

UNIT 1

Subject Area: Intercultural Understanding **Year:** 3 **Age:** 5-7 yrs+

Timing: Delivered over 4-6 50 minute sessions.

Unit Objectives: At the end of the unit students will have created their own cultural celebration calendar and discussed as a group which holidays from around the world they could celebrate as a class. They will reflect upon respect for diversity and explore the significance and symbolism of each cultural celebration.

Australian Curriculum Objectives:

Locate and collect information and data from different sources, including observations (ACHASSI053)

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064)

Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan) (ACHASSK065)

Communicating and interacting for health and wellbeing (ACPPS055) (ACPPS056) (ACPPS057). Contributing to healthy and active communities: Instigate and reflect on how valuing diversity positively influences the wellbeing of the community (ACPPS0606)

Sequence information about people's lives and events (ACHASSI055)

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061)

Cross Curriculum Links:

Literacy
Intercultural Understanding
Health Education
Personal and Social Capability
Ethical Understanding
ICT Capabilities

Rationale:

The Ancestry Atlas was designed so there could be a visually compelling way for your students to discover more about one another's diversity. Ernalsteen (2002) found that "students needed to have some prior knowledge of each other" as a vital part of developing Intercultural Understanding ([DEECD 2012](#)).

This unit uses the Ancestry Atlas cultural data as a means for discerning what important days, weeks, events, celebrations and commemorations are unique to your class or school discovered through the cultures, languages and religions represented within the resulting map graphic.

During the lesson students are placed in the role of researcher, discovering more about the holidays or celebrations from one another's culture. You can choose to have students present on their own cultures or one another's culture. The opportunity for a form of peer review is encouraged.

Procedure:

1. Using the Ancestry Atlas list the number of countries and religions present in your class or school
2. List all of the special days or weeks that may be celebrated in your class such as religious observance such as Diwali, Ramadan, Lent or national celebrations from any of the nationalities celebrated such as Bastille Day or Independence Days. This can be done in a variety of ways, from students' own knowledge, asking parents, other teachers and consulting the web. Encourage children to speak with their families as a first line of research and explain the difference between primary and secondary sources of information. Publically acknowledge those students who make this choice.
3. Highlight the days or weeks that are particular to Australia. Consult the **Aboriginal calendar of significant events**, select some or all of the dates and discuss why these days are important. It is advised to make a particular point about the date of Australia day and how this may be a trigger for Aboriginal people.

4. Write each special event on a piece of paper. Divide the pieces of paper between students and have them work in groups to research the dates that these are celebrated/observed to check they have it right. Ask students to also research important symbols associated with these events and record them either through finding online images or sketching them on a piece of paper. Encourage students to use a multimedia search tool like Wikimedia to find images that are licensed for sharing and downloading. See <https://commons.wikimedia.org>.
5. Each student group can create a presentation/poster or artwork about an event or events.
6. Arrange the pieces of paper in sequential order as a class, each student taking turns placing one of the pieces of paper. There is an opportunity here also to discuss that different cultures have varying ideas on when the start of the year such New Year on the western calendar versus Chinese New Year. As a class you can decide when you want the calendar to start. It could even just start with the next date shortly following when the activity is conducted.
7. Based on the information they have, students can create a visual calendar of the events important to their class in either a scrapbook, wall posters, online blog or timeline.
8. Share images on Cultural Infusion's Facebook page or Twitter
9. Copy and remix this lesson with your own ideas and improvements. Share in our Cultural Infusion Teacher exchange

Resources

- Aboriginal calendar of significant events
<https://www.creativespirits.info/aboriginalculture/history/aboriginal-calendar>
- Joko's Splatfest: A mobile device game that guides students through multiple celebrations around the world such as Holi in India and Tomatina in Spain. Includes cultural trivia questions and learning through games.
- Multicultural Calendar: <https://www.rit.edu/diversity/multicultural-calendar>
- Some suggestions for culturally responsive instruction around holidays and observances
<http://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations>
- About Australia Day <https://www.nla.gov.au/digital-classroom/year-3/themes/australia-day>
- Some ideas for exploring diversity in your community <https://www.nla.gov.au/digital-classroom/year-3/themes/diversity>