Moduledescription
Module 3 is an optional module within the Professional Learning Program (PLP). It is primarily designed for teachers of students at middle primary levels who are engaging with the recommended digital resources, student activities and teacher advice in World of Values. The module will introduce participants to a number of these resources. It explores the local, national and global dimensions of communities in intercultural and interfaith contexts, with particular reference to Indigenous Australians.

Communities has five sections that provide opportunities for Getting started, Tuning in, Discovering, Bringing it together and Going further.

Explicit values focus
Module 3 explores how intercultural understanding can be developed within the context of the nine Values for Australian Schooling: Fair Go, Freedom, Honesty and Trustworthiness, Respect, Responsibility and Understanding, Tolerance and Inclusion.

Curriculum focus
The module is relevant to the following learning areas, as defined in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008):

- English
- Humanities and Social Sciences (including History and Civics and Citizenship).

Key understandings
Participants will develop an understanding of:

- the range of teaching and learning materials and digital resources assembled to support the development of intercultural understanding within a study of communities
- how individuals move through or encounter a range of linguistically, socially and culturally based communities
- how intercultural communication and understanding requires individuals to recognise and engage with the identity, traditions and beliefs of others.

Essential items
- Module 1: Teaching for intercultural understanding.
- The National Framework and the World of Values resources. Communities (including digital resources, student activities, teacher guide) is one of five themes in World of Values. Go to the Values Education website www.valueseducation.edu.au. Follow the instructions and enter the access key where indicated. It is the same as for previous Values for Australian Schooling resources and has been published in the print versions of those materials and distributed to all school principals. If you require access assistance, please contact Curriculum Corporation (03 9207 9600).
Getting started
Intercultural understanding involves an appreciation of the rights and responsibilities of individuals and cultural groups within Australia and overseas. It embraces the differences and similarities between and within communities and explores how beliefs and values may connect and divide individuals and groups. The student activities include a preliminary task that requires students to explore the concept of communities by brainstorming prior knowledge and feelings in a description wheel.

Reflection
If you are engaging with this module individually or within a collegiate learning activity, use the description wheel to begin thinking about the concept of communities. You should try to identify key words that enable you to come to explore communities as an idea or particular communities with which you may be familiar. You may use illustrations as well as words.

Social interaction
If you are engaged in a collegiate learning activity, individually, or in pairs, use a T-chart to explore positive and negative aspects of communities that enhance or hinder intercultural communication and understanding. Share your T-chart with the wider group in order to discuss and analyse your ideas. A T-chart is used to represent opposing ideas or facts and can encourage creative, critical and analytical thinking.

Digital resources
The digital resources selected to support the theme of Communities are described in Handout 3.1. The digital resources (animations, documentary and feature film clips) were selected to represent different aspects of communities. They include contemporary online resources that examine local, national and global perspectives.

Learning design
Table 3.1 describes how teachers and students can engage with the digital resources.

Table 3.1 Scenarios for learning design

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Teacher accesses the website in a classroom equipped with a data projector or an electronic whiteboard.</td>
<td>Whole-of-class engagement with particular digital resources. Teacher leads with supporting classroom materials and discussion.</td>
</tr>
<tr>
<td>Teacher and students access the website in a school computer lab – either one computer per student or two students to each computer.</td>
<td>Teacher-facilitated activity with students working through the theme Communities at a computer, or working in groups with particular digital resources within a theme.</td>
</tr>
<tr>
<td>Teacher and students access the website in classrooms with computers.</td>
<td>Teacher-facilitated activity with students working either in groups or independently.</td>
</tr>
<tr>
<td>Teacher accesses the website in a school environment to plan classes.</td>
<td>Teachers working independently or collegiately (that is, within and across learning areas) to plan delivery.</td>
</tr>
<tr>
<td>Teacher accesses the website from home to plan classes.</td>
<td>Home computers accessing the website.</td>
</tr>
</tbody>
</table>
Reflection
Reflect on any issues that may arise out of these scenarios. You might like to develop a personal or group SWOT analysis that identifies the strengths, weaknesses, opportunities and threats for each scenario. A SWOT analysis will allow you to audit issues and processes, and so better focus on important issues.

Diagram of a SWOT analysis

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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</thead>
<tbody>
<tr>
<td>Internal factors</td>
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</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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<tbody>
<tr>
<td>External factors</td>
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</tbody>
</table>

Positive

Negative

I Think … – All together now involves a values-neutral discussion about the nature of communities and the responsibilities of individuals within them. In contrast, I Think … – Beneath the skin, and I Think … – Real friends require a sensitive approach to the discussion of similarities and differences within families and the value of friendships. Specific issues are more fully described in the accompanying teacher advice.

For students, the family will be the most basic element that constitutes a community, yet within families there may be similarities and differences based on gender, ethnicity, race and genetic inheritance.

Reflection
View I Think … – Beneath the skin. As you reflect on the ideas contained within the animation, reflect how a discussion of families may allow you to explore with students similarities and differences between families within a community.

Social interaction
An understanding of self is required before you or your students can explore cultural difference. This may require you to evaluate your cultural identity. If you are engaging in a collegiate professional learning activity, interview a fellow participant about their family and its contribution to their identity, and then introduce your partner to the larger group.

Responsibility
View I Think … – All together now and I Think … – Real friends, and the accompanying student activities and teacher advice. Select one clip and then develop a lesson plan appropriate to your curriculum.

Tuning in
Tuning in involves teachers engaging students with key values underpinning the theme of Communities, and enables you to identify students’ prior knowledge, personal experiences, feelings and beliefs.

Three animations can be used to introduce fundamental questions such as: What are communities? What does it mean to belong to communities? What purpose do communities serve?

Each animation features the unscripted voices of a highly articulate group of five-to nine-year-old children discussing the values of communities with which they are familiar.
Standing out

In *Happy Feet*, the community of penguins have much in common. However, Mumble stands out from the other members of his community. When his father sees Mumble dancing, he is embarrassed and says: ‘It just ain’t penguin …’ Discuss with a partner what you think he meant by this.

Share in small groups. Then answer: Is it good that people stand out in the community for being very different or unique? What would happen in communities if no-one stood out for being different or unique?

Now consider the following questions. (i) Do you like to stand out in communities, to be very different or unique? (ii) Is it easy to stand out in communities? Share your personal views with a partner.

As a whole class, discuss what it means to stand out or be unique in a community. Complete the following table.

<table>
<thead>
<tr>
<th>Good things about standing out/being unique</th>
<th>Difficult things about standing out/being unique</th>
<th>Pressures on you to conform or 'be like everyone else'</th>
</tr>
</thead>
</table>

Now think about your responses in relation to the values of tolerance and respect. (i) How are the values of tolerance and respect necessary in diverse communities? (ii) What happens if people in communities do not act from tolerance or respect? (iii) What can communities do to make sure that everyone is tolerated and respected?
The concept of intercultural understanding can have a number of dimensions within families and communities. The values, beliefs and actions of individuals and groups may result from a range of sociocultural factors. Differences within a family, as in *Happy Feet*, may result in potential alienation from both a family and a community.

‘Standing out’ and the other student activities for *Happy Feet: It just ain’t penguin* allow learners to positively address issues relating to individuality and diversity within communities. The activities assume that teachers can support learning that takes account of individual differences within your class. These differences may result from a divergence of values and beliefs.

**Active construction**

You might like to create a values matrix of similarities and differences of your class. Begin by identifying the broad differences that separate students such as age, economic class, religion, gender, ethnicity and race. What does your matrix reveal about the cultural diversity of your class? Does your matrix sufficiently account for cultural identity and diversity?

**Reflection**

Individually or within a small group, reflect on the ‘Standing out’ activity. Then evaluate the extent to which your school’s policies (for example, an anti-bullying policy) and programs (for example, extracurricular activities) support or unintentionally undermine understanding, tolerance and inclusion.

**Thinking locally, thinking globally**

A number of digital resources selected for Discovering deal with Australian Indigenous cultures. *Wirriya: Small boy – School* and *Us deadly mob: Sharing kultcha* can be used to explore the local, national and global dimensions of intercultural understanding.

*Wirriya: Small boy* (CAAMA Productions) is part of a larger TV series that aims to preserve Central Australian Indigenous culture and language. *Wirriya: Small boy – School* shows seven-year-old Ricco Japaljarri Martin and his classmates at an Indigenous Australian community school near Alice Springs. The clip explores how Ricco moves between the different communities to which he belongs: his school community (Alice Springs); his Indigenous community (Warlpiri); his language communities (English and Warlpiri); his skin group (Japaljarri); and the international communities he is learning about (Mexico and Nigeria).

See the following examples of the student activities supporting *Wirriya: Small boy – School*. 

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Circles within circles

The idea of ‘circles within circles’ can show how we belong to small communities such as our family and school, and larger communities such as language groups, cultural groups and the international global community.

As a whole class discuss the following questions.

(i) Would Ricco’s identity change as he moves between community groups? (ii) Would Ricco’s identity change as he shifts from speaking one language to another? (iii) Is a person’s identity influenced by all of the communities he/she belongs to?

Responsibility

You might consider testing your observations about individuals and groups in your class by allowing students to complete the questions and discussion activities above. To what extent are students more diverse than they appeared?

Reflection

Indigenous students may develop intercultural understanding and communication through education about their own and others’ cultures. Reflect on how experiences such as Ricco’s can be used to broaden your own students’ knowledge and understanding, and values and attitudes about cultural difference.

Us deadly mob (Gaia Films 2005) is a short documentary about an Indigenous family of surfers. In Us deadly mob: Sharing kultcha, Amber Mercy, an Indigenous Australian surfer, talks about Indigenous surfing competitions held in South Pacific nations.

Making connections

View Us deadly mob: Sharing kultcha. Consider how your students’ views about girls or about Indigenous students might be challenged by this clip.

Social interaction

If you are undertaking a collegiate professional learning activity, consider a scenario where Us Deadly Mob: Sharing kultcha is used in a middle primary, non-Indigenous, or all boys classroom in a state such as Victoria. Discuss how the clip and any supporting learning activities might be used to explore and/or challenge the students’ stereotypical views about girls and women, or about Indigenous peoples.

Your circles

Now draw the ‘circles within circles’ that represent the small and large communities to which you belong. Share these in small groups.

Discuss the following questions. (iv) Does your identity change as you move between community groups? (v) Does your identity change if you shift from speaking one language to another? (vi) Is a person’s identity influenced by all of the communities he/she belongs to?

Who I am

Now trace your profile on a large sheet of paper. Cut this out. Write on your profile all of the things that create your identity.

Display your ‘identity profile’ for others to see. Read other students’ ‘identity profile.’ Use sticky notes to add something about them to place on their ‘identity profile’.

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Display your ‘identity profile’ for others to see. Read other students’ ‘identity profile.’ Use sticky notes to add something about them to place on their ‘identity profile’.
Bringing it together
The Bringing it together section of Communities allows students to reflect on, and view holistically, values relating to intercultural understanding that they have explored. They encourage students to individually and/or collaboratively reflect on the impact of communities on their own and other people’s lives.

The ‘I used to think’ activity in Bringing it together encourages students to write about how and why their thinking about communities may have changed as a result of viewing the digital resource/s and undertaking the activities. Students are asked to revisit the description wheel they developed while Tuning in to Communities, then to write two paragraphs about what they thought, and what they think now about the theme.

Reflection
Review the description wheel that you developed in the Tuning in section of this learning module. To what extent do you need to modify it?

Responsibility
Use the digital resource/s and activities in Communities with an actual class of students. Select the most interesting paragraph responses to ‘I used to think’ from your class. Develop a brief report, perhaps for a parent newsletter, about your class’s engagement with Communities using the responses to illustrate your students’ growth in intercultural understanding.

Going further
In addition to the animations, documentaries and film clips used to support student learning in Communities, you and your students are also invited to explore a number of Australian learning objects relevant to the theme.

Learning objects have in-built pedagogies (such as choosing the best option) and will support your students’ independent learning in a structured and meaningful way. The following learning objects have been identified as relevant to Communities.

L950 Neighbourhood charter
L1026 Community enterprise: pools, parks and toys
L1023 Group membership: belonging

Reflection
Search these learning objects through your state or territory education portal or via The Le@rning Federation’s Scootle. Review each and recommend one or more to students who have completed all or part of the Communities student activities.

www.scootle.edu.au
## Handout 3.1 Communities: Digital resources at a glance

<table>
<thead>
<tr>
<th>TUNING IN</th>
<th>TEXT</th>
<th>CONTEXT</th>
<th>VALUES SPOTLIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Think … – All together now</td>
<td>A group of 5–9-year-old children discuss and reflect on what it means to be part of a community.</td>
<td>The children are from a regional town that includes Indigenous Australians, which is reflected in the visual images.</td>
<td><strong>All together now</strong> highlights the values of care, respect and tolerance which bring people together to make a community.</td>
</tr>
<tr>
<td><strong>Animation</strong></td>
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<tr>
<td>I Think … – Beneath the skin</td>
<td>A group of 5–9-year-old children discuss the similarities and differences among people in families.</td>
<td>Families are our ‘first’ community. Family communities include cultural backgrounds, continuing generations, siblings and adoptions.</td>
<td><strong>Beneath the skin</strong> highlights that care and compassion, understanding and responsibility are important family values.</td>
</tr>
<tr>
<td><strong>Animation</strong></td>
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<tr>
<td>I Think … – Real friends</td>
<td>A group of 5–9-year-old children discuss the importance of friendship in their lives.</td>
<td>Friends create communities. They involve shared values, and give a feeling of security and togetherness.</td>
<td><strong>Real friends</strong> explores the values of friendliness, loyalty, care and understanding.</td>
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<tr>
<td><strong>Animation</strong></td>
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<tr>
<td>Happy Feet – It just ain’t penguin</td>
<td>A colony or community of emperor penguins wait for their chicks to hatch. When Memphis’s egg breaks open, out comes a dancing chick called Mumble.</td>
<td>Memphis warns his new son that it’s not wise to show ‘un-penguin-like’ behaviour in the community. This clip explores issues about sameness and difference.</td>
<td><strong>It just ain’t penguin</strong> highlights the values of care, responsibility, respect and tolerance.</td>
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<tr>
<td><strong>Film clip</strong></td>
<td></td>
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<tr>
<td>Us deadly mob – Sharing kultcha</td>
<td>Amber Mercy, an Indigenous Australian surfer participates in Indigenous surfing competitions held in South Pacific nations.</td>
<td>The young people at the surfing competitions come from cultures that are the ‘first peoples’, the Indigenous communities of their countries.</td>
<td><strong>Sharing kultcha</strong> highlights the values of friendliness, respect and understanding.</td>
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<tr>
<td><strong>Documentary film clip</strong></td>
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<tr>
<td>Tuning in</td>
<td>Text</td>
<td>Context</td>
<td>Values spotlight</td>
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<tr>
<td>Our park – Park consultations Documentary film clip</td>
<td>People in an inner city community try to solve a problem between some residents and the local council.</td>
<td>Natural spaces are becoming rare in cities. Inner city communities have different ideas about how these spaces should be used.</td>
<td>Park consultations highlights the values of doing your best, cooperation, responsibility and fair go.</td>
</tr>
<tr>
<td>Storm boy – You run like a blackfella Film clip</td>
<td>Fingerbone Bill, an Indigenous Australian, shows Mike, Storm Boy, that hunters have killed pelicans and warns him that a big storm is on its way.</td>
<td>Fingerbone Bill teaches Storm Boy about the values that he and other Indigenous Australians have about caring for the land and for wildlife.</td>
<td>You run like a blackfella highlights the values of understanding, respect and responsibility.</td>
</tr>
<tr>
<td>Last mail from Birdsville: The story of Tom Kruse – Never never country Documentary film clip</td>
<td>Tom Kruse delivered mail to Birdsville since 1936. On his last trip in 1998, residents honoured him for creating a community.</td>
<td>People in remote communities create a sense of community despite the obstacles of distance and isolation.</td>
<td>The story of Tom Kruse highlights how people build a community through the values of responsibility, fair go and doing your best.</td>
</tr>
<tr>
<td>Wirriya: Small boy – School Documentary film clip</td>
<td>Ricco, a 7-year-old Indigenous boy, belongs to his school community, his Indigenous community, his language groups, and his skin group.</td>
<td>Young Indigenous students like Ricco belong to several communities at once. Some children have difficulty moving among different communities but this does not seem to be a problem for Ricco.</td>
<td>Small boy – School highlights the cultural diversity of Australia and the values of tolerance, respect and fair go.</td>
</tr>
<tr>
<td>Food lovers’ guide to Australia – A new life in Australia Documentary film clip</td>
<td>Channa has come to Australia from Sri Lanka. He is a chef and is applying to live in Australia permanently.</td>
<td>Channa came to Australia for safety reasons. After his mother’s death, he returned to Sri Lanka to stay at an ashram, a community for spiritual healing and reflection.</td>
<td>A new life in Australia highlights the values of compassion, understanding, responsibility and doing your best.</td>
</tr>
</tbody>
</table>