

UNIT TITLE: Understanding cultural differences - Aboriginal people and their games. **(Integrated unit)**

LENGTH: 5 weeks (1 x 40 min + 1 x 80 min lesson per week)

YEAR: 8

UNIT DESCRIPTION:

This is an integrated unit of work designed to develop an understanding and appreciation of cultural difference. The focus will be the culture of Aboriginal people. Initially, the students explore differences in family structure and the nature of relationships. They will regularly reflect on their own family structure and relationships to identify similarities and differences, and appreciate what each culture may offer.

The practical component of the unit focuses on further developing an understanding and appreciation of Aboriginal culture through participating in traditional Aboriginal games. The main purpose of the games is to encourage fair play and respect for others while also giving the students opportunities to discuss the cultural significance of the games and their role in developing a sense of self. They will also identify game skills that can be transferred or used in other games played in society.

Knowledge and understanding outcomes:

- 4.1 describes and analyses the influences on a sense of self
- 4.3 describes the qualities of positive relationships and strategies to address the abuse of power
- 4.9 describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity

Skills outcomes:

- 4.13 demonstrates cooperation and support of others in social, recreational and other group contexts
- 4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move

CONTENT:

Students learn about:

- a sense of self (4.1)
- types and nature of relationships (4.3)
- caring and respectful relationships (4.3)
- physical activity levels (4.9)
- personal benefits of participation in physical activity (4.9)
- lifelong physical activities (4.10)
- influences on skill development and performance (4.4)

Students learn to:

- explore the influence of the following on a sense of self – (4.1)
- appreciate that a variety of family structures – (4.3)
- explore the influence of family – (4.3)
- identify strategies and behaviours for negotiating caring and respectful relationships - (4.3)
- appreciate the contribution that participation in physical activity makes to the development of interpersonal skills – (4.3)
- participate in a range of physical activities that are traditionally associated with specific groups – (4.9)
- participate in physical activities with cultural significance – (4.10)
- participate in movement activities that demonstrate and reinforce the transfer of skills – (4.4)

Evidence of Learning:

Outcome 4.1

- **Understand that culture has a key role in developing a sense of self**
- **Recognise how culture has contributed to an individual's sense of self**

Outcome 4.3

- *Understand and appreciate that across and within cultures there are a variety of family structures*
- *Understand that families, regardless of their structure, all have a critical role in providing care and support for family members*
- *Understand Aboriginal culture and how it supports caring and respectful relationships*
- *Appreciate that Aboriginal people can learn about and express their culture through physical activity*

Outcome 4.9

- *Understand and apply the skills needed for successful and enjoyable participation in traditional Aboriginal games*
- *Recognise that skills in Aboriginal games can be transferred into other games contexts*
- **Understand the cultural significance of Aboriginal games and how they meet the needs and interests of the individuals in this group**
- **Identify sport and physical activities of cultural significance to themselves**

Theory:

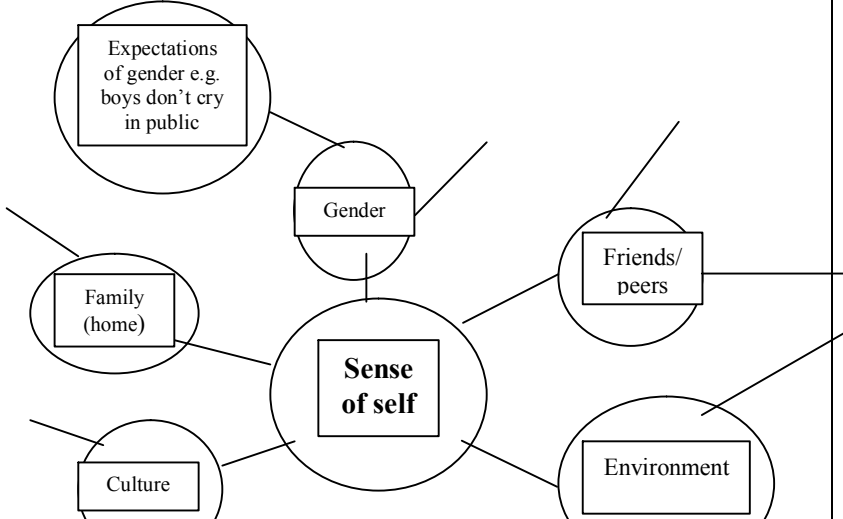
- 1) Developing a sense of self
- 2) Culture: What is it? How does it develop?
- 3) Exploring a culture: Aboriginal culture
- 4) Aboriginal family structure
- 5) Guest speaker: Elder
- 6) Reflection journal

Practical:

- 1) Kee'an
- 2) Koolchee
- 3) Gorri
- 4) Keentan
- 5) Parndo
- 6) Millim Baeyeetch

Note: Teaching considerations are included throughout the teaching and learning sequence. They are denoted by < teacher note >

Syllabus and teaching focus			Teaching and learning sequence	Resources
4.1	Learn about	Learn to	<p>What is the meaning of a sense of self? Explain that as we go through life we develop our sense of self. To be happy and successful in life it is believed that we need to have “a good sense of self.” Discussion Q. What do you think is meant by the term “a sense of self”? A: How a person sees themselves, how a person interacts with others, how a person relates to their culture. That is:</p> <ul style="list-style-type: none"> – who they are – where they come from – who they relate to – what they can do – what they believe and value – how they differ depending upon who they are with and where they are. <p>What is my sense of self? (Exploring my sense of self) Complete the activity sheet, “Understanding who I am”.</p> <p>Ask the students to identify which questions are about:</p> <ul style="list-style-type: none"> • who or what they are like as a person. (This may include personality traits or personal qualities, what they like about being themselves, feelings about different things.) • the people they relate to. (This may include how they would describe themselves as a person, what is important about family or friends, what is important in their relationships, what things they appreciate in people, what things they are uncomfortable with in relationships.) • what they can or can’t do. (This also includes what they would like to be better at, or would like to learn.) • what they believe in and value. (This includes what is important in life including their relationships. These things guide the way they behave. Values might include being caring, being honest, always doing their best, good health, treating people with respect.) 	<p>Active outcomes 1 Worksheet 1.1 R Ruskin and K Proctor, 2005.</p>
	<ul style="list-style-type: none"> • a sense of self <ul style="list-style-type: none"> – defining a sense of self – being the same as and different from others 	<ul style="list-style-type: none"> • explore the influence of the following on a sense of self: <ul style="list-style-type: none"> – who I am – where I come from – who I relate to – what I can do – what I believe and value 		
<p>What do we want students to learn?</p> <ul style="list-style-type: none"> • <i>Understand factors that define our sense of self.</i> • <i>Understand how a sense of self applies to all different cultures.</i> • <i>Explore how individual cultures impact on one’s sense of self in different ways.</i> 				

<p>4.1</p>	<p>Learn about</p> <ul style="list-style-type: none"> • a sense of self – factors that influence a sense of self 	<p>Learn to</p> <ul style="list-style-type: none"> – investigate the changing nature of one's sense of self and how it can be different in various social contexts, eg home, school, with friends – describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages 	<p><Students create their own open-ended questions which will help understand who they are. e.g. What do you like to do in your spare time?</p>	
<p>What do we want students to learn?</p> <ul style="list-style-type: none"> • Understand factors that define our sense of self • Understand how a sense of self applies to all different cultures • Explore how individual cultures impact on ones sense of self in different ways 			<p>What are some of the influences on our sense of self? Brainstorm other influences on our sense of self. For example family (home), friends/peers, teachers (school), culture, gender.</p> <p>Ask the students to work in groups to create a mind map for each of the above areas providing examples of the things which created or shaped the person they are today. For example:</p> <ul style="list-style-type: none"> • where they were brought up • expectations of males and females (environment) • the people around them including family, friends e.g. my parents taught me that you should treat others as you want to be treated. • their general way of life (social) e.g. never speak over the top of someone else. • their cultural background, their shared beliefs, values and customs and traditions, and behaviours (cultural), e.g. learn important occasions in my culture. 	
			<p>Example</p> 	

How can our culture influence our sense of self?

Culture refers to beliefs, values, customs, behaviours, language and material objects that help shape the way we live and behave. The culture of a group or society is learned and passed on from generation to generation.

1. What is Australian 'culture'?
2. Complete Y chart
 - What does it look like?
 - What does it sound like?
 - What does it feel like?
3. How do you know this?
4. Often politicians and leaders make a comment that a particular behaviour is "Not the Australian way". What does this mean? Give examples. What has helped shape this attitude or belief?

Exploring two cultures: Aboriginal culture and Torres Strait Islander culture

<It is important to recognise that Aboriginal culture and Torres Strait Islander culture are two different cultures.>

1. Research traditional cultures, values and beliefs of Aboriginal people and Torres Strait Islander people.
2. What defines their cultures?
3. What types of things/events have impacted on the cultures of Aboriginal and Torres Strait Islander people?

<An important aspect of this section is connection to country – and an indigenous perspective of land and how it is the touchstone of all Indigenous beliefs. Further information about this can be found at the following websites.

http://www.nationalparks.nsw.gov.au/PDFs/illawarra_aboriginal_history.pdf

<http://www.cityofsydney.nsw.gov.au/barani/themes/theme10.htm>

<http://www.crystalinks.com/dreamtime.html>

In Aboriginal culture a sense of self is directly related to land – a good reading for this is Deborah Bird Rose 'Nourishing Terrains'. Any exploring culture unit must have a reference to the importance of land. Land connects families – it connects people and elders are important care-takers of the land with special stories and knowledge about the land and its significance to the local people.

The importance of an oral tradition and culture should be modelled here – story telling, information sharing – the importance of symbols may be included here and students may make a map of their local area and make up their own visual symbols to represent the local configuration of the land. Activities to explore this concept could include:

- *discussion regarding how Aboriginal people relate to the land*
- *find a story about the local area and tell it to the group*
- *write a story about where you live and its significance to you. >*

Discussion

1. What does a 'sense of self' mean to an Aboriginal person?
2. Is this different to what you understand a sense of self to mean for you?
3. What is culture for an Aboriginal person?
4. What role does culture play in developing your 'sense of self'?

Think About - What beliefs, values, customs, behaviours, language and material objects help connect you and your culture?
What examples can you give to demonstrate how your traditions, customs, beliefs or values might influence the decisions you make and how you behave?

Students can start to create their own stories based on the following questions:

- Which area are you from?
- Where were you born?
- Where did you grow up?
- Where do your family members live?
- Do you have a local story that you could tell us about this

		<p>Ask students to think about their family structure and instruct them to map this out in their books. Once they have completed this they need to think about and label what type of family structure their family would be categorised into. Ask students to write down other family structures that they are aware of and create a list.</p> <p>Share the class ideas and create a list of these family structures on the board so that students can add to their current list.</p> <p><i><Some of the family structures may need to be clarified as not all students are aware of how other families run. Teachers may also need to suggest other family structures that are not mentioned.></i></p> <p>Ask the students to work in groups to create a list of the advantages and disadvantages of a specific family structure. Allow time for students to report back on the ideas their group came up with.</p>	
4.3	Learn about	Learn to	<p>Should family structure influence the overall “care and respect” of the family?</p> <p>In pairs students complete a T Chart representing what care and respect Looks Like and Not Look Like. Examples of these might include:</p> <p>Looks Like – provides shelter, love, a sense of belonging, listen attentively to each other when it is important, takes notice of things that are important to them</p> <p>Not Look Like – ‘put downs’ and abusive behaviour, showing little concern about what is important to the other, doesn’t spend quality time with the other person.</p> <p>A general class discuss should reinforce that all families regardless of their family structure can provide the care and respect needed by individuals.</p> <p>Guest Speaker – (teacher would have to arrange for an ‘Elder’ to come to the school. This aspect of the unit will allow students to appreciate Aboriginal culture and analyse what they can learn from this.)</p>
	<ul style="list-style-type: none"> • caring and respectful relationships – qualities of positive relationships – listening and accepting opinions of others – providing and accepting support – appreciating diversity in relationships 	<ul style="list-style-type: none"> • identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people 	

Can contact local Aboriginal Land Council

<table border="1"><tr><td data-bbox="161 165 898 256"><p>What do we want students to learn?</p></td></tr><tr><td data-bbox="161 256 898 882"><ul style="list-style-type: none">• <i>Understand that cultures have different means of showing respect</i>• <i>Appreciating diversity in relationships among different cultures</i></td></tr></table>	<p>What do we want students to learn?</p>	<ul style="list-style-type: none">• <i>Understand that cultures have different means of showing respect</i>• <i>Appreciating diversity in relationships among different cultures</i>	<p>What does a respectful relationship look like in an Aboriginal family/community?</p> <p>Forum – a group of students would be set up to ask questions of the ‘Elder’. Class discussion would be based around what they think they need to ask in order to be able to understand and appreciate how respectful relationships operate in Aboriginal culture.</p> <p>Discuss with the class what can be learnt from the ‘Elder’ model used within Aboriginal culture.</p> <p>Reflective Task – from the guest speaker, students will be asked to write a reflection on their understanding of the role of the ‘Elder’. They will also be required to analyse their own culture. Do you have any person within your culture that plays a similar type of role? How important is this person for you?</p>	
<p>What do we want students to learn?</p>				
<ul style="list-style-type: none">• <i>Understand that cultures have different means of showing respect</i>• <i>Appreciating diversity in relationships among different cultures</i>				

4.9	Learn about	Learn to
	<ul style="list-style-type: none"> • personal benefits of participation in physical activity <ul style="list-style-type: none"> – physical – social – emotional – mental – spiritual 	<ul style="list-style-type: none"> • participate in a range of physical activities that are traditionally associated with specific groups • participate in a range of lifelong physical activities to identify and appreciate potential benefits
4.10	<ul style="list-style-type: none"> • lifelong physical activities <ul style="list-style-type: none"> – physical activities with cultural significance • influences on skill development and performance <ul style="list-style-type: none"> – applying skills across contexts 	<ul style="list-style-type: none"> • participate in physical activities with cultural significance, eg Indigenous dance, ethnic games • participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts

During the practical lessons students will participate in a variety of Aboriginal games. Throughout these games teachers will need to stop play in order to discuss with students the cultural significance of the games. Students will be expected to keep a reflective journal which will be completed after each practical lesson. In this journal students will reflect on the practical components of the lesson and the final discussion using the reflective questions sheet.

Reflective Journal:

Students will receive a copy of these questions so that they can refer to them after each lesson

1. Give a description of the game
2. What is the cultural significant of this game?
3. How might this contribute to enjoyment of the game by Aboriginal people?
4. What did you enjoyed most about this game?
5. From the skills that you used in the game, what skills are similar to those you have used in other games?

- Reflective questions sheet