Module 5: World of Values – Boundaries

**Module description**

Module 5 is an optional module within the PLP. It is primarily designed for teachers of students at lower secondary 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. Participants are encouraged to explore a range of sociocultural boundaries and the potential impacts, both positive and negative, on individuals and groups.

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

**Explicit values focus**

Boundaries explores how intercultural understanding can be developed within the context of the nine *Values for Australian Schooling*, including Care and Compassion, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect and 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 understandings of:

- the range of learning materials and resources assembled to support the development of intercultural understanding within a study of Boundaries
- the local, national and global boundaries that exist in the lives of individuals and cultural groups
- how students can explore, consider and enact values.

**Essential items**

- Module 1: Teaching for intercultural understanding.
- The *National Framework* and the *World of Values* resources. Boundaries (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](http://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).

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Getting started

Boundaries invites students to consider the following key questions.

What are boundaries? What boundaries exist in your life and in the lives of others? Can boundaries change and, if so, how? What purpose do boundaries serve? In what ways do our values shape the boundaries we live within?

Students are invited to create a mind map and jot down any feelings they may have about boundaries. They can use both words and pictures.

Reflection

Social interaction

Use a reflective journal or a think-pair-share activity to consider the key questions above. After developing your responses, use a concept map to organise and to unpack each question. Reflective journals are useful learning tools. You can use your journal to record, illustrate and/or challenge ideas both within the PLP and the digital resources, student activities and teacher advice that it introduces.

A think-pair-share learning strategy enables learners to first think about their opinions, and then discuss them with another learner. After sharing ideas, a presentation to a group can allow for ideas to be collated and compared.

Digital resources

The digital resources for Boundaries are described in Handout 5.1. The resources (animations, photographs, documentary and feature film clips) were selected to represent different aspects of boundaries. They include historic and contemporary online resources that explore local, national and global perspectives.

Learning design

Table 5.1 identifies how teachers and students can engage with the digital resources.

Table 5.1 Scenarios for learning design

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Teacher accesses the digital resources 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 digital resources and student activities 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 Boundaries at a computer, or working in groups with particular digital resources within the theme.</td>
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<tr>
<td>Teacher and students access the digital resources and student activities in classrooms with computers.</td>
<td>Teacher-facilitated activity with students working either in groups or independently.</td>
</tr>
<tr>
<td>Teacher accesses the digital resources, student activities and teacher advice in a school environment to plan classes.</td>
<td>Teachers working independently or collegiately (that is, within or across learning areas) to plan delivery.</td>
</tr>
<tr>
<td>Teacher accesses the digital resources, student activities and teacher advice from home to plan classes.</td>
<td>Home computers accessing the online resources.</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>Opportunities</td>
<td>Threats</td>
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</tbody>
</table>

Tuning in
Tuning in involves teachers engaging students with key values that underpin the concept of boundaries, and eliciting their prior knowledge, personal experiences, feelings and beliefs.

The digital resources for this level in World of Values include an animation (I Think … – Threads), a photograph (Rally against racism, Melbourne, 1996), and a documentary film clip (Always a visitor: The only Turk at school) that can be used to introduce the potential effect of boundaries on intercultural understanding. Each is described in greater detail in Handout 5.1.

The documentary Always a visitor (Ronin Films 2000) presents the personal journey of a 30-year-old Turkish-Australian Muslim Kuranda Seyit, who grew up in Emu Plains in Western Sydney. In the clip, Kuranda reflects on his cultural isolation in school during the 1970s.

While watching the film clip, you will be purposefully and actively constructing knowledge within your sociocultural context. This will also be the case for students as individuals and groups. Before using Always a visitor: The only Turk at school in a class, you are encouraged to discuss with students how boundaries may exclude people on the basis of cultural difference.

Active construction
View Always a visitor: The only Turk at school. In what ways might the experiences and feelings that Kuranda expresses be familiar to your students?

Social interaction
If you are undertaking a collegiate professional learning activity, discuss how language is used to establish boundaries that include/exclude people on the basis of ethnicity.

Reflection
Reflect on how your students could be encouraged to empathise with Kuranda by examining their own experiences of exclusion, isolation and alienation, and the times when they have taken steps to be accepted by others.

If you would like to compare and contrast the other digital resources to be used as Tuning in activities, complete the following professional learning activity.

View I Think … – Threads and Rally against racism, Melbourne, 1996, and the accompanying student activities and teacher advice. Select and develop a lesson plan appropriate to your curriculum.
Discovering

The remaining seven digital resources explore values, text and context more deeply. Two of these digital resources explore different aspects of boundaries.

*Embracing the enemy: A truce at Gallipoli*

*Embracing the enemy* (ABC, 2005) was originally produced for ABC TV’s *Compass* program. *Embracing the enemy: A truce at Gallipoli* explores the past (that is, the Gallipoli Campaign of World War I) in order to investigate the qualities that both divided and united Australians and Turks until the 1970s. It includes archival photographs and film footage from the Gallipoli campaign and contemporary interviews reflecting on an act of humanity in the midst of war, when soldiers loyal to their countries crossed over the boundaries that had been drawn between them.

**Reflection**

Begin by viewing *Embracing the enemy: A truce at Gallipoli*. The activities encourage students to think about the questions they would ask soldiers about the war and the boundaries that separated them. What kinds of questions do you think students would ask? What kinds of boundaries would you want them to identify?

The student activities that support *Embracing the enemy: A truce at Gallipoli* scaffold intercultural understanding. They ask students to question, empathise, analyse verbal and non-verbal language, extrapolate values and link these values to previous resources. See the following example of an activity.

**Generations of memories**

Recall *Always a visitor: The only Turk at school*. In the clip, Kuranda said that he became annoyed when kids at school blamed him for what happened to their grandfathers at Gallipoli.

Think about the idea of boundaries as long-term values and memories that are passed down through generations. Reflect on how these create barriers between people of different generations.

Create an imaginary dialogue between Kuranda and yourself about this issue. In your dialogue you might discuss how traditions and symbols like the Australian flag and ANZAC Day reinforce the boundaries created by long-term values and memories.

Share this in small groups to see what perspectives you have taken on this issue.
Reflection
If you were to use this activity in the English or Humanities and Social Sciences (including History and Civics and Citizenship) learning area, for what parts of your curriculum or teaching program might it provide support?

Making connections
Students will bring prior knowledge into this learning situation that allows them to construct new knowledge. Which of their experiences might be discussed/highlighted in order for them to recognise the relevance of A truce at Gallipoli to their own lives?

Absolute beginner – A project about kids
Absolute beginner (ABC, 2006) was originally produced for the ABC TV’s Australian Story program. Australiascreen online includes two clips from the documentary on its website. Absolute beginner: A project about kids shows an Australian volunteer, Marg Ward, in China. The clip presents the positive things that can happen when global and cultural boundaries are crossed and people reach out compassionately to help others. Like Embracing the enemy: A truce at Gallipoli, Absolute beginner: A project about kids explores the national and global dimensions of boundaries.

Issues relating to poverty, homelessness and youth alienation require careful handling in the classroom. The clip offers opportunities for you to ground a values discourse about these issues in a non-threatening way that is neither sensationalist nor patronising. More importantly, the activities require students to reach out and develop empathy for the situation in which the street kids of Baoji find themselves. See the following example of an activity.

Breaking boundaries
Marg’s aim was to have the homeless children accepted by the schools in the city and integrated into the communities of the school.

Imagine the outcomes for these children if they can be successfully integrated, or included, into local schools. List these outcomes.

Think about the idea of reaching out to help someone or to improve the lives of other people. What could you do to reach out over boundaries to help others?

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<thead>
<tr>
<th>Person needing help</th>
<th>What I could do to help</th>
</tr>
</thead>
</table>

In small groups, share your plan for reaching out to others. Keep this plan for a later task.

Reflection
‘Integration’ is a value-laden term both in Australia and around the world, as integration may be either inclusive or destructive of cultural identity (for example, language, traditions, customs, beliefs and behaviours). Reflect on the positive and negative aspects of integration.
Social interaction
If you are undertaking a collegiate professional learning activity, focus on the activity relating to homeless children in the community. Is this relevant to your school’s community? Identify local or national resources that could help students develop intercultural understanding about groups affected by equity issues in our society.

From little things big things grow – Singing history
Another of the documentary film clips selected to help students reflect on Boundaries is Blood brothers: From little things big things grow – Singing history from the documentary Blood Brothers: From little things big things grow (NFSA 1993).

The clip shows Kev Carmody, an Indigenous singer and songwriter, explaining how he uses music to tell the missing history of Indigenous Australians. Carmody is shown in a library reflecting on a sketch of the Australian landscape made by an early European settler. The clip also includes footage of Carmody and his band performing his song ‘Thou shalt not steal’.

Bringing it together
The Bringing it together section allows students to reflect on and view holistically values relating to intercultural understanding that are positively or negatively affected by boundaries. They encourage students to individually and/or collaboratively reflect on the impact of boundaries on their lives and the lives of others.

Handout 5.2 is drawn from an activity in the Bringing it together section. It will allow students to reflect on and discuss issues relating to Furco’s definitions of values ‘clarification’, ‘discernment’, ‘incongruity’ and ‘preference/dominance’ (see Module 1: Teaching for intercultural understanding).

Active construction
Complete the student activity in Handout 5.2 to gain an idea of what students are requested to do, and the thinking skills required of them. Was your ranking affected by the digital resources you have viewed in Module 5?

Reflection
Think about the documentary film clips you have viewed in Module 5. Review one or more of these clips to test Furco’s ‘Essential components of values education’.

Social interaction
Reflect on and/or discuss as a group how the clip/s elucidate one or more of Furco’s components.

Going further
The Going further activities involve practical activities that actively engage students with the community.

Removing boundaries asks students to identify a cultural stereotype that they would like to challenge. The selection of stereotypes might need to be mediated by the teacher. Ask students to consider if there are any things they would like to change about the way they relate to others in or outside of their local community.

Responsibility
Use a brainstorming activity to identify a range of cultural stereotypes that would be age-appropriate for your students to discuss. Think about how these would fit into your English or Humanities and Social Sciences teaching program. Reflect on and/or discuss community resources that could support such study.
## Handout 5.1 Boundaries: 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 … – Threads Animation</td>
<td>A group of 5–9-year-old children discuss connections among people – shared values, traditions, customs – that form the boundaries in our lives, boundaries that change and shape us.</td>
<td>The children are from schools where philosophy is taught. Discussion is facilitated to encourage children to interact freely and promote the principles of cooperative learning.</td>
<td><em>I Think … – Threads</em> highlights the values of caring for others, tolerance, understanding and inclusion that connect us to our families and to other people.</td>
</tr>
<tr>
<td>Rally against racism, 1996</td>
<td>A photograph of children taking part in the Rally against racism, December 1996, Melbourne.</td>
<td>Racism creates boundaries among people. The new political party that had been elected to the Australian parliament argued for more limits on who could come to Australia.</td>
<td><em>Rally against racism</em> highlights the values of inclusion and tolerance and the high value placed on freedom and the right to demonstrate and express opinions.</td>
</tr>
<tr>
<td>Always a visitor – The only Turk at school</td>
<td>Kuranda, an Australian born in Turkey, recalls his time at a large school where he was the only Turk.</td>
<td>During the 1970s, many people migrated to Australia. Yet when Kuranda was young, he was isolated at school because he was seen as being different.</td>
<td><em>The only Turk at school</em> highlights the need for the positive values of tolerance, respect, fair go and understanding in order to overcome perceived boundaries.</td>
</tr>
<tr>
<td>Embracing the enemy – A truce at Gallipoli</td>
<td>This film clip shows photographs of Turkish and Allied forces during WWI and interviews about the unofficial truce held on 24 May 1915.</td>
<td>During the unofficial truce, the Turkish and Allied soldiers crossed over boundaries and came together briefly for a shared moment of friendship.</td>
<td><em>A truce at Gallipoli</em> recounts an act of humanity in the midst of war. It highlights the value of compassion the soldiers share despite being on opposite sides of a conflict.</td>
</tr>
<tr>
<td>Blood brothers: From little things big things grow – Singing history</td>
<td>Kev Carmody explains how he uses music to tell the missing history of Indigenous Australians and how they were gradually excluded from the life they had lived for thousands of years.</td>
<td>This film clip highlights the boundaries placed on Indigenous Australians when Australia was colonised. The song 'Thou shalt not steal' addresses the colonisers' hypocrisy.</td>
<td><em>Singing history</em> presents a people dispossessed of their land through a lack of truth and understanding. It suggests that respect and reconciliation are essential for intercultural understanding.</td>
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*World of values*
<table>
<thead>
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<th>Context</th>
<th>Values spotlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolute beginner</td>
<td>Marg Ward has volunteered to work for Medecins Sans Frontieres (MSF) in Baoji, China at a centre for homeless children.</td>
<td>MSF provides essential medical-humanitarian aid, regardless of race, religion, gender or political affiliation and without being dependent on governments. It is staffed by volunteers.</td>
<td><em>A project about kids</em> focuses on the positive things that can happen when people reach out to help others. It highlights the value of compassion and emphasises fair go and respect.</td>
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<tr>
<td>– A project about</td>
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<tr>
<td>kids</td>
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<tr>
<td><strong>Documentary film clip</strong></td>
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<tr>
<td>Temple of dreams</td>
<td>A youth conference was held in Sydney in 2006 to welcome young people from different backgrounds. There is a focus on young Muslim and non-Muslim participants sharing their concerns.</td>
<td>The conference organisers want to cross the boundaries that exist between Muslim and non-Muslim Australians. They seek to find common ground and challenge stereotypes.</td>
<td><em>The youth conference</em> focuses on understanding and tolerance in a diverse community. It highlights how positive action can increase respect and empathy and break down stereotypes.</td>
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<tr>
<td>– The youth conference</td>
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<tr>
<td><strong>Documentary film clip</strong></td>
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<tr>
<td>The Isabellas: The</td>
<td>This film clip explores the experiences of a young Chinese refugee seeking asylum who was placed in the Port Hedland Detention Centre in WA.</td>
<td>The government tries to prevent people arriving in Australia illegally. People who do are put in detention centres while their refugee status is investigated.</td>
<td><em>No clouds in the sky</em> focuses on the values of freedom, inclusion and compassion.</td>
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<td>long march – No</td>
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<tr>
<td>clouds in the sky</td>
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<tr>
<td><strong>Documentary film clip</strong></td>
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<tr>
<td>Bitter herbs and</td>
<td>This shows a re-enactment of a Jewish boy being bullied at primary school in Melbourne just after WWII.</td>
<td>Jewish migrants wanted to maintain their identity by keeping their religion, culture and traditions. However, this made them highly visible and targets of abuse and discrimination.</td>
<td><em>Bullying at school</em> highlights how a lack of the values of tolerance, inclusion and empathy towards cultural difference can result in social and emotional harm.</td>
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<tr>
<td>honey – Bullying at</td>
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<tr>
<td>school</td>
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<tr>
<td><strong>Film clip</strong></td>
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<tr>
<td>Looking for</td>
<td>Josie and her grandmother, Nonna Katia clash over values and culture.</td>
<td>Josie is a second generation Australian teenager from an Italian immigrant family. She stands up against what she considers to be old fashioned and irrelevant boundaries in Australia today.</td>
<td><em>Nonna’s spy ring</em> shows the difficulty of managing different values in cultures. It highlights the need for tolerance and understanding in building respect between the generations.</td>
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<tr>
<td>Alibrandi –</td>
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<tr>
<td>Nonna’s spy ring</td>
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<tr>
<td><strong>Film clip</strong></td>
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Handout 5.2 The importance of boundaries

The importance of boundaries

Read through the nine statements about boundaries provided below. Rank these in importance to you from number 1 to number 9.

In a small group, discuss your rankings and listen to the way that others have ranked the statements. Think about whether you would like to change the rankings you have decided upon, now that you have listened to the views of other students.

- Boundaries need to change so that people’s lives can change.
- Boundaries help people to feel that they belong to different communities.
- People should be free to choose which communities they want to belong to.
- Understanding, tolerance and inclusion are important for a harmonious society.
- People should take responsibility if their actions or words have alienated another person.
- People should show courage and break down the boundaries that exist between them and others.
- People should be able to show their dislike of the boundaries that have been placed upon them.
- Boundaries are necessary so that people know what they should and should not do.
- Boundaries limit people’s freedom.