

<p>Scope and sequence summary (specific subject requirements to appear on scope and sequence)</p>	<p>Duration: 4–6 weeks (approximately 40 lessons)</p>
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<p><i>This unit provides opportunities to integrate Life Skills outcomes and content across a range of K–10 and Years 7–10 syllabuses.</i></p> <p>Outcomes and content have been drawn from:</p> <p>English</p> <p>A range of spoken texts, print texts, visual texts, media, multimedia and digital texts can be used to provide experiences of:</p> <ul style="list-style-type: none"> • a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia • texts written about intercultural experiences <p>Geography</p> <ul style="list-style-type: none"> • LSG6 Changing Australian Communities <p>History</p> <ul style="list-style-type: none"> • Investigating the Past • The Modern World and Australia: The Globalising World – Migration Experiences <p>LOTE</p> <ul style="list-style-type: none"> • Moving Between Cultures <p>Mathematics</p> <ul style="list-style-type: none"> • Strands: Measurement and Geometry; Statistics and Probability • Substrands: Time: Interpreting Time; Data: Organising Data <p>PDHPE</p> <ul style="list-style-type: none"> • Strand 1: Self and Relationships <p>Visual Arts</p> <ul style="list-style-type: none"> • Conceptual strength and meaning 	<p>This unit contributes to the indicative hours across a number of key learning areas.</p> <p>Suggested indicative hours for this unit:</p> <ul style="list-style-type: none"> • English – 12 hours • Geography – 5 hours • History – 9 hours • LOTE – 8 hours • Mathematics – 2 hours • PDHPE – 2 hours • Visual Arts – 2 hours. <p>In addition to the outcomes and content listed, the following key learning areas provide opportunities for further integration of outcomes and content:</p> <ul style="list-style-type: none"> • LOTE – using language to communicate • Food Technology – planning and creating meals.
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Unit overview






Students explore individual identity and identify their cultural heritage. They recognise the diverse cultural backgrounds of a familiar community, such as their class or neighbourhood, and experience some of the traditions of a particular culture. Students identify similarities and differences between cultures and explore what it means to be Australian.

When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students' responses may be communicated through:

- gestures and/or facial expressions
- the use of visual aids or symbols, such as a communication board
- assistive or augmentative technology
- varying degrees of verbal or written expression.






The activities presented may need to be adapted to allow students to respond using their individual communication strategies.







Outcomes	Assessment overview
<p><i>Content has been drawn from the following outcomes:</i></p> <p>English</p> <p>ENLS-2A communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-4A views and responds to a range of visual texts, media and multimedia</p> <p>ENLS-8A writes short texts for everyday purposes</p> <p>ENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of contexts</p> <p>ENLS-16D explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts</p> <p>Geography</p> <p>LS.7 explores the diversity of Australian communities</p> <p>LS.11 uses a variety of strategies to locate and select information</p> <p>LS.12 uses a variety of strategies to organise and communicate information</p> <p>History</p> <p>HTLS-1 recognises personal connections to history</p> <p>HTLS-2 demonstrates an understanding of time and chronology</p> <p>LOTE</p> <p>LS.MBC.1 experiences cultural diversity</p> <p>LS.MBC.2 explores own and other cultures</p> <p>LS.MBC.3 recognises the contribution of different cultures to Australian society</p> <p><i>Links to additional syllabus outcomes include:</i></p> <p>Mathematics</p> <p>MALS-22MG reads and interprets time in a variety of situations</p> <p>MALS-36SP gathers, organises and displays data</p> <p>PDHPE</p> <p>LS.1 recognises the personal characteristics and needs that make them similar to others yet unique</p> <p>Visual Arts</p> <p>LS.8 explores ways to develop ideas in artworks</p>	<p>Evidence of student learning could be gathered through:</p> <ul style="list-style-type: none"> • observation of students' recognition of familiar people and self through portraits • observation of students' communication skills through participation in activities such as identity games, sharing information about themselves, sharing their family object, sharing family stories • completion of activities that demonstrate skills of comparison (eg identifying similarities and differences between portraits and cultures) • composition of texts representing their own and others' identities, such as: <ul style="list-style-type: none"> – collage – portrait – verbal or written descriptions – print or digital scrapbook – coat of arms – recipe/cookbook page • responses to texts about cultural experiences in Australia • demonstration of skills relating to time: <ul style="list-style-type: none"> – maintaining a calendar – creating a personal timeline • collecting, representing and interpreting data, such as: <ul style="list-style-type: none"> – survey, frequency distribution table and graph representing the cultural heritage of the class – reading and interpreting data in relation to their community's profile • demonstration of research skills, including locating, selecting, organising and communicating information, in relation to a particular culture • observation of students' collaboration and interaction skills through: <ul style="list-style-type: none"> – contribution to and participation in class role-play of a cultural celebration – participation in celebrations of our national identity.

Content	Teaching, learning and assessment	Resources
<p>PDHPE</p> <p>Students learn about:</p> <ul style="list-style-type: none"> • what makes people unique <p>Students learn to:</p> <ul style="list-style-type: none"> • identify the strengths, abilities and characteristics that make students within the class group unique, eg physical, social, emotional <p>English</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • respond to questions during an interaction to indicate understanding, eg during class discussions, after listening to a presentation by a guest speaker • use photographs, pictures, symbols and visual aids for a variety of purposes, eg to respond to questions about a movie clip, to indicate sequencing and narrative flow   	<p>Who am I?</p> <p>Students recognise personal characteristics, such as likes, dislikes, hobbies, pets, interests, family members, favourite sports, colours, food and celebrities. This may be in response to guided questions and prompts by the teacher and peers. Activities may include:</p> <ul style="list-style-type: none"> • using visual stimulus to identify personal characteristics • whole class brainstorm/mindmap • selecting from a set of characteristics (either visual images or word bank) to answer questions about themselves. <p>Additional activities</p> <p>Students construct a collage for classroom display to represent themselves, eg likes/dislikes, hobbies, pets, interests, family members, favourite sports, colours, food, celebrities. Individual student participation may include:</p> <ul style="list-style-type: none"> • selecting images from photo albums, magazines, newspapers, etc • arranging chosen images under appropriate headings • describing aspects of the collage to peers in response to questions and prompts • creating a written description of themselves to accompany and explain the collage • making comparisons and noting similarities between their interests and those of peers. 	<p>A range of print and online images, such as:</p> <ul style="list-style-type: none"> • magazines and newspapers • photos and video footage (students' own)
<p>English</p> <p>Engage personally with texts</p> <ul style="list-style-type: none"> • recognise photographs, pictures or symbols as representations of familiar people, objects, venues  <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • construct short texts using visual aids and/or appropriate technology, eg a poster promoting caring for the school environment   	<p>Portraits</p> <p>Students recognise and/or create portraits of themselves.</p> <p><i>Note: Students with mobile devices may use photo apps to take and/or manipulate photographs.</i></p> <p>Students identify or describe their own appearance, using photos or their self-portrait as required. This may be done through:</p> <ul style="list-style-type: none"> • selecting from a set of visual or word prompts that describe aspects of their own appearance 	<p>A variety of artmaking resources and/or software, such as:</p> <ul style="list-style-type: none"> • Paint • Photoshop <p>Apps for creating and manipulating photographs, such as:</p> <ul style="list-style-type: none"> • Instagram












Content	Teaching, learning and assessment	Resources
<p>Visual Arts</p> <p>Students learn about:</p> <ul style="list-style-type: none"> communicating ideas and interests through signs and symbols <p>Students learn to:</p> <ul style="list-style-type: none"> make artworks using images and objects to communicate information: <ul style="list-style-type: none"> people, eg a self-portrait painting with a prized possession 	<ul style="list-style-type: none"> completing a cloze passage description of themselves following a scaffold to write a description of themselves. <p>Additional activities</p> <p>Provide students with a written description of another student in the class. Without knowing who the student is, they create a print or digital portrait based on the written description. Students then guess who each portrait is of.</p> <p>Portraits can be added to the class collage.</p>	<ul style="list-style-type: none"> Photobox Polarize <p>Aids and prompts for descriptive writing, such as:</p> <ul style="list-style-type: none"> visual/word prompts cloze passage scaffold
<p>PDHPE</p> <p>Students learn about:</p> <ul style="list-style-type: none"> how people are similar to each other how people are different from each other <p>Students learn to:</p> <ul style="list-style-type: none"> recognise similar characteristics of students within the class group, eg body shape and features, feelings, interests and abilities recognise some differences between students within the class group, eg hair, eye, skin colour, gender, culture, personality, interests, abilities <p>English</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> recognise and demonstrate appropriate listening behaviours, eg listen to a peer presentation without interrupting, listen to a musical or dramatic performance and applaud at appropriate times 🎧 use appropriate interaction skills across a range of contexts, eg group work 🗣️ <p>Engage personally with texts</p> <ul style="list-style-type: none"> recognise photographs, pictures or symbols as representations of familiar people, objects, venues 🖼️ 	<p>Provide students with a series of portraits/pictures of familiar people in their lives, or famous/known people. Students recognise pictures and photos. This could include:</p> <ul style="list-style-type: none"> indicating names of people through gesture or agreement with teacher suggestions matching names of people with pictures labelling pictures with people's names. <p>As a class, compare two portraits, completing a Venn diagram or comparison chart. Aspects of comparison could include hair colour, eye colour, height, gender, facial hair and distinguishing features (such as scars, glasses, piercings).</p> <p>Additional activities</p> <p>Students complete their own comparison of two other portraits.</p> <p>Play a variety of games that encourage students to identify characteristics of people, such as Celebrity Heads or Guess Who. Students could also participate in a barrier game where one student describes a portrait and another student guesses the identity of the portrait.</p>	<p>Images relating to students' lives, eg family members, friends, neighbours</p> <p>Images of famous/known people</p> <p>Identity games, such as:</p> <ul style="list-style-type: none"> Celebrity Heads Guess Who <p>Spectronics: Developing Oral Language with Barrier Games</p>









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<p>Mathematics</p> <p>Students:</p> <ul style="list-style-type: none"> locate special days and events on a calendar, eg 'ANZAC Day is the 25th of April' 🎓 👤 🇺🇸 locate, on a calendar, the birthdays of significant people, eg family, friends (Understanding) 🎓 👤 <p>History</p> <p><i>How our families have changed or stayed the same over time</i></p> <p>Students:</p> <ul style="list-style-type: none"> participate in the recording of their personal history, eg sequencing significant events, constructing a timeline of stages in their lives 🎓 📅 	<p>Personal timelines</p> <p>Students maintain a calendar of events and dates significant to themselves, their family and/or their peers. These may include birthdays, holidays, sporting events, favourite television shows and concerts. Individual student participation may include:</p> <ul style="list-style-type: none"> identifying symbols to indicate significant events such as religious holidays and school holidays using visuals on a calendar to denote significant dates describing significant events recording assessment dates in the school handbook or diary recording significant dates related to family members and/or peers, eg birthdays, anniversaries. <p>Additional activities</p> <p>Students think–pair–share important events in their life. They make a list of these events, in response to teacher prompts if required, and create a print or digital timeline of their lives. This could be done through:</p> <ul style="list-style-type: none"> selecting from a set of visual or word prompts to identify important events in their life sequencing the events by ordering visual or word prompts, or writing the events in the order they happened placing events onto a prepared timeline constructing and labelling a timeline. <p><i>Note: Social networking sites, such as Facebook, have in-built timeline tools that could be used to facilitate this activity.</i></p>	<p>Print or digital calendar</p> <p>Medieval Realms Special Needs Support Materials</p> <p>(Activities 1 and 2 from Section 1: Introduction)</p> <p>Online tools for creating timelines, such as:</p> <ul style="list-style-type: none"> Capzles xtimeline Timeglider Dipity Create a Timeline in Microsoft Word 2010
<p>History</p> <p><i>How our families have changed or stayed the same over time</i></p> <p>Students:</p> <ul style="list-style-type: none"> participate in the recording of their personal history, eg sequencing significant events, constructing a timeline of stages in their lives 🎓 📅 	<p>Communicating about ourselves</p> <p>Students interact with a peer to share information about themselves in response to peer and/or teacher prompting. Interaction may involve:</p> <ul style="list-style-type: none"> making eye contact and/or responding to a peer's voice or physical presence gesturing and/or using facial expression use of augmentative and alternative communication systems 	

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<p>English</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • use appropriate interaction skills across a range of contexts, eg group work  • construct short texts using visual aids and/or appropriate technology, eg a poster promoting caring for the school environment   • select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences, eg picture books, advertisements, illustrations, cartoons  	<ul style="list-style-type: none"> • showing personal photographs, objects etc to a peer • exchanging information, such as names and interests • engaging in sustained conversation by asking questions of the respondent and responding to the answers • introducing the peer to others and relaying information about them. <p>Additional activities</p> <p>Students create a personal print or digital scrapbook, which may include:</p> <ul style="list-style-type: none"> • photographs of self, family and friends, with appropriate captions • special objects, eg jewellery or toys that have been handed down by a family member • awards, memorabilia, illustrations and artwork • a personal timeline depicting significant events in their life • a family tree • descriptions of the significance of the items in the scrapbook • personal reflections on, and evaluations of, the items in the scrapbook and the events they represent. 	<p>Variety of artmaking resources for creating a print scrapbook</p> <p>Digital scrapbooks can be created using a number of online tools, such as:</p> <ul style="list-style-type: none"> • Beeclip EDU • Free Digital Scrapbooking • Smilebox <p>Reference: The Ultimate Guide to Digital Scrapbooking for Educators</p>
<p>History</p> <p><i>How our families have changed or stayed the same over time</i></p> <p>Students:</p> <ul style="list-style-type: none"> • recount stories about their own family history, using primary and secondary sources • develop an understanding of personal heritage  <p>Geography</p> <p>Students learn to:</p> <ul style="list-style-type: none"> • recognise the range of cultures represented in the class, school <p>English</p> <p>Develop and apply contextual knowledge</p>	<p>Connections to the past – personal heritage</p> <p>Ask students to bring in a family item that represents their heritage or culture, such as a photo or picture, object from another country, item of clothing. Students share their item and what it represents with the class. This may be done through:</p> <ul style="list-style-type: none"> • indicating yes/no to teacher questioning • using augmentative and assistive technology • providing responses to teacher prompting or guided questioning • composing a description that is read by themselves, a peer or an adult (this may be pre-recorded). <p>Students recognise the range of cultures represented in their class and discuss the languages spoken at home.</p>	<p>Family objects (students' own)</p> <p>Lesson ideas from Making Multicultural Australia can be used to facilitate exploration of personal heritage, in particular <i>Australian Identity: Who Is an Australian?</i></p>

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<ul style="list-style-type: none"> identify home languages of students within the class or community <p>LOTE</p> <p>Students learn about:</p> <ul style="list-style-type: none"> cultural characteristics of the school community <p>Students learn to:</p> <ul style="list-style-type: none"> identify culture(s) represented in the school community, eg survey of cultures represented in the classroom <p>Mathematics</p> <p>Students:</p> <ul style="list-style-type: none"> collect data about themselves and their environment  <ul style="list-style-type: none"> pose a question to be answered using a survey, eg ‘What is the cultural background of students in the class?’ (Communicating, Understanding)   record collected data using a variety of means, eg concrete materials, symbols, words, tally marks (Communicating, Understanding) display data using tables, column graphs, line graphs and/or sector graphs (pie charts)  <ul style="list-style-type: none"> use appropriate strategies, including the use of digital technologies, to display data (Communicating, Fluency, Understanding)  follow conventions for displaying data, including equal spacing, same-sized symbols, key for symbols, headings, labels for axes (Communicating, Understanding, Fluency)  <p>Visual Arts</p> <p>Students learn about:</p> <ul style="list-style-type: none"> communicating ideas and interests through signs and symbols <p>Students learn to:</p> <ul style="list-style-type: none"> make signs and symbols to communicate information, eg a symbol to represent the art room, a symbol to represent a subject on their school timetable 	<p>Additional activities</p> <p>Students share a special family story. This could be recorded or written by a family member.</p> <p>Survey the class about their cultural heritage. Students complete a frequency distribution table by tallying the results. Individually or as a class, students construct a data display (eg visual image, sector graph, column graph).</p> <p>Representation of personal heritage: students create their own coat of arms or flag to reflect their personal heritage.</p>	<p>Frequency distribution table</p> <p>Template for graph (alternatively, graphs can be created using spreadsheet software)</p> <p>Imagion: The Jo and Joan Martin Center – Create a Coat of Arms</p> <p>Make your coat of arms: a family IQ company</p>

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<p>History</p> <p><i>How our community has changed over time</i></p> <p>Students:</p> <ul style="list-style-type: none"> explore how the diverse backgrounds of the school community and/or local area have changed over time, using ICT and other sources as appropriate 🗨️💻✂️ <p><i>Representations of different cultures in our community</i></p> <p>Students:</p> <ul style="list-style-type: none"> recognise different cultures within their school community ✂️ <p><i>Post-war migration in Australia</i></p> <p>Students:</p> <ul style="list-style-type: none"> locate on a map where Australian post-war migrants came from, eg Europe, Asia, the Pacific, the Mediterranean region 🗺️ respond to stories of people who migrated to Australia, including people from Asian cultures 🗨️🌐 compare the stories of different cultural groups' migration to Australia, including people from Asian cultures 🗨️🌐 <p>Geography</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Australia's cultural identity: <ul style="list-style-type: none"> lifestyle, multiculturalism <p>Students learn to:</p> <ul style="list-style-type: none"> recognise the range of cultures represented in the class, school and wider community explore the features of communities <p>LOTE</p> <p>Students learn about:</p> <ul style="list-style-type: none"> diverse cultures represented in Australia <p>Students learn to:</p> <ul style="list-style-type: none"> identify diverse cultures represented in Australia, eg name cultural groups represented in the local community, name other cultural groups represented in the wider Australian community 	<p>Connections to the past – migration</p> <p>Explore the concept of 'then' and 'now' through identifying changes to the school or local community. This may be done through:</p> <ul style="list-style-type: none"> viewing historical and current images of places, people, etc identifying things that are the same or different. <p>Students recognise the cultural heritage of their school or local community. This may be done through:</p> <ul style="list-style-type: none"> recognising languages spoken at school or in the local community (<i>note: some schools or councils may publish newsletters or elements of their website in different languages</i>) identifying cultural celebrations identifying restaurants, shops, businesses and places of worship in their local community exploring demographic profiles or census data. <p>Additional activities</p> <p>View or visit the Welcome Wall at the Australian National Maritime Museum. Using the information gathered from the class survey, students create a welcome wall for students' families. The class welcome wall should identify countries of origin, as well as dates of arrival for families, if possible. Family origins and/or migration movements can also be plotted on a map, using local, state, national or world maps.</p> <p>As a class, read about or view personal experiences of migration to Australia. Through close questioning and guided activities, students summarise and predict aspects of the story, such as:</p> <ul style="list-style-type: none"> characters storyline (including sequence of events) specific incidents (including conflict, climax and resolution) cultural similarities and differences. <p>Activities may be done as a class, in small groups or pairs, or individually.</p>	<p>Variety of print or digital images of the school or local community</p> <p>Scaffold or cloze passage for same/different sentences</p> <p>Yellow Pages</p> <p>TrueLocal.com.au</p> <p>eatability: eat shop play share!</p> <p>Demographic profile from local council website</p> <p>Census data from Australian Bureau of Statistics: Australian Bureau of Statistics: CensusAtSchool Australia</p> <p>Australian National Maritime Museum: The Welcome Wall</p> <p><i>My Place</i> by Sally Morgan – novel or TV series (episodes from 2008 to 1888 in particular)</p> <p>Suggested books about immigration can be found at Austral Ed: Book Supplies from Australia</p>

Content	Teaching, learning and assessment	Resources
<p>English</p> <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> • explore the ways cultural issues are represented through texts    <p>Respond to and compose texts</p> <ul style="list-style-type: none"> • explore texts from a range of cultures, including Asian and Aboriginal and Torres Strait Islander cultures    • compare cultural experiences and viewpoints from different sources, eg texts from Asia and by Asian Australians   		
<p>LOTE</p> <p>Students learn about:</p> <ul style="list-style-type: none"> • the importance of cultural celebrations • features of lifestyle and belief systems in diverse cultures • the importance of respect for the culture and lifestyle of others <p>Students learn to:</p> <ul style="list-style-type: none"> • participate in cultural activities, eg sing songs, bring/prepare and eat food, go to a restaurant, play traditional games, make posters about festivals • compare aspects of their own lifestyles and beliefs (eg food, faith, family) with those of other communities • contribute to class discussions about cultural practices across cultures • demonstrate respect for diverse cultural practices, eg accepting differences in how people dress and speak, and in what they eat, believe and celebrate <p>History</p> <p><i>Representations of different cultures in our community</i></p> <p>Students:</p> <ul style="list-style-type: none"> • engage with peers to explore different cultural experiences, eg food, religion, entertainment  • participate in the cultural experiences of different groups within the school community, eg food, celebrations   	<p>Celebrations</p> <p>Students recognise celebrations that occur in particular cultures. They identify important celebrations in their family. This may involve:</p> <ul style="list-style-type: none"> • indicating family celebrations from a series of visual images • class discussion using think–pair–share • class brainstorm or mindmap • creating a class calendar of family celebrations. <p>Compare celebrations, such as weddings, baptisms, birthdays, in different families. This could include:</p> <ul style="list-style-type: none"> • sharing photos or home videos • creating and sharing a written, oral or graphic recount using ICT. <p>Additional activities</p> <p>Students identify traditional foods/meals in their family and create a class cookbook using ICT. Individual student participation may include:</p> <ul style="list-style-type: none"> • providing a copy of a recipe • choosing images to accompany their recipe • deciding on the layout and design of their page in the cookbook • creating their page in the cookbook. <p>Select a culture common to the class, school community or local community. Students undertake some research to explore the</p>	<p>Mindmapping software, such as:</p> <ul style="list-style-type: none"> • Inspiration • bubbl.us • Visuwords <p>Photographs or video footage (students' own)</p> <p>Online digital scrapbook tools can be used to create the cookbook (see previous suggestions)</p> <p>Video clips, images and print material matched to students' reading abilities can be used to explore a particular culture</p>

Content	Teaching, learning and assessment	Resources
<p>Geography</p> <p>Students learn about:</p> <ul style="list-style-type: none"> Australia's cultural identity <ul style="list-style-type: none"> lifestyle, multiculturalism <p>Students learn to:</p> <ul style="list-style-type: none"> explore the ways that cultural diversity has contributed to Australia's identity, eg celebrations, food, music and dance, art and craft, customs, beliefs <p>English</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> produce a variety of digital and multimodal texts for particular purposes and audiences  use strategies to structure texts, eg scaffolding, graphic organisers compose simple texts that include aspects of home and local community life  <p>Understand and apply knowledge of language forms and features</p> <ul style="list-style-type: none"> explore the ways cultural issues are represented through texts    	<p>food, traditions and ceremonies of that culture. This may involve:</p> <ul style="list-style-type: none"> selecting from visual images to identify food, traditions and ceremonies of that culture completing a table identifying one or more foods, traditions and ceremonies of that culture using a scaffold or template to write an information report about the foods, traditions and ceremonies of that culture. <p>Choose a celebration common to that culture. As a class, students identify foods associated with the celebration. Students prepare for and engage in a role-play of the celebration. This may involve:</p> <ul style="list-style-type: none"> creating invitations for the celebration planning and preparing food creating and displaying decorations dressing in traditional clothing learning some words in the language of that culture that could be used in the role-play, such as a greeting or 'thank you'. <p>This could be planned to occur on a birthday or other day that is important to one of the students.</p> <p>As a class, view an episode of <i>My Place</i> that focuses on a cultural celebration. Students compare similarities to and differences from their own culture or the common culture explored as a class. This may involve:</p> <ul style="list-style-type: none"> matching visual images to each culture completing a comparison chart or table completing a cloze passage description of similarities and differences writing a paragraph identifying similarities and differences. 	<p>Resources for celebration role-play, such as:</p> <ul style="list-style-type: none"> food supplies decorations clothing <p>Episodes from My Place, such as:</p> <ul style="list-style-type: none"> Episode 2: Mohammed (Ramadan) Episode 6: Michaelis (Christening) Episode 14: Henry (Chinese New Year)
<p>History</p> <p><i>Australia's changing culture as a result of post-war migration</i></p> <p>Students:</p> <ul style="list-style-type: none"> identify the impact of different cultures on Australian society, eg food, entertainment    investigate the contribution of people from other cultures to Australian life, eg to politics, science, the community, the arts, 	<p>Our Australian identity</p> <p>As a class, explore contributions of different cultures to Australia, such as food, religion, celebrations, eg Chinese New Year.</p> <p>Explore one or more of the celebrations we use to recognise our national identity, such as Australia Day, Australian of the Year Awards, Queen's birthday, Harmony Week. This may be done through:</p> <ul style="list-style-type: none"> viewing images and video clips of the celebration 	<p>Australia Day Film Australia's Immigration DVD</p>

Content	Teaching, learning and assessment	Resources
<p>sport 🌐 🇦🇺</p> <ul style="list-style-type: none"> identify ways in which Australians celebrate a shared national identity, eg Australia Day, Harmony Week 🇦🇺 <p>Geography</p> <p>Students learn about:</p> <ul style="list-style-type: none"> factors contributing to a sense of identity in Australian communities <p>Students learn to:</p> <ul style="list-style-type: none"> explore the ways that cultural diversity has contributed to Australia's identity, eg celebrations, food, music and dance, art and craft, customs, beliefs <p>LOTE</p> <p>Students learn about:</p> <ul style="list-style-type: none"> the contribution of other communities to Australian society <p>Students learn to:</p> <ul style="list-style-type: none"> identify ways in which other communities have contributed to the Australian way of life, eg food, clothing, dance, art, drama, festivals, manners and attitudes <p>English</p> <p>Respond to and compose texts</p> <ul style="list-style-type: none"> produce a variety of digital and multimodal texts for particular purposes and audiences 🖥️ use strategies to structure texts, eg scaffolding, graphic organisers compose simple texts that include aspects of home and local community life 🤝 🌱 	<ul style="list-style-type: none"> identifying the purpose of the celebration recognising ways in which people participate in each celebration, such as picnics, public holidays, specific activities. <p>Students participate in activities associated with one or more celebrations. This may involve:</p> <ul style="list-style-type: none"> participating in a school event or activity providing resources required for a school event or activity, such as food, decorations creating print or digital material to promote a school event or activity, such as posters, announcements for the school newsletter or website, a multimedia presentation for a school assembly assisting with the set-up of a school or community event or activity taking photos or video footage of a school or community event or activity writing a recount of a school or community event or activity attended creating a multimedia presentation of a school or community event or activity attended. 	