
- Guide students to compare the neighbourhood/community in the story to their own experience, and to the ideas recorded in the 'Tuning in' activities.

## Bringing it together

This section provides opportunities for students to draw together and reflect on the ideas and information gathered through their reading and discussion of *Side by Side*.

## Intercultural spotlights

- Guide students to identify different cultures that we become aware of through the story: Indigenous, Anglo-Saxon, Italian, Indian and Vietnamese Australians, and others. Ask: *How do the illustrations help us to learn about the different cultures?* Clarify students' understanding of any text/signs embedded in the illustrations that relate to cultural issues. For example, the reference to traditional owners on page 14 supports students' understanding that Indigenous peoples are the first Australians.
- Ask: *How is culture expressed and lived?* Review the notes that were recorded progressively during shared reading, as students identified aspects of life that may differ among cultures. These could include houses, gardens,

shops, language, family structures, relationships between generations, food, clothes, games, music, art and craft, decorations, beliefs/religion, customs, and relationship to land. Have individual students select different facets of culture and find and discuss examples in the book. Think-pair-share could be an effective approach for this activity. As a whole class, talk about why it is important for people to respect and maintain cultural traditions.

- As appropriate for your students, talk about the customs, practices, languages and traditions of their families and other people they know. Bring together ideas from the book and from students' experience to generate discussion of difference *and* commonality. Ensure that Anglo-Australian traditions that are part of contemporary culture are included in the discussion to help students recognise commonalities.
- Using the project Lin and Suzie are shown working on in the story as a springboard, provide opportunities for students to complete a project about different cultures.
- Help students to produce a classroom display of greetings in other languages (including Indigenous language/s). Have them role-play or act out the body language and physical protocols of these greetings based on advice or instruction from local community members, video or teacher-based research.

## Values spotlights

- Revisit the list of values developed during 'Tuning in'. Select a specific value, such as inclusion, and help students to relate it to the story. Ask: *Where can you find examples of that value in action? How does it make a difference to the people and community in the story?* Students could think-pair-share and/or work as a group to develop concept maps for the different values.
- As a shared writing activity, work with students to write sentences beginning: *The people in Banksia Street ...* (for example, are from different cultures, are friendly, show that they care for each other, help to make people feel welcome, learn from each other). This work could be presented/displayed as a big ideas web, with some student artwork.
- Discuss ways in which neighbours initiate friendships. Ask: *How would you be friendly to newcomers? What actions would you take? What values would these actions show?* Through discussion and role-play, guide students to apply some of these ideas to ways in which they might initiate and maintain friendships.
- Guide students to reflect on the values demonstrated in the story and relate them to their own lives. List the values down the side of a large sheet of paper. Ask: *How could people in our class/school demonstrate these values?*

Have students add words and phrases. They might also take photos of situations or events at school that illustrate the values in action.

- Provide opportunities for students to create and present role-plays or other performances linked to the story and its themes. Students could use different parts of the story as springboards, such as the first day in a new neighbourhood, or the party. Alternatively, they could develop role-plays with a school setting (for example, the experiences of a new student in the playground).

Also encourage students to role-play scenarios involving tension or conflict. For example, Chris confronting Suzie and Lin while they're doing their project, and accusing them of excluding him; Mrs Rana complaining to the Jirras about Pepperoni always chasing her cat; Raff being upset about moving away and arguing with his parents about it.

Allow time after performances for students to reflect on the key ideas explored and what they learned through developing and presenting their work.

## Going further

This section reinforces key understandings developed from Side by Side and provides opportunities for students to apply these understandings in a range of contexts. The suggested activities continue to help students understand the part that values play in our choices and behaviours, appreciate and respond sensitively to differences and commonalities among people, build personal wellbeing, and develop healthy, inclusive relationships.

The activities are not sequential. Select and/or adapt ideas as appropriate for your students.

### All special, all together

These activities help students to explore aspects of their own identity as a basis for appreciating diversity.

#### 'A picture of me'

Arrange to have digital photographs of students taken and downloaded to a computer so that they are available for printing and for multiple uses. Students could take photos of each other, with support from a camera/computer 'buddy'. Explain to students that their photograph will help them to create a 'picture' of themselves and what makes them special. Have them paste or print their picture in the middle of a large piece of paper, with enough room to draw and write around it.

Pose the question: *What makes me special?* As a group,

brainstorm some questions students could think about, such as: *What is my name and why was I called that?* (gender, family name or wider significance, meaning of the name); *How old am I? Where do I live now? Have I lived anywhere else? Where did my parents/caregivers and grandparents grow up? What do I like to do? What am I good at? What is my favourite ...? What other languages (if any) are spoken by people in my family? What am I learning at school?* Students can use drawings and captions, arranged around their photos, to present their ideas about what makes them special. Have them share their work with a partner and in pairs report what they have learned about each other to the class. Display the students' work in the classroom.

#### 'Same and different'

Guide students to identify similarities and differences among themselves. Collate the whole group's ideas on a T-chart with the headings 'All of us in our class' and 'Some of us in our class'. For example, one row may have 'Things we all value' in the first column, and in the second column some dot points showing the *different* things they value. Include the T-chart with the display of children's photos.

Have students 'think-pair-share' on the questions: *Why is it important to value the things that make us special as well as the things we share? What can/do we do to include everyone so that we all know we are valued equally?* (Guide students to consider what we do individually/as a class/across the school.) *How do we behave to show the values of respect, care and compassion, tolerance and inclusion?* Help students to capture their key ideas in writing or captioned drawings and include with the display.

#### 'Other children, other cultures'

The activities can be extended and adapted to include other students/classes within the school and/or other schools with students from different cultural backgrounds. It may also be possible to connect with an overseas school where a language your students are learning is spoken, so that the target language can be used in sharing information and discovering both diversity and commonality. For further suggestions, see the *Building Values Across the Whole School* teaching and learning unit *Everyone is special*.

### Cards that express our values

Revisit the ideas and values relating to welcoming people discussed while exploring *Side by Side*. Present the scenario that a new student is joining the class. Ask: *What things could we do to show we welcome her/him?*

Explain that sometimes people make welcome cards. Have students design welcome cards for a new student. Help them write welcome messages.

Discuss other occasions on which we may wish to give a card to show someone that they are valued, for example a card to say thank you. As a group, brainstorm a list of people in the school community who help (such as assistant teachers, cleaners, the principal, the school-crossing attendant or parent-helpers in the canteen). Students can then work in small groups to make a card to say thank you to one of those people, and to present the card on behalf of the group.

Or instead students could create welcome cards or thank-you cards/letters for any guests who may come to the class or school. They could also send thank-you cards or letters to guides or helpers at any places they visit.

## Guests and visits

Invite visitors to the class who, through sharing their experiences, can help students gain insights into cultural diversity and commonalities. For example, guests could be Indigenous Australians; people from other cultures telling the story of how they were welcomed into their new community, as well as any difficulties encountered; and/or community leaders discussing what they have done in the past to make diverse communities stronger and more harmonious. If appropriate, invite the guest to bring photos or objects from their culture, play music, share a traditional story from their culture, or help students learn some movements of a dance.

Prepare the students to meet the guest. For example, help them learn the guest's name and practise pronouncing it correctly; if possible, teach a greeting in the guest's language; brainstorm what students know about the person's culture and work together to develop a KWL chart, then develop a list of questions for the guest. Students could also use maps or a globe as part of developing some initial understanding about their guest's background. If the guest is an Indigenous Australian, use a map of Aboriginal Australia such as that available online at [www.aboriginaleducation.sa.edu.au/pages/Educators/aboriginalaustralia/?reFlag=1](http://www.aboriginaleducation.sa.edu.au/pages/Educators/aboriginalaustralia/?reFlag=1)

Ensure that students have ample opportunity to reflect on information gained from the guest. For example, they could create a concept map about the guest's life or a Venn diagram to show similarities and differences between their culture and the culture their guest has helped them to learn about. Ask: *What values do we share? Why are these important?*

Arrange for students to visit an immigration museum or local history museum. This is a powerful way of deepening their understanding of how different peoples and cultures have shaped our society over time, and of diversity and commonality among groups of people.

Following discussion of a visit, encourage students to represent their learnings in various ways. For example, they

could make visual displays (2D and/or 3D) from various art materials and use these to support oral presentations. Include their work in exhibits for a school open day.

Note: Victoria's Immigration Museum has a downloadable 'pack' of pre-visit and post-visit activities, which could be adapted to provide a valuable resource to help students get the most out of visits to many different museums and places of cultural interest.

<http://museumvictoria.com.au/ImmigrationMuseum/Education/Education-Kits/Pack-your-bags/>

## Interviews

Lead a discussion about how and what students might learn by speaking to parents or other older family members/friends about their memories and life experiences. Suggest that they could find out about family connections with other cultures in their own lives or going back several generations. These activities can help students to discover other cultures and ways of seeing the world. They might also ask about changes during their lives in Australia – positive and negative. For example, students could ask: *Who was the first member of our family to come to Australia? Why did they come here? What were their first impressions when they arrived?*

Work with the group to develop interview questions as a shared writing activity. Then an interview template can be created as a Word document or pdf, including space for the names of the student and interviewee.

Have students conduct interviews using printouts of the template to guide their questioning. (Younger children may need an 'assistant' to write their interviewee's responses.) Before students carry out an interview at home, provide an opportunity for students to practise by interviewing a teacher or other adult at school.

## Living in our family

To help students discover other cultures and ways of seeing the world through other children's eyes, share texts such as 'Living in our Family in Keshapur, India'. This is a first-person description, including photos, of a 10-year-old boy's life in an Indian village and includes information about family relationships, school, games, beliefs and customs, the environment and the people's relationship to the land. It is available on the following website: [www.asianz.org.nz/education/educatingforasia/ourfamily](http://www.asianz.org.nz/education/educatingforasia/ourfamily)

There are also 'Living in Our Family' texts from other countries. These could be a springboard for students' own projects (within the school, or inter-school/inter-country) using personal experiences as a way of building appreciation of cultural diversity and commonalities.

## Our Values Big Book

Encourage students to make their own Big Book about values. Brainstorm possible approaches. For example, the book could be about their class, the school or the broader community; it could be a book in which each spread expresses and illustrates the students' personal commitment to a particular value; it could be a series of profiles of real people or characters from stories whose lives and actions highlight key values; it could focus on a selected group of key values and have spreads about different cultures, highlighting ways in which these values are shown among diverse groups. It might include a glossary using words and pictures.

Visuals for the whole book could be drawings, diagrams, maps and/or photographs.

There can also be flexibility about how students compile their book or books. For example, different groups in the class might work on a page or spread each. Different classes could each compile a book for a collection of values resources that all students can share. Another possibility is that some students or classes might create an electronic presentation (for example, using PowerPoint) rather than a physical book. Brainstorm ideas for collaboration and ways of ensuring that everyone is included, and that everyone's ideas are valued.

## Celebrations

Involve the class in planning and/or taking part in local Harmony Day and Australia Day activities. Ensure that students have opportunities to explore and articulate why such occasions are important and what values underpin them. For example, they celebrate diversity and promote strong inclusive communities.

Students could also help to organise a celebration of the school as a community. Discuss aims, for example to highlight that people of differing abilities and backgrounds are valued equally, that students of different ages show respect for one another, and so on. Ask: *How can we celebrate the features of our school community that we want to highlight? What activities should/could we include? What displays should we have? Who should be involved?* The event might include music, dance, drama, sport, art and craft, and special foods – with a number of displays and presentations reflecting the students' understanding and appreciation of cultural diversity. Talk about the importance of including an acknowledgement of the traditional owners of the land.

## A world of stories

There are many excellent resources available to help students explore traditional stories from different cultures, for example *Many Flowers* compiled by Warren Brewer and available from Curriculum Corporation. This collection of traditional folktales includes stories that describe and depict the landscape, the

lifestyles, work patterns, and social structure in traditional Asian societies. The stories have also been chosen for their capacity to relate to children's own feelings, values and experiences. Suggested teaching strategies with individual and classroom activities are included to build on the stimulus of the stories.

## Digital resources from The Le@rning Federation

The following audiovisual texts are rich resources for helping children explore intercultural understanding and the nature of socially inclusive communities through a values perspective. Refer to the online descriptions of the content and educational value for more detail. This material will help you to tailor before-viewing and after-viewing questions and activities appropriate for your students.

To find out how to access The Le@rning Federation content go to: [www.thelearningfederation.edu.au](http://www.thelearningfederation.edu.au)

### ***Uncle Henry (R6753)***

This animated short film (from the children's television series 'Lift Off') is about an Indigenous boy from the city visiting his uncle in the country. Johnno is respecting his mother's wishes by going but is somewhat reluctant. The film shows his potential for growth from new experiences, his welcome into the unfamiliar environment by his extended family and the sense of community he experiences with them. Encourage students to discuss Johnno's behaviours, attitudes and feelings at different stages of the story, and how and why these change. Students could create a story map to show key ideas from the film.

### ***Indigenous children collect body paint (R6742)***

This film clip shows Indigenous boys and girls of the Yolngu culture on the seashore, collecting different coloured rocks to use in the preparation of ochres used for body painting. Music accompanies the clip, which ends with a scene of dancing as older people play the didgeridoo and clap sticks. Ensure that a tuning-in stage prior to viewing this clip introduces students to some key ideas regarding the spiritual significance of body painting and ceremony for Indigenous peoples. Online notes accompanying the clip will assist with this. After viewing, encourage children to talk about what we can learn by experiencing cultures that may differ from our own in various ways, and seeing how these cultures are lived. This could add to their understanding of the meaning of values they have discussed. For example, they could think about respect including respect for traditional ways.

### ***'I Think' ... – All Together Now (R6076)***

In the 'I Think' series, we hear the unscripted voices of a highly articulate group of 5- to 9-year-old children discussing a range of issues. Encourage students to not only focus

on what the children say, but also to reflect on the values shown by the children as they listen to each other, share ideas and deal with differing views and opinions. In *All Together Now*, the children discuss the definition of community, the responsibilities of individuals within a community and how individuals and groups help or care for one another. An additional layer of meaning is suggested by the graphics: while we hear the children's voices we see illustrations that draw on Indigenous Australian symbols and colours.

In addition to *All Together Now*, you might also consider using the following 'I Think' discussions: *Clash* (R6072), which focuses on friendship and conflict; and *Threads* (R6075), in which the children discuss human similarities and differences, identity and family connectedness.

## Links to other teaching and learning resources in *Values for Australian Schooling*

### *Building Values Across the Whole School: Primary*

The early years teaching and learning units support the integration of values education across the key learning areas (KLAs) in the school curriculum.

The primary unit *Everyone is special* has been mentioned. (See 'All special, all together'.) You could also use the units *You, me, us* and *Values in the spotlight* in conjunction with *Side by Side*.

- *You, me, us* engages students in a range of activities designed to promote a friendly, inclusive class where everyone feels valued. More broadly, the unit is about values and behaviours that underpin friendship and how individuals within diverse communities develop positive relationships with others. One special focus of the unit is showing that there are a variety of strategies for dealing with conflict.

- *Values in the spotlight* engages students in developing a glossary of meanings associated with values (including what the values mean in terms of behaviours) as well as a Declaration of Values. A major focus is the celebration of students' investigations of values through song, rap, movement and simple plays, as well as Languages other than English activities. The unit highlights opportunities to engage older and younger students in collaborative values-based creative projects, and also promotes students' use of ICT to record their learnings and celebrations.

The unit helps students understand that adopting positive values provides a way to live and work in harmony at school. In this way, it builds a powerful foundation for understanding that our values, and the way they inform our choices and behaviours, are the key to understanding and harmony in the broader context of a culturally diverse society.

### *Supporting Student Wellbeing Through Values Education: A Resource Package, Primary*

#### *Values in Action* modules

*Values in Action* modules support values learning in extracurricular contexts. Each module involves students in projects through which they explore their own and others' decisions and behaviours within a values education framework.

*Places in the Heart* guides students through a process of exploring the significance of 'place' – why certain places have special meaning for individuals and communities because of their environmental, social, cultural or spiritual importance. Students explore how places that are important 'in our heart' can help to define and sustain us, and why it is important for people to take responsibility for caring and maintaining special places. Students put the values they have been exploring into action by becoming involved in caring for a place that is significant for them.

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## Useful references

The following websites provide valuable background for teachers. The resources they provide are not specifically designed for young children but teachers may find some suitable to adapt for use with early years students.

[www.allofus.com.au/gallery.shtml](http://www.allofus.com.au/gallery.shtml)

The 'All of Us' project's online gallery includes an interactive map and wonderful photos of Australians from many different cultural backgrounds.

[www.multiculturalaustralia.edu.au/](http://www.multiculturalaustralia.edu.au/)

Includes lesson ideas and activities on the theme of cultural diversity and intercultural understanding.

[www.ngapartji.org](http://www.ngapartji.org)

The website of the 'Ngapartji Ngapartji' project includes online educational resources about Pitjantjatjara language and culture.

[www.asiaeducation.edu.au](http://www.asiaeducation.edu.au)

The Asia Education Foundation website includes many resources and information for classrooms.