

EXPLORATION AND DISCUSSION

DEVELOPING INTERCULTURAL COMPETENCY

Years 3-6

Focus: Intercultural, Personal and Social Capabilities

Links to curriculum:

Intercultural Capability

Cultural Practices

- Compare their own and others cultural practices, show <https://victoriancurriculum.vcaa.vic.edu.au/version-history> wing how these may influence the ways people relate to each other ([VCICCB005](#))
- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures ([VCICCB006](#))

Cultural Diversity

- Explain the role of cultural traditions in the development of personal, group and national identities ([VCICCD007](#))
- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))
- Identify barriers to and means of reaching understandings within and between culturally diverse groups ([VCICCD011](#))
- Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups ([VCICCD012](#))

Personal and Social Capability

Social Awareness and Management

- Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences ([VCPSCSO029](#))
- Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual ([VCPSCSO030](#))
- Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved ([VCPSCSO031](#))

Civics and Citizenship

- Citizenship, Diversity and Identity
- Describe the different cultural, religious and/or social groups to which they and others in the community may belong ([VCCCC007](#))

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OBJECTIVE:

This lesson aims to foster cultural awareness, and to develop and deepen intercultural competencies within the classroom. Students will explore and discuss topics related to culture and traditions, based around higher-order thinking questions directed by the teacher. With whole-class and peer-to-peer discussions, students will learn to reconcile/respect different cultures and points of view.

EQUIPMENT:

- [PowerPoint: Introduction to Cultures and Traditions](#)
- [Key words: Culture Talk Topics](#)
- [Graphic organiser: Target Culture vs. Home Culture](#)
- [Venn Diagram: Target Culture vs. Home Culture](#)
- Projector
- Computers/laptops for each student

Learning Intention:

For students to observe and reflect on a specific aspect of culture and make comparisons with their own experiences.

Success Criteria:

I am successful if:

- I am exposed to or research a specific aspect of culture, traditions, and beliefs, and explore similarities and differences with their own culture.
 - I learn to appreciate cultural diversity and to begin to understand the nature of culture and its importance in people's lives.
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Lesson Introduction: [First Session]

Think-Pair-Share (5 mins)

1. Ask each student to write down a sentence to describe their understanding of 'culture'.
2. In pairs, students share their definitions and understandings to build a definition of 'culture'.
3. In small groups, students discuss and finalise their definition, then share with the whole class.

Inferencing and Exploring (20 mins)

1. Present and go through the PowerPoint: [Introduction to Cultures and Traditions](#). The slides largely consist of two components – a collage of images and an introduction to the target culture/tradition/country.
2. For the image slides, ask the students What do you see? What is happening? Which country or countries can you link to? What are your impressions?
3. Let the students think and spill out ideas.
4. After hearing students' assumptions and opinions, read the information card following the image slide.

Whole-class Discussion (15 mins)

1. Ask: What do you think 'intercultural' means? What are some examples of intercultural culture?
2. Write the shared ideas on the white board or create an anchor chart to leave on the classroom wall.
3. Say: Intercultural, by definition, means taking place between cultures, or derived from different cultures. Intercultural communication does not require us to forsake our own cultural identity or adopt the cultural practices or values of other cultures; rather it encourages us to be curious and respectful.
4. Ask: What are your thoughts? Do you agree? Do you have personal examples you would like to share?

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Main Component:

Culture Talk (10 mins)

Objective: Students in pairs or small groups will examine different focus cultures and present a short 'culture talk' to the class.

1. Show the key words for [Culture Talk Topics](#) from the resources. If necessary, choose topics which will be interesting and appropriate for your students' ages and abilities.
2. Go through the keywords briefly for every student to have a surface understanding of.

Family roles	Manners	Discipline	Meals	Personal space	Religion	Relationship to nature
Life cycle	Education	Food preparation	Friendships	Health and hygiene	Body image	Recreation
Relationship to place	Communications	Personal appearance	Hygiene	Music	Traditions	Dress
Pets and other animals	Entertainment	Growing up	Time	Work	Holidays and celebrations	Art

[Second Session]

Culture Talk cont. (30 mins)

In pairs or small group:

3. Select five keywords they wish to focus on for their research. Suggest the students to keep the focus of the capsule reasonably tight to allow for an in-depth examination of the topic.
4. Select a home culture and target culture. Eg. one you are familiar with vs. one you are curious about. Eg. one you are related to vs. one of your peers
5. Discuss and record your observations and research using the [graphic organisers](#) and/or [venn diagram](#).
6. Use intercultural communication guiding questions to lead the discussion to make observations and compare the target culture with their own experiences.

Observes:

Listens and watches for verbal and non-verbal cues.

Withholds judgement.

- What is happening?
- What are your first impressions?
- What aspects were you expecting?
- Do you find any aspects surprising or confronting?
- What else do you notice?
- Can you see any patterns or unspoken rules?

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Inquiries:

Is curious about other cultures.

Questions why differences may exist.

Asks what to do in unfamiliar situations.

Checks meaning if misunderstandings occur.

- Do you understand everything you saw or experienced?
- What else would you like to learn about the experience?
- Where can you find accurate information or seek advice to help you understand?
- Do you see any possibilities or problems?
- Is there another way or point of view?

Compares:

Notices similarities.

Discovers differences.

- What is similar?
- What is different?
- How does this connect to
- your experiences?
- Can you make connections with other situations?

Lesson Conclusion:

Reflection on Learning (20 mins)

Have students paste their graphic organiser and/or venn diagram onto the classroom whiteboard/wall for display.

1. Each group will come up to explain their work and share ideas. Students listening will analyse the reactions and influences of shared cultures, beliefs, and values.
2. Assist the students using questions:
 - How do you feel about the experience?
 - Why do you think this way?
 - What did you find new or intriguing?
 - Do your feelings and thoughts now differ from your first impressions of the country/culture?
 - What did you learn from this?
 - Did you learn anything about yourself?