



DRAMA LESSON: DEVELOPING INTERCULTURAL COMPETENCY

Years 1-6 - Focus: Drama and Intercultural Capability	
Links to curriculum:	
Drama	Intercultural Capability
<ul style="list-style-type: none"> • Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama (VCADRE025) • Shape and perform dramatic action using narrative structures and tension in devised and scripted drama (VCAD-RP027) 	<ul style="list-style-type: none"> • Identify how understandings between culturally diverse groups can be encouraged and achieved (VCICCD008) • 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 (VCIC-CB006) • Identify barriers to and means of reaching understandings within and between culturally diverse groups (VCICCD011)
Personal and Social Capability	
<ul style="list-style-type: none"> • Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033) 	
Ethical Capability	
<ul style="list-style-type: none"> • Discuss the ways to identify ethical considerations in a range of problems (VCECU006) 	

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 OBJECTIVE:	 EQUIPMENT:
<p>This lesson aims to promote and foster intercultural relations and understanding within the classroom. Students will roleplay different scenarios relating to struggles they or classmates could face in school. Through these roleplaying scenarios students will further understanding and knowledge of other cultures through research and utilize this knowledge to identify and showcase the problem of their scenario, potential solutions, empathizing skills, and how to reconcile/respect different cultures and points of view.</p>	<ul style="list-style-type: none"> • Introduction to Cultures and Traditions PPT • Roleplaying items (e.g., clothing or food) • Whiteboards/ storyboards for planning • Scenario cue-cards • Intercultural communicator poster

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LESSON INTRODUCTION (15 MINS)

We are learning to:

Practice effective communication and collaboration with peers from diverse backgrounds.

I can...

- Research and grow my knowledge on various cultural norms, traditions, and beliefs.
- Develop and showcase empathy and respect for people from different cultures.
- Recognize and respect the cultural diversity in Australian society.
- Identify common cultural conflicts and misunderstandings.
- Address cultural conflicts and misunderstanding with compassionate approaches.

Explaining Interculturalism: As a class, define what interculturalism is and why it is important. Use the [Intercultural communicator poster](#) or create an anchor chart on effective communication strategies to engage and understand different cultures.

What is interculturalism and why is it important in our society?

What do you think are some of the challenges people face in a diverse society?

[Introduction to Cultures and Traditions PPT](#): Using the PPT. Presentation showcasing different cultural traditions and norms, ask students if they recognize or can identify some of the pictures that are displayed. The following slide will provide the culture and context of the tradition, belief, or norm. Ask students what they know about the culture and discuss differences and similarities to their own. Alternatively, students can take this time to break into groups in order to research and shortly present a cultural norm, tradition, or belief of their choosing to the class.

Important note: There are many different cultures displayed on the slides so choose a few based on the cultural diversity of your classroom! The slides are not comprehensive of that culture's traditions and beliefs and only focus on a singular aspect or tradition. Thus, your students can contribute to the growing knowledge of a particular culture.

MAIN COMPONENT / INSTRUCTIONS (30 MINS)

1. Divide students into small groups. Provide each group with a [scenario cue-card](#) involving a cultural misunderstanding or conflict. Example scenario:
 - Scenario 1: A new student from a different country joins the class. Some students make fun of the student's accent and struggle to pronounce their name correctly.
2. Allow students at least 10 minutes to discuss and plan out their performance. Providing whiteboard, story plans, or other material for students to jot down or draw ideas.
3. During student preparation, remind and encourage groups to incorporate what they know or have learned about specific cultures. Facilitate discussion on how to approach the scenario.

Questioning prompts:

- What do you believe the problem(s) or issue(s) are in your scenario?
 - Can you incorporate any solutions to the given scenario?
 - How might you incorporate the intercultural communication strategies discussed? Things like empathy, respect, inquiry, etc.
4. Students will present their short role-playing skits, which should be around 3-5min for each group. After each role-play, encourage students to discuss what they saw and some positive points about each performance.

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Reflection (5min)

Students will share their thoughts and insights from the role-play activity.

Questioning prompts:

- Did anyone see any specific cultural traditions, norms, and beliefs being displayed in the performances?
- Did you notice any cultural stereotypes or biases during the performances?
- How may stereotypes contribute to misunderstandings or conflicts?
- What solutions and communication strategies did you use or see in the performances?
- How did your group approach the concepts of respect and empathy?
- Recap key communication strategy concepts and the importance of appreciating different cultures as enriching our lives and promoting a harmonious society.

Extending task: Creating a new role-play scenario

Students can be challenged to create a new role-play scenario based on their own experiences and knowledge.

1. After seeing some role-playing examples, ask students if any of these scenarios or something similar has happened to them. Discuss being a passive vs. active bystander to bullying or cultural misunderstandings.
2. Express to students they can incorporate a certain culture they know about, then prompt students to think about the issue and draw out possible solutions.
3. In their group students will plan and organize their short skits.
4. Groups will present their skits.

Questioning prompts:

- What is the difference between a passive and active bystander?
- What were the key issue(s) presented in your role-playing scenario? Was there more than one solution?