***Creating a Culture!+***

***Video reflection session***

**Pre Video**

Body language - gestures

<http://www.youtube.com/watch?v=Mi6h8zktO1s>

**body language - gestures.tiff**

**Task:**

**In groups of five (5) you are to create a unique system of communication that represents your culture.**

There are four different cultures in your world, each based on certain physical features of the culture:

1. *Culture where you have to be in physical contact with someone to communicate*
2. *Culture where you can’t make eye contact to communicate*
3. *Crab culture where arms and legs are in contact with ground at all times*
4. *Culture where the use of arms is rude*

Your teacher will allocate your group a culture. Using the key features of your culture, you are to invent a series of gestures or verbalisations to show the following phrases and emotions:

**Emotions Phrases**

* Anger
* Happiness
* Fear
* Sadness
* Confusion
* Hello.
* Goodbye.
* I don’t understand.
* I’m feeling sick.
* Excuse me/Sorry
* What time is it?
* Help!
* How much does this cost?

**Requirements:**

* You must follow the restrictions of your culture
* You are forbidden to use English!
* All members of the group must participate

**Scope:**

* You will have 10 minutes to invent, record and practice your gestures in your small groups. Ensure other cultures don’t know your system of communication!
* You will be presenting your system of communication to the rest of the class. They will grade you on the following:
  + Ease to understand
  + Creativity to find different solutions
  + Representative of the limitations

**Learning outcomes within intercultural understanding**

* **Attitudes**
  + Challenging the students attitudes to new activities, situations
  + Coping with emotions such as inadequacy of having to communicated in different modes. This leads to building self reliance
  + Coping with ambiguity by seeing that there are no ‘right answers’ but ‘interpretations’
* **Perspective taking skills**
  + Thinking about culture specific knowledge and how it forms communication by developing gestures within culture ‘rules’
  + Listening and accommodating each group member’s suggestions
* **Intergroup skills**
  + Developing skills in many modes of non verbal communications
  + Developing the capacity for leadership, team-work and negotiation
  + Developing the capacity for adaptability as students work within culture ‘rules’
* **Metacognitive reasoning** (video session – a short history of Australia, and Babakiueria)
  + Reflect on factors contributing to my identity
  + Evaluate cultural/historical actions that help shape national identity

**Year 7 Intercultural Activity Group Evaluations**

Name of Group

***Culture where you have to be in physical contact with someone to communicate***

|  |  |  |  |
| --- | --- | --- | --- |
| **Evalution Criteria** | **3 Pts** | **2 Pts** | **1 Pts** |
| 1. EASY TO UNDERSTAND |  |  |  |
| 2. CREATIVITY TO FIND DIFFERENT SOLUTIONS |  |  |  |
| 3. FOLLOWING THE LIMITATIONS – (requirements as set out on your task sheet) |  |  |  |

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**Total Points**

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***Culture where you can’t make eye contact to communicate***

|  |  |  |  |
| --- | --- | --- | --- |
| **Evalution Criteria** | **3 Pts** | **2 Pts** | **1 Pts** |
| 1. EASY TO UNDERSTAND |  |  |  |
| 2. CREATIVITY TO FIND DIFFERENT SOLUTIONS |  |  |  |
| 3. FOLLOWING THE LIMITATIONS - (requirements as set out on your task sheet) |  |  |  |

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**Total Points**

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Name of Group

***Crab culture where arms and legs are in contact with ground at all times***

|  |  |  |  |
| --- | --- | --- | --- |
| **Evalution Criteria** | **3 Pts** | **2 Pts** | **1 Pts** |
| 1. EASY TO UNDERSTAND |  |  |  |
| 2. CREATIVITY TO FIND DIFFERENT SOLUTIONS |  |  |  |
| 3. FOLLOWING THE LIMITATIONS - (requirements as set out on your task sheet) |  |  |  |

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**Total Points**

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Name of Group

***Culture where the use of arms is rude***

|  |  |  |  |
| --- | --- | --- | --- |
| **Evalution Criteria** | **3 Pts** | **2 Pts** | **1 Pts** |
| 1. EASY TO UNDERSTAND |  |  |  |
| 2. CREATIVITY TO FIND DIFFERENT SOLUTIONS |  |  |  |
| 3. FOLLOWING THE LIMITATIONS - (requirements as set out on your task sheet) |  |  |  |

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**Total Points**

**Videos section**

A Brief History of Australia

<http://www.youtube.com/watch?v=PhY9PBceqYY>

a brief history of Australia.tiff

Babakiueria

<http://www.youtube.com/watch?v=06DKCdJWK2c>

babakiueria.tiff

**WHY DO PEOPLE TELL THE SAME STORY IN DIFFERENT WAYS?**

Today we’re going to think about what influences the stories that we tell. We will watch some clips to help us explore this question.

Preview Task:

In groups, write down 5 significant points/events in Australia’s history. Try to include dates:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Viewing Questions: A Brief History of Australia

Watch the clip and note down the historical events and dates that are mentioned.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discuss how you think the film maker feels about white settlement of Australia. Consider the following questions:

1. Did you list the same historical events?
2. Do you agree with the way these events have been represented in the clip?
3. How do you think an Indigenous person might tell this story?

**This film starts with a boat approaching a barbeque area and a group of people taking possession of this area and all “Babakiuerians”.**

**Part 1.**

What country does Babakiueria represent?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Give 3 examples of how the people of Babakiueria are portrayed.

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**Part 2.**

How does the reporter explain gambling and horse racing?

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Give examples of how roles have been reversed.

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