



**cultural infusion**

*Education & Experiences*

# HARMONY WEEK

## LESSON PLANS

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# CULTURAL AWARENESS LESSON PLAN (80 MIN)

SECTION	TIME	DESCRIPTION
Introduction	10 mins	Co-created map
Main activity	35 mins	Culture, what's that?
Break Time	10 mins	
Icebreaker	10 mins	'A-Z of culture' or 'culture stories'
Icebreaker	10 mins	'Have you ever?'
Discussion	5 mins	What we learnt today

## PREPARATION

### Overview:

Utilising fun and physically engaging activities, participants clarify what they see as the core principles of culture, and discuss how vital a role culture plays in their lives. Participants familiarise themselves with common cultural concepts and build an integrated understanding of the subject.

### Objectives:

- To understand the meaning of the word "culture" and explore the many ways students interact with cultural concepts every day.
- Build group trust
- Develop an understanding of the core topic
- Identify and learn key words
- Begin exploration of student perspectives, noting (but not

challenging) existing bias

- Discover similarities and common ground (between different cultures)

### Materials:

- Butcher's paper and markers
- Co-created map (as in Session 1)
- Class agreement map (from Session 1)
- 'Hidden Culture' symbol cards (see Resources)
- Egg timer or whistle
- Food snacks from different cultures (e.g. fruit, and corn or rice crackers).

*nb: check for student food allergies before distribution*

- 'Have you ever' - question list (see teacher resources)

## **ACTIVITIES (a)**

### ***Introduction: Co-created map***

**Time allowed: 15 min**

#### **Overview:**

Teacher and students create a visual overview of the process and topics together at the beginning of the course. The teacher prepares the map before class, with students then asked to add and interact. As oppose to Session 1, all other co-created map activities should be kept short and used only as an introduction to the class.

#### **Objectives:**

This is a method of engaging students with the structure by visualising how the course will unfold. By being actively involved with mapping out the course the element of surprise is eliminated in future sessions and students can take some ownership of the course itself.

#### **Instructions:**

Bring students together around a large piece of butcher's paper. Look at today's map, which has been either roughly drawn or will be drawn with them now. Where possible the basic map should be drawn up before the class starts.

As the map is explained, students are asked to participate by colouring in or drawing pictures around the plan that add to the activities.

Ask class to draw symbolic imagery in a flowing manner that matches the concepts from session one to session eight.

As this is happening, questions, doubts and interest may arise and lead to further discussion of key course concepts.

Create a circular flow with arrows to represent the chronological order of class activities.

Put both familiar and mysterious images, allowing excitement over mystery images to build familiarity and trust with repeated activities.

**ACTIVITIES (b)****Main activity: 'Culture, what's that?'****Time allowed: 35mins****Instructions: (Keep steps 1, 2 and 3 brief)**

Ask class for examples of "What culture is and what it's made up of."

Ask students to monitor if they agree with responses.

Write responses on boards/paper in front of class.

**Possible conversation prompts:**

- *a group of people with a shared history*
- *common family connections*
- *common languages and/or dialects*
- *common festivals and other celebrations*
- *shared non-verbal understandings (e.g. common gestures and body language)*
- *similar food, clothing and jewellery,*
- *common customs, beliefs/religions, relationship to environment*
- *specific ways of dealing with family relationships (roles, duties and expectations)*
- *other relationship expectations, responsibilities and rituals*

*(related to age, gender, social status etc)*

- *common myths and stories*
- *shared songs, crafts, art, attire, games and symbols*
- *a common sense of belonging to a particular place (or to many places at once)*

Ask for mental images that express these ideas as a symbol and draw these on the white board next to words, e.g. Language = a mouth with sound coming out.

Flag = country, nationality, war, politics, pride etc.

Announce there is a prize for the most interesting answers.

Place participants into groups of 4 or 5, each with a sheet of paper and pens.

Give each group 5 'Hidden Culture' symbol cards. Ask the groups to communally label symbols and pictures, drawing these on their big sheets of paper. There may be more than one word or picture per symbol. They have 5 minutes to think of as many as they can. There is a prize for the group with the most interesting answer, e.g.

Mouth - food, language, singing, accents, stories etc.

Remind them there is a prize and a time limit.

Have class discuss answers

The group with the most interesting and correct words for symbols wins first choice of an interesting or unusual cultural food.

**ACTIVITIES (c-1)*****Icebreaker: 'A-Z of Culture'*****Time allowed: 10 mins**

**Overview:** Students review the key words and topics they have just learned. Without repeating, students take turns to say one word each on culture using the letters of the alphabet in sequence.

**Objectives:** To review what they have just learnt. This activity can be re-tailored to suit any topic.

**Instructions:** Refer to appendix 1 – Icebreaker Games

**ACTIVITIES (c-2)*****Icebreaker: 'Culture Stories'*****Time allowed: 10 mins**

**Overview:** Students add one word or sentence at a time to collectively create stories about culture.

**Objectives:** To review what students have learnt. Without any one student having creative control we are engaging students' ideas and problem solving skills in an atmosphere of creative inclusion. This activity can be re-tailored to suit any topic.

**Instructions:** Refer to appendix 1 – Icebreaker Games

**ACTIVITIES (d)*****Icebreaker: 'Have You Ever?'*****Time allowed: 10 mins**

**Materials:** Question list\* (see Resources)

**Overview:** An active, fun question game designed to explore and celebrate the rich diversity of experiences that different people bring to any group.

**Objectives:** To show that differences can be celebrated and need not be hidden.

**Instructions:** Refer to appendix 1 – Icebreaker Games

**ACTIVITIES (e)*****Discussion: What we learnt today*****Time allowed: 5 mins**

**Objective:** To instil a language structure with which to process the new information and connect with the topic.

**Instructions:** Ask students to discuss the overview of subjects covered today. See if they can remember all the activities. Prompt students to share what they personally discovered in each one. End discussion with teacher thanking students for their participation and recapping in a sentence or two they learnt and what we will be covering next week.

# WHAT IS CULTURE? LESSON PLAN (65 MIN)

SECTION	TIME	DESCRIPTION
Introduction	5 mins	Co-created map
Icebreaker	15 mins	'What's in a name?'
Main activity	15 mins	Find our heritage
Break time	5-10 mins	
Main activity	10 mins	Iceberg poster
Discussion	10 mins	Importance of culture
Discussion	5 mins	What we learnt today

## PREPARATION

### Overview:

Following on from the previous session, we uncover surprising depths of cultural diversity hidden in the class room. Through mapping exercises and discussions students find where they, their parents, and their grandparents were born. We discuss how we interact with culture and explore how much of culture is obvious and how much is hidden (Iceberg concept of culture).

### Objectives:

Through energetic games and activities students form positive associations with the topic, while looking more deeply at the many aspects of culture hidden beneath the surface of society. Students develop the ability to recognise cultural traits and cultural issues within a social environment.

### Materials:

- World poster
- Iceberg poster
- Sticker for world map in three different colours
- Butchers paper and markers
- Co-created map (as in Session 1)
- Class agreement map (from Session 1)
- Post-it notes and pens
- 'Have you ever?' question list 2 (see Resources)

## **Preparation (continued):**

Have printed world map and iceberg poster ready  
Print your own copy of class plan as a reference outline  
Place the co-created map on floor with textas  
Move chairs and tables aside to create space to sit in circles  
Display world map, iceberg poster and class agreement for class

## **ACTIVITIES (a)**

### ***Introduction: Co-created map***

**Time allowed: 5-10 mins**

#### **Overview:**

Teacher and students create a visual overview of the process and topics together at the beginning of the course. The teacher prepares the map before class, with students then asked to add and interact. As oppose to Session 1, all other co-created map activities should be kept short and used only as an introduction to the class.

#### **Objectives:**

This is a method of engaging students with the structure by visualising how the course will unfold. By being actively involved with mapping out the course the element of surprise is eliminated in future sessions and students can take some ownership of the course itself.

## **Instructions:**

Bring students together around a large piece of butcher's paper. Look at today's map, which has been either roughly drawn or will be drawn with them now.

Where possible the basic map should be drawn up before the class starts.

As the map is explained, students are asked to participate by colouring in or drawing pictures around the plan that add to the activities.

Ask class to draw symbolic imagery in a flowing manner that matches the concepts from session one to session eight. As this is happening, questions, doubts and interest may arise and lead to further discussion of key course concepts.

Create a circular flow with arrows to represent the chronological order of class activities.

Put both familiar and mysterious images, allowing excitement over mystery images to build familiarity and trust with repeated activities.

## **ACTIVITIES (b)**

### ***Icebreaker: 'What's In a Name?'***

**Time allowed: 15 mins**

**Instructions:** Refer to appendix 1 – Icebreaker Games



## ACTIVITIES (c)

### *Main activity: Find our Heritage*

**Time allowed: 15 mins**

#### **Instructions:**

Bring class together as a group; show them three coloured stickers.

Designate one colour for students, one for parents, and one for grandparents. Teacher facilitates three stages Asking students to place stickers on the countries/ states where they, their parents and their grandparents were born. Teacher may need to help find countries visually. Don't force participation: let students know that it's OK if they don't know where their parents and grandparents were born or grew up. Perhaps ask them to find out at home if they're comfortable doing so. When class has finished placing stickers, have a discussion about the diversity within the classroom. Ask specific students to share what they know about the countries with stickers on them.

## ACTIVITIES (d)

### *Main activity: Iceberg poster*

**Time allowed: 15mins**

#### **Instructions:**

Explain the iceberg image and how many aspects of culture are hidden.

#### **For younger class groups:**

Ask students how many aspects of culture the students remember from last session, have a group brain storm.

While this is happening, write their answers onto post-it notes. Use your pre-written notes/answers and hand them out.

Ask students to place post-its where they think they should go on poster, when notes are all up discuss if any post-it should be moved. Where to and why?

#### **For older class groups:**

Ask students how many aspects of culture the students remember from last session, have a group brain storm.

While this is happening write their answers onto post-it notes. Ask students to stick their answers in the appropriate place on iceberg.

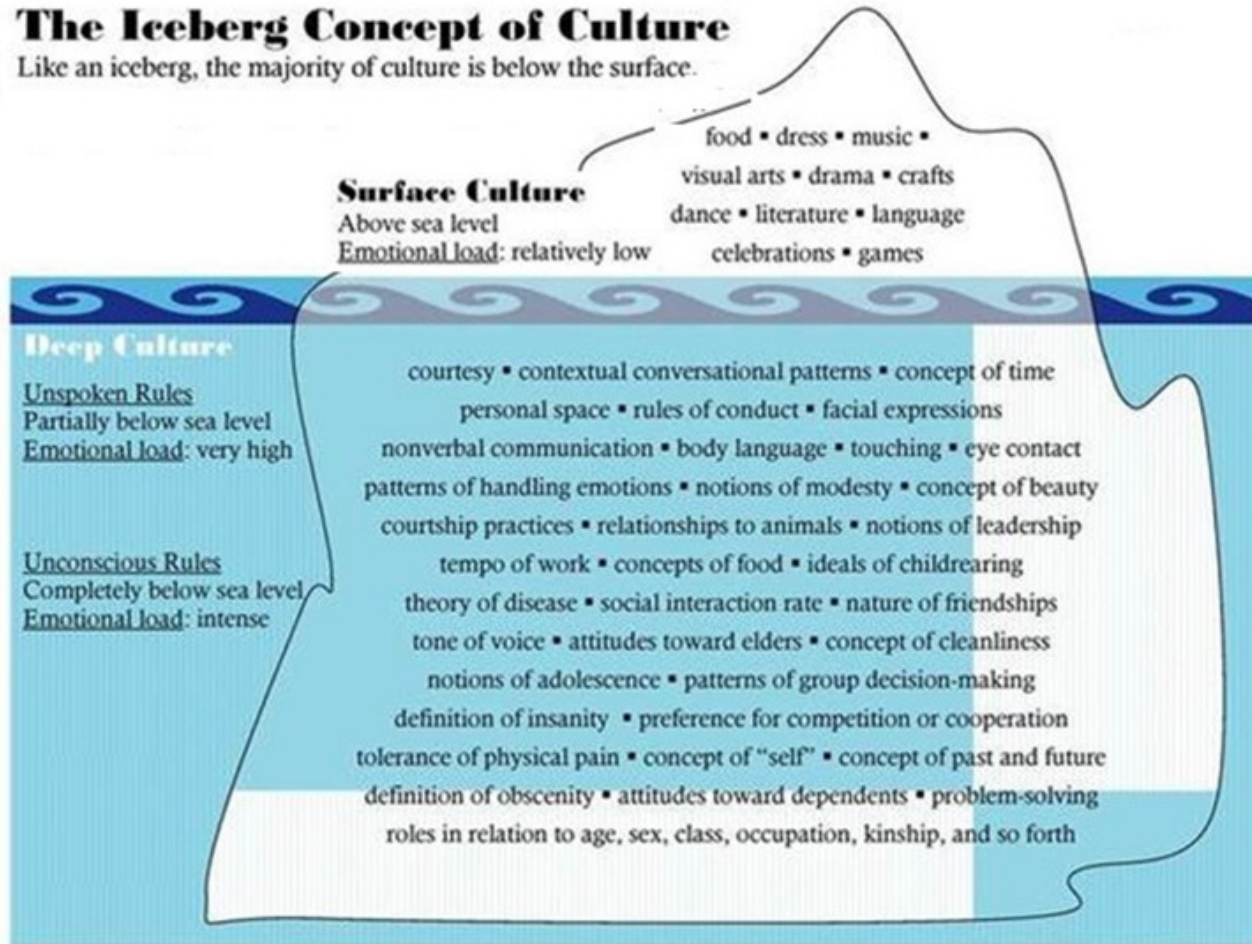
Stop intermittently to discuss what hidden culture is and prompt new ideas to build the number of post-it notes sitting below the surface on the map.

When post-it notes are all up, discuss if any should move. Where to and why?

# WHAT IS CULTURE?

## The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.



## **ACTIVITIES (e)**

### ***Discussion: Personal value of culture***

**Time allowed: 15mins**

#### **Overview:**

Students have a short discussion and brainstorm on what their culturally 'attached to' and why

#### **Objective:**

For students to identify their important cultural values and customs

#### **Instructions:**

Bring students together in a circle.

Teacher asks students to name as many celebrations, customs, rituals (family or otherwise) or values as they can.

Teacher writes these down on the board or on butchers' paper in front of them.

Teacher asks each student name 3 celebrations, customs or values they believe are important to their family or themselves personally, students write these down.

Teacher can Suggest things like celebrations, traditions, rituals, sports and traits music, traditions, language, roles in family and ask students to be specific.

## **ACTIVITIES (f)**

### ***Discussion: What we learnt today***

**Time allowed: 5 mins**

#### **Objective:**

To instil a language structure with which to process the new information and to personally identify and connect with topic and with group experience .Furthering group trust and awareness.

#### **Instructions:**

Ask Students to discuss the overview of subjects covered today See if they can remember all the activities.

Prompt students to share what they personally discovered in each one.

End discussion with teacher thanking students for their participation and recapping in a sentence or two what they learnt and what we will be covering next week.

## **Extension**

### **Reference:**

<http://www.visualthesaurus.com/cm/lessons/from-name-stories-to-word-stories/>

## **Extensions: Every Name has a Story**

### **Using the internet:**

Ask students to research and share the stories behind their own names by choosing one or more of the following activities:

### **Conduct a name interview:**

How did you get your name? Interview your parents or family members about how your name was chosen. Where did they first hear of your name? Were they naming you after someone or something in particular? Did they consider how your first name sounded with your middle and last name? Were they considering other names? Now that you are older, do they think your name fits your personality?

### **Graph the history of your name's popularity:**

Type your name into the NameVoyager ( internet) and check out how your name has stood the test of time. According to the graph, when did your name originate? At what point in history did the popularity of your name peak? Are there people of the opposite sex that share your name? What was going on in the world when your name peaked?

### **Research associations with your name:**

When people hear your name, do they already have associations with it? Do they think of famous people that share your name? What does your name make people think of? Think about how your name sounds. Does it remind you of other names or words? What does it rhyme with?

### **Sharing Name Stories:**

Have students introduce themselves and reveal at least one interesting fact or tidbit they discovered in their name research that they did not know previously. (You may want students to use markers and large drawing paper so that you can create a wall display with the students' names and name research.)

### **Research your name's origin online:**

Where did your name originate? The people who chose your name might not even know the answer to this question. Do you have a religious name? Is it related to ancient roots? Are there any contemporary words that are related to those roots? For example, if your name is Victor (or Victoria), you can learn from the Baby Name Wizard Site's Namipedia that it is derived from the Latin word for victory. And if you look up victor in the Visual Thesaurus, you can see that a victor is "a winner." (Wow, you might be a winner and not even know it.) The activity can be extended into revealing the background behind other names e.g. nicknames, which can often have interesting family and cultural connections.

# SOUND INFUSION LESSON PLAN (90 MIN)

SECTION	TIME	DESCRIPTION
Introduction	5 mins	Co-created map
Introduction	5 mins	Setting class boundaries
Icebreaker (optional)	10 mins	
Guest introduction	5 mins	Introduction of guest teacher
Main activity	45-50 mins	Sound Infusion
Break time	10 mins	
Discussion	5 mins	What we learnt today

## PREPARATION

### Overview:

The students engage with Sound Infusion, a unique learning tool, created by Cultural Infusion, which blends music creation with cultural awareness. Students create their own songs from thousands of loops sampling traditional instruments from around the world.

### Teacher's notes:

Through listening and experimentation, students identify and differentiate between the many musical traditions. Students articulate what role they think music plays in culture, how old the cross-cultural tradition of music is, and discover the crucial role music plays in passing on culture and history.

### Materials:

Access to Computers ( internet and sound needed) either one computer per student or enough for students to work in pairs

Headphones for each student

Co-created map

### Preparation:

Arrange for class to be held in computer room

Make sure all the computers are operational with functioning audio

Print a copy of class plan and icebreaker instructions for your own reference

Decide what boundaries need to be set with students before incursion starts due to change of venue and guest teacher

Prepare co-created map for further modification by students

**ACTIVITIES (a)****Activity: Co-created map****Time allowed: 5 mins****Instructions:** Refer to co-created map and behavioural contract to introduce session.**ACTIVITIES (b)****Activity: Setting class boundaries for incursion****Time allowed: 5 mins****Overview:** Prepare students for new rules and new teacher.**Instructions:** Set boundaries with students regarding the use of computers, the new setting and guest teacher.**ACTIVITIES (c)****Activity: Introducing guest teacher****Time allowed: 5 mins****Objectives:** get students acclimatised with guest teacher and feel comfortable as they embark on the upcoming lesson.**Instructions:** Introduce guest teacher, their background and what can be gained from Sound Infusion.**ACTIVITIES (d)****Main Activity: Sound Infusion (run by guest teacher)****Time allowed: 45 -50 mins****Overview:**

Students utilise Sound Infusion as a digital platform to explore music from cultures around the world, delving deeper into the history and traditions of each culture as they are encountered.

**Objectives:**

To use an engaging and innovative computer program to excite students and encourage them to learn about different cultures. The interactive music capabilities of Sound Infusion allow each student to be directly involved as well as giving the option for each student to save and share their work with family, friends and other classes.

**Instructions:**

**Login and acclimatise (10 min):** The class is shown how to login to Sound Infusion and the guest teacher walks the students through how to use the basic functions of the program. An example of a finished work is shown as well as how to access the cultural information pages associated with each music loop.

**Free play (10 min):** Students are given time to experiment and interact with the program. Students are asked to note three of their favourite sound loops and to save any song that they create. Students are asked to find one interesting fact they didn't know (through the cultural pages within Sound Infusion) about the culture that each of their favourite sounds come from.

**Linking with culture (10 min):** Students are asked to select one of the facts they have discovered and share it with the class, along with directing the class to the sound that is associated with the relevant culture.

**Creating songs (10 min):** Students are left to further experiment with the program and use music from different cultures to create music. This music can then be saved and worked on at home or in other school time. There is also the option for the work to be saved and shared through social media.

### ACTIVITIES (e)

#### *Discussion: What have we learnt*

**Time allowed: 10 mins**

#### **Instructions:**

The class discusses what it has learnt from the Sound Infusion program and what they enjoyed in the session. The major themes for next week are introduced.

#### **Choice:**

Choosing from the many exciting Cultural Infusion incursions programs, students now become directly engaged with their communities.

The following session is the interfaith dialogue incursion.

Cultural Infusion organises for a variety of faith leaders and artists to visit for an hour to speak with students about their

projects.

These people may represent faiths from all over the planet, including Aboriginal, Buddhist, Muslim, Taoist, Catholicism, Judaism, Islam, Confucianism, African, Jainism, Sikhism, Zoroastrianism, Baha'i Faith, Universal Unitarianism, and Hinduism.

The teacher/school also has the choice to invite young refugees instead, to tell personal stories of war, journey and arrival, and engage with students' questions and discussion. Alternatively again, choose from any one of the many multi-cultural incursions from Cultural Infusion.

# INTERFAITH LESSON PLAN (100 MIN)

SECTION	TIME	DESCRIPTION
Introduction	5 mins	Co-created map
Discussion	10 mins	What are we doing today?
Discussion	5 mins	Setting class boundaries for incursion
Guest introduction	5 mins	Introduction of guest
Icebreaker	10 mins	'Balloons aloft'
Break time	10 mins	
Main activity	50 mins	Dialogue
Discussion	5 mins	What we learnt today

## PREPARATION

### Overview:

Through a Cultural Infusion incursion program, students are directly engaged with unique and vibrant cultures from within their own community. The students have a bridging discussion on required behaviour and questions for the incursion, followed by a fun game with guests. The visiting interfaith guests inspire students with their projects and performances. Students get a chance to ask questions about interfaith ideology while interfacing directly with different cultural norms and expressions. The session ends with the sharing of cultural food and drinks.

### Objectives:

The vision of this session is for students to gain a greater understanding of the interwoven complexity found within the different faiths. By expressing our shared values and finding the similarities, students can identify the importance of interfaith relationships within our community. By initiating direct intercultural communication with inspiring people, students utilise their varying beliefs (including both atheist and agnostic) to explore and mirror the motives behind the interfaith relationship within the community at large. The session's aim is to demystify any inter-cultural differences and stimulate enquiry.



## Materials:

- Ask Cultural Infusions team for food and drink suggestions prior to the session
- Ask for support from parents for food to share
- Appropriate cultural music (brought along by cultural infusions team)
- Appropriate cultural food and drinks to share (be aware of allergies)
- Printed discussion questions, introduction, class plan ice breakers
- Packet of different coloured balloons
- Covered table for food and drinks
- Stop watch or timing device
- Butcher's paper and markers
- Co-created map
- Music player
- For additional interfaith resources refer to appendix 6 – Interfaith Resources

## Preparation:

Arrange for class to be held in suitable room that fits both student and guests, and has space to play ice breaker game  
Have covered table set up for food, and food prepared and covered

Decide what boundaries need to be set with students before incursion starts, due to change of routine, venue and guests

Print discussion questions

Write and print a guest introduction (if needed)

Print a copy of class plan and ice breaker instruction for your own reference

Set up room for guests and discussion

Places the co-created map with textas on table

Stick up the original class norms from session 1 in a visible location

Blow up at least 4 different coloured balloons

## Teacher Note:

The term “interfaith dialogue” refers to cooperative, constructive and positive interaction between people of different religious traditions (i.e. “faiths”) and/or spiritual or humanistic beliefs, at both the individual and institutional levels. It is distinct from syncretism or alternative religion, in that dialogue often involves promoting understanding between different religions to increase acceptance of others, rather than to synthesize new beliefs. Throughout the world there are local, regional, national and international interfaith initiatives. Many are formally or informally linked and constitute larger networks or federations.

*“There will be no peace among the nations without peace among the religions. There will be no peace among the religions without dialogue among the religions” - Dr Hans Küng.*

Interfaith dialogue is not a debate, but an opportunity to listen and to share the foundations of what is important for each religious tradition and where they find common ground. Many everyday things in our lives offer opportunities to engage in conversation that can lead to dialogue about our personal faith and/or our faith tradition - books, family photographs, newspaper articles, restaurant menus, art objects, popular music and so forth.

Interfaith dialogues are an opportunity to examine the common spiritual foundations of the world’s religious traditions, to define the underlying unity of all faiths and support the vital role of the atheist. Indeed, when viewed in the context of spirituality, the religious excuses for many of the world’s conflicts will disappear interfaith dialogue is not a debate, it is an opportunity to listen and to share the foundations of what is important for each religious tradition while learning to understand the common elements inherent in each religion.

Dialogue creates a place where we can freely meet to get to know each other, providing a forum to celebrate and honour the diversity of our religious beliefs and non-beliefs. If your school has the resources, this is an opportunity for the sharing of music, art and food that are part of each religious tradition. There could be a following evening musical performance or music can be played at the time of the dialogue. Art works can be displayed during and after the event that can include photographs of the role that religion in their lives. And food always is a good backdrop for people coming together.

For additional information and interfaith resources refer to appendix 6 – Interfaith Resources.

### **ACTIVITIES (a)**

#### ***Introduction: Co-created map***

**Time allowed: 5mins**

**Instructions:** See class plan norms for instructions

### **ACTIVITIES (b)**

#### ***Discussion: What are we doing today?***

**Time allowed: 10 mins**

**Objectives:** To talk students through the process of the coming dialogue, and to engage them with the discussion questions.

**Instructions:** Ask students to read questions and think about whether there are any questions that they would like to add.

### **ACTIVITIES (c)**

#### ***Discussion: Setting class boundaries for incursion***

**Time allowed: 5 mins**

**Objectives:** Prepare students for new rules and new people.

**Instructions:** Gather students before guests have entered. Set boundaries regarding respecting guests.

**ACTIVITIES (d)*****Guest introduction: Introducing Guests*****Time allowed: 5 mins**

**Instructions:** Introduce guests and ask them each to say a few words about what they will be talking about, before joining the students for a quick icebreaker game (see next).

**ACTIVITIES (e) (optional)*****Icebreaker: 'Balloons Aloft'*****Time allowed: 10 mins**

**Overview:** Before the dialogue begins, the whole group (including guests) play a high energy game involving participants collectively keeping balloons aloft. The trick is that participants cannot use their hands. They are to use their lungs!

**Objectives:** To infuse the group with an air of fun and striving and to connect the students with the visitors in a fun bonding activity before the dialogue commences.

**Instructions:** Refer to appendix 1 – Icebreaker Games

**ACTIVITIES (f)*****Main Activity: Dialogue*****Time allowed: 50 mins****Materials:**

- Food and drinks to share if resources available (be aware of allergies)
- Printed discussion questions for students and guests

- Stop watch or timing device
- Music player

**Overview:**

Visiting artists and leaders in interfaith education run the incursion dialogue process, talking about the inclusive values of interfaith and its relationship to intercultural communications and relationships. Students get a chance to interface directly with different cultural norms and expressions and ask questions about their interfaith ideology and the projects that are promoting intercultural peace. Guests will answer the prepared student questions.

**Objectives:**

To not only explore the many ideas and values driving interfaith projects around the world, but to see where the students own values match up regardless of their faith background. To directly experience, demystify and humanise the different faith groups and their motives.

**Instructions:**

After the balloon game, teacher gives a very brief reintroduction of guests and then allows guests to begin the incursion process. The Guests facilitate and take the role of the MC, while the teacher takes the role of facilitating student questions at the given time. Teacher must keep the flow of time and student questions relevant, interesting and to time. End the session at the 40 minute mark, allowing time to share food and for students to mingle and talk to each other and guests.

**ACTIVITIES (g)**

**Discussion: What we learned today**

**Time allowed: 5 mins**

**Objectives:**

For students to process the new information, personally identify and connect with the topic and with group experience, and further group trust and awareness.

**Instructions:**

- Ask Students to discuss the overview of incursion today.
- Prompt students to share what they personally discovered.
- See if they can remember all the activities and questions.
- End discussion with teacher thanking students for their participation.
- Recap in a sentence or two what they learned and what will be covered next week.

**Questions:**

- Teacher devises a list of question relevant to topic including those questions posed by students. What follows is a short list of relevant questions that can be posed to interfaith leaders.
- What is faith or religious belief?
- Are atheism and agnosticism types of faith?
- What projects that involve intercultural peace are you involved in?
- How does your faith relate to your culture and its history?

- How does your faith express your personal and cultural values?
- How is faith intertwined with culture (include holidays and celebrations)?
- What problems can arise from differences of faith?
- What are the benefits of a society that accommodates multiple faiths?
- How do different faiths respond to the hungry and under privileged in the world?
- How does your faith influence the important decisions of your life?

**Below is an extended list of possible Questions:**

- What would you describe as the world’s greatest problem?
- How does your faith influence the important decisions of your life?
- What does it mean to live a life of faith in your understanding?
- What experiences have you had with other faiths?
- Why does this topic merit our discussion? What is at stake?
- What questions do you have about other faiths?
- What would you do if your faith tradition were forbidden?”
- What does it look like for you to live out your faith...what actions are there?
- What are ways that you practice your faith that are important to you?
- How does your faith approach making changes?
- What is your faith response to the hungry in the world

(questions continued)

What is the most important faith experience of your life?

What is your most important faith holiday, and why?

How can we continue to listen to and learn from those of other faiths?

What does it mean for your tradition to be true?

How do you experience division on this topic in your family/your own life?

What do your faith tradition's values have to say about similarity and difference?

How are our values similar in this arena?

What intrigued you about his topics?

How are we challenged with different (or nuanced) values and/or experiences in this arena?

How do you think about the impact of pluralism on your faith?

We can say with Gandhi: "All religions are true." Or we can say: All religions are true, and mine is the truest. Only my religion is true, and all others are false.

Which view did you grow up with?

Which view seems valid to you today?

If your view has changed, how did that change come about?

How can we use today's experience to make a difference?

How do we re-imagine a world of our understanding each other?

# CELEBRATION LESSON PLAN (VARIABLE)

SECTION	TIME	DESCRIPTION
Introduction	5 mins	Co-created map
Main activity	Variable	Celebration and Incursion
Graduation ceremony	Variable	
Clean up and reconnect	20 mins	Feedback and Refocus

## PREPERATION

### Session overview:

The program climaxes in an intercultural celebration. Students graduate to being fully fledged cultural ambassadors for their school, proudly displaying what they have learnt, and celebrating what they have achieved with their community. Students are presented with the Intercultural Citizenship Ambassador Program award in a small graduation ceremony.

### Objective:

In conducting this event and influencing people beyond the class boundaries, students will see how their visions can make an impact in the world. Students honour what they have achieved together and are rewarded with recognition. Students are encouraged to document the event with photos, film and audio, which can be shared with other schools and family.

### Materials:

- Co-created map
- Butcher's paper and markers
- Any project materials
- Create a Celebration Day run-sheet

### Preparation:

Create a Celebration Day run-sheet and distribute copies to students

Create incursion introductions and/or speaker notes for the graduation

Work with students to ready the space

**ACTIVITIES (a)**

***Introduction: Co-created map***

**Time allowed: 5 mins**

**Instructions:** See class norms for instructions

**ACTIVITIES (b)**

***Main activity: Celebration and incursion***

**Time allowed: Variable**

**ACTIVITIES (c)**

***Graduation ceremony***

**Time allowed: Variable**

**Instructions:** Organised by Cultural infusion in collaboration with school admin

**ACTIVITIES (d)**

***Clean up***

**Time allowed: variable**

**Instructions:**

Ask students to allocate clean up jobs amongst their group, before meeting back at a given time to reconnect and end the celebration together

**ACTIVITIES (e)**

***Reconnect***

**Time allowed: 15-20mins**

**Overview:**

Students review and debrief what was created today and discuss how what will be happening in the following week's final session

Objective:

A chance for students to debrief the day's activities, connect as a class and create closure.

**Instructions:**

Ask Students to debrief their experiences to discuss what they found hard, easy, interesting etc.

Prompt students to share what they personally discovered.

End discussion with teacher thanking students for their participation and recapping what will happen in their final

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Prompt students to share what they personally discovered.

End discussion with teacher thanking students for their participation and recapping what will happen in their final 'reflection' session.



## Appendix 1 – Icebreaker Games

### **‘Have You Ever?’**

A simple game in which participants ask, ‘have you ever?’ questions of the group.

Students stand in a large circle.

When students hear an experience that relates to them, they are to run into middle of circle, jump in the air and/or high-five anyone else who runs in.

Teacher runs the game by calling out questions from the ‘have you ever?’ question list below.

#### **Example ‘have you ever?’ questions:**

Do you have both a brother and a sister?

Do you like a band from another country?

Have you ever lived overseas for more than one year?

Have you ever climbed to the highest point in your country of birth?

Have you ever sung karaoke?

Have you ever written emails to someone who lives in another

country?

Have you ever gone without a shower for more than two weeks?

Have you ever visited a mosque?

Have you ever worn clothing made in a different country?

Have you ever spoken with someone who is living in another country?

Do you sing in the shower?

Do you live with extended family?

Have you ever eaten frogs’ legs?

Do you eat rice more than three times a week?

Have you swum in three or more different oceans?

Can you name a famous sportsperson from another country?

Have you ever been on an aeroplane?

Have you ever visited a church?

Can you click your fingers on your non-dominant hand?

Have you ever spent a night on the ocean?

Have you ever danced in front of your mirror?

Have you broken three or more bones in your body?

Does your family own a car made in a different country?

Have you ever had a close relative who lived to 100 years old?

### Questions (continued)

Do you have a mother or father that was born in a different country?

Can you click your fingers on your non-dominant hand?

Have you ever read a book by an author from a different country?

Can you speak three or more languages?

Have you ever cooked a meal by yourself?

Have you ever kept an insect as a pet?

### 'A to Z of Culture'

A memory re-enforcement game in which participants take turns to say one word on a given topic, with the first word beginning with 'a,' the second word beginning with 'b,' and so on through the alphabet.

Have the group sit in either one or two circles (depending on numbers and ability of students to self-regulate a game).

One student begins by contributing one word about culture that starts with the letter 'a'.

The second student (to the right) adds a word that that starts with the letter 'b,' and so on.

### 'What's In a Name?'

A simple game in which participants pair up and explain to each other the meanings of their names.

Organise students into pairs.

Explain that each name has a meaning - that parents choose names for a variety of reasons: to honour a family member, friend, or famous person, for reasons of religion or tradition, or because the name might be a popular one at the time of birth.

Sometimes we see qualities in people that match the name they have been given. And, sometimes their personalities are the opposite of what their name means.

Ask participants to turn to their partner and explain (as far as they know) what their own name means, where it comes from, and why it was given to them.

Inform students that if they do not know the meaning behind their name they can invent what they would like it to mean.

Give an example like "kind of heart" or "clever and fast."

Bring the group back to a circle.

Ask each person to introduce his/her partner to the larger group.

One by one the students introduce their partners name and explain what his/her name means, where it comes from including invented meanings (monitor this for appropriateness).

Many students have a surprising amount of interesting information about where their name comes from and what it means.

Perhaps ask those students who did not know meaning to try to find out at home.

The greater the ethnic and cultural diversity in the group, the better this exercise tends to work.

### ***'Balloons Aloft'***

A high-energy game in which participants work together to keep a balloon aloft using only the power of their lungs.

Students gather together in an open space.

Teacher releases 5 or 6 balloons, and students are to try to keep balloons up in air as long as possible.

It is a group effort for students to prevent the balloons from hitting the ground.

As each balloon touches the ground it is removed from the game by the teacher until only one balloon remains.

If participants seem to be able to keep it aloft indefinitely, stop the game accordingly at the right moment.

### ***'Culture Stories'***

A group storytelling game in which participants take turns to add a sentence or word to a story on a particular topic.

Have the group sit in either one or two circles (depending on numbers and ability of students to self-regulate a game).

The teacher chooses whether the game should move in sentences or words (sentences being simpler for younger students).

The teacher should begin the story and let the students carry on after the introduction.

Taking turns and moving around the circle, each student chooses a word or a sentence.

The student who goes first contributes one word (or a sentence) to the story.

The second student (to the right) adds another word (or a sentence) that furthers the story.

Ask students to guide the story from the topics they have just learned.

The teacher should bring the game to an end by asking student to find a way to finish the story.



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