

CULTURAL CELEBRATIONS LESSON

Year(s): 1-4



Focus: History and Intercultural Capability -

Duration : 60 mins

Links to curriculum:

History	Intercultural Capability
<p style="text-align: center;">YEARS 1/2</p> <ul style="list-style-type: none"> Identify the significance of a person and/or place in the local community (VCHHC057) How they, their family, friends and communities commemorate past events that are important to them (VCHHK062) <p style="text-align: center;">YEARS 3/4</p> <ul style="list-style-type: none"> Identify and describe continuity and change over time in the local community, region or state and as a result of the effects of European exploration (VCHHC069) Describe the significance of Australian celebrations, symbols and emblems (VCHHC071) 	<p style="text-align: center;">YEARS 1/2</p> <ul style="list-style-type: none"> Identify what is familiar and what is different in the ways culturally diverse individuals and families live (VCICCB001) Describe their experiences of intercultural encounters in which they have been involved (VCIC-CB002) Identify and discuss cultural diversity in the school and/or community (VCICCD003) <p style="text-align: center;">YEARS 3/4</p> <ul style="list-style-type: none"> Compare their own and others cultural practices, showing 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) 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)

CULTURAL CELEBRATIONS LESSON

 OBJECTIVE:	 EQUIPMENT:
This lesson aims to explore and obtain knowledge and understanding of various cultural celebrations around the world. Students will synthesize knowledge of various cultural celebrations through discussion and a card matching activity which contains bodies of texts and pictures pertaining to the histories and traditions of a particular celebration.	<ul style="list-style-type: none"> • Cultural Celebration Game Cut Out • TV or projector to display images/ videos of various celebrations during discussion • Paper and writing tools • Poster board
LESSON INTRODUCTION	
<p>We are learning to: Gain understanding and knowledge of cultural celebrations and histories around the world I can...</p> <ul style="list-style-type: none"> • Think about the cultural celebrations I know and have seen • Explore new information on cultural celebrations histories and traditions • Discuss why learning about other cultures is important 	

Listing known celebrations: (15 mins)

As a class, discuss what a celebration is and common festivities/traditions that are seen to celebrate certain holidays/histories. Provide an example of a cultural celebration or holiday students might recognize, students can then contribute what holidays and cultural celebrations they partake in or have heard of.

- For teacher only: Prior to the lesson, take a look at the Cultural Celebration Game Cut Out resource. If there are any celebrations mentioned in the discussion that are not listed in the cards (table), add them into the blank table at the bottom of the resource. Then print out the cut outs directly.



Videos/pictures: (10 mins)

On a screen, display videos and/or pictures of various celebrations and discuss various traditions and festivities of that celebration.

Questioning prompts:

- Are there any traditions or festivities that differ from ones you've seen here in Australia?
 - Do you think a country/culture that celebrates a holiday (e.g. Japanese star festival) can celebrate it here in Australia?
 - Think of a celebration/holiday you know of or celebrate. Discuss with a partner what you know about the celebration and compare similarities and differences to their chosen celebration.
- For teacher only: While the students are doing turn and talk, cut out the printed resource along the rows and columns. Students will use these cut outs for the next activity.

CULTURAL CELEBRATIONS LESSON

Main Component

Cultural Celebrations Card Matching Activity (25 mins)

1. Organise students into small groups and give various cards to discuss and sort.
2. Students discuss existing knowledge on the given celebrations. Discussing known festivities, traditions, country of origin, etc. they know that celebration to have.
3. Students link prior information with text and picture cards. Encourage them to look out for useful hints (specific words).
4. Students discuss and justify their choices and may write down further information about the celebration that is not on the cards.

Extending Task: Cultural Celebration Research and Poster

Students who are able to pair the cards with relative ease may then research in groups their cultural celebrations.

With the cultural celebration cards given, students discuss if there is anything further they know about each celebration.

Students receive paper, poster board, or blank cards. Using their laptops to research, encourage them to compile their research and showcase it.

Students will present their findings. Encourage them to engage their peers by asking questions. E.g What was your favorite celebration? Are there any celebrations people in the class celebrate?

Enabling Task: Celebration Card Matching Activity

Students having trouble reading bodies of text to associate the cultural celebrations can use the picture cards only to match with the names.

1. Organise students into small groups and provide the celebration and image representation cards only to match.
2. Students discuss existing knowledge on the given celebrations. Discussing known festivities, traditions, country of origin, etc.
3. They are given a blank card to draw their own representation of that cultural celebration.
4. Students discuss and justify their choices.

Lesson Conclusion - Reflection (10 mins)

Groups will share how they matched their cards and the corresponding information.

Questioning prompts:

- What led your group to matching that descriptor with that celebration?
- Did your group encounter any difficulties in matching the cards? Were there any celebrations you have never heard of?
- What new information stood out or interested you about a particular celebration?
- Did you feel your celebrations and cultural heritages were recognized in any of the cards?
- Why is it important to learn about celebrations and traditions that differ from our own?
- Which celebration would you like to experience or learn more about?