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| **Enquiry Stage** | | | | | Construct 1; **Attitudes** | Construct 2; **Perspective taking skills** | Construct 3; **Intergroup skills** | Construct 4; **Meta-cognitive reasoning** |  |  |
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| Assim’n | Tourist | Human rel’ship | Multic’l | Transf’ve |
| **Yr 7 Culture and the world**  **Students at this level enquire about culture and its representations.**  **They investigate:**  Origins, diversity, difference, stories dreamings, icons, deities, festivals, customs, celebrations of heroes. | | | | | Content focus suggestion:  **Culture and story**  Examine; What is culture?  How do we see culture?  Compare diverse depictions of concepts like, wealth, God, fertility, love, purity, etc.  Compare Western, Eastern and Australian Aboriginal funerals and symbols.  What is a cultural story?  What functions do sounds, signs, gestures, colours, movement have in cultural stories?  How many different cultural stories are around you?  What methods/modes of communication do cultures use for story?  How do you respond to different stories, different story methods or media?  (#ICUCET Tourist) | Content focus suggestion:  **Why are stories different?**  Examine; Why have stories developed in different ways in different cultures?  What are factors the shape the way people think and behave?  How are stereotypes formed?  Identify counter stereotypes in cultural settings.  Create a cultural story in a culture far removed from your own. Explain reasons.  (#ICUCET Human Relations) | Content focus suggestion:  **Celebrate through story**  Identify similar themes in cultural stories.  Identify CSK that may be incorporated in stories.  Write a program for a multicultural festival where each theme can be performed/represented once.  In one theme, design a presentation that combines cultural representations on one theme. Use a variety of modes of communication.  Eg; Tell a theme of creation in different ways.  Have a multicultural festival, where the program is negotiated by groups.  (#ICUCET Multicultural) | Content focus suggestion:  **How does story shape culture?**  Examine; What elements in story create national, cultural, personal identity?  How do these elements of Australia’s heritage shape the values of our culture?  Are these values transferable between cultures?  When do expressions of national/cultural identity created a positive effect and when do they create a negative effect?  Finalise your journal and reflect on your intercultural journey.  (#ICUCET Transformative) | **Discussion questions:**  Is the work best done spread over the year dealing with one construct/term or condensed so that all is worked as one unit?  The extension of this point is, what about repetition? How many tasks are necessary (repeating assessable skills) at each level to gain ICU?  The assessment criteria don’t presently reflect the levels ‘enquiry’ and ‘emergence’ – let alone ‘literate’. Should they be different from each other at each level? Or should it be the assessment tasks that are the different elements; calling for higher order thinking as students progress? | The evidence gathered should show the extent to which the student;   * Engages in **new** or broadened **knowledge** willingly and/or independently * Demonstrates **empathy** for others including recognition of prejudice, stereotypes and/or those denied * Documents ideas created or **perspectives** held by people other than themselves * Works **collaboratively** on a task in a **respectful** and **responsible** way, **adapting** to new situations as required * Uses appropriate **conventions** in one or more mode of **communication** * Documents **identification**, **reflection** and **reasoning** about **factors** that **shape** their **identity** (including values, attitudes and behaviours) * Documents critical reflection of their **responses** and **attitudes** to ICU projects and experiences * Offers critical reflection on the **impact** of ICU on the world |
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| **Enquiry Stage** | | | | | Construct 1; **Attitudes** | Construct 2; **Perspective taking skills** | Construct 3; **Intergroup skills** | Construct 4; **Meta-cognitive reasoning** |  |  |
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| Assim’n | Tourist | Human rel’ship | Multic’l | Transf’ve |
| **Yr 8 Problems emerge**  **Students at this level enquire about cultural and ethnic conflicts and how these affect the world.**  **They investigate:**  Territory, ownership, laws and understandings, tribalism, gangs, nations, socioeconomic difficulties, displaced persons, refugees. | | | | | Content focus suggestion:  **Cultural conflict**  Examine; What kinds of cultural conflicts are there?  What are the underlying causes of cultural conflict?  What are culturally appropriate ways to dress/act?  History of white occupation of Australian Aboriginal land.  Listen to both sides of conflicts – Islam/Christian, Protestant/Catholic, Indigenous/White Australian.  Document the effects of cultural/economic conflict.  (#ICUCET Human Relations) | Content focus suggestion:  **Who is right in conflict?**  Examine; case studies from cultural conflicts.  Imagine how people from opposite sides of cultural/economic conflicts might feel or act.  Organise a debate around a minor culturally contentious issue.  Examine; What are the dangers of stereotypes?  Look at war propaganda and the de-humanising of people.  (#ICUCET Transformative) | Content focus suggestion:  **What are they fighting *for*?**  **Finding solutions:**  Identify what people really seek in cultural conflicts.  Identify core human needs.  Identify instances of CSK that conflict.  In groups propose a plan that could address underlying causes of cultural conflict and create a better world.  Assess the plans against the criteria of what people want.  (#ICUCET Transformative) | Content focus suggestion:  **How can we help those in conflict?**  Discuss why cultural conflicts can’t be solved easily. Determine what fears people have in finding mutual solutions. Use Australia and refugees as a topic.  Propose a plan where Australia could benefit from taking large numbers of refugees. What could we loose/ gain in cultural/national/religious identity?  What values might change in Australia with cultural change?  Document how a changed Australia might relate globally.  (#ICUCET Transformative) |  | The evidence gathered should show the extent to which the student;   * Engages in **new** or broadened **knowledge** willingly and/or independently * Demonstrates **empathy** for others including recognition of prejudice, stereotypes and/or those denied * Documents ideas created or **perspectives** held by people other than themselves * Works **collaboratively** on a task in a **respectful** and **responsible** way, **adapting** to new situations as required * Uses appropriate **conventions** in one or more mode of **communication** * Documents **identification**, **reflection** and **reasoning** about **factors** that **shape** their **identity** (including values, attitudes and behaviours) * Documents critical reflection of their **responses** and **attitudes** to ICU projects and experiences * Offers critical reflection on the **impact** of ICU on the world |
|  | | | | |  | **T2 High Resolves**  Collective Identity Module  (#ICUCET Human Relations) | **T3 High Resolves**  Justice Module  (#ICUCET Transformative) |  |  |  |
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| **Emergence stage** | | | | | Construct 1; **Attitudes** | Construct 2; **Perspective taking skills** | Construct 3; **Intergroup skills** | Construct 4; **Meta-cognitive reasoning** |  |  |
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| Assim’n | Tourist | Human rel’ship | Multic’l | Transf’ve |
| **Yr 9 Intercultural issues affecting us at a local, community and national level**  **Students at this level enquire about travel, immigration, refugees and justice.**  **They investigate:**  Solutions to intercultural problems, inclusive friendship groups, community action, rights responsibilities, intervention programs, diversity, multiculturalism, aid organisations, immigration. | | | | | Content focus suggestion:  **How hard is it to change countries?**  Examine; What is a foreigner/ national?  What is an Australian?  What are the difficulties/challenges for immigrants?  How do you feel as a foreigner when you travel?  What are human rights?  What is diversity?  What is multiculturalism?  What is the legislation regarding MC in Vic?  What kinds of actions/groups help people?  (#ICUCET Multicultural) | Content focus suggestion:  **How have others done it well?**  When I travelled I missed?  When I went to (country) I was most challenged by?  Listen to immigrants’ stories – tell/depict different stories of immigration in different ways.  Find out what has become of immigrant or refugees in Australia?  Find our what has become of expat Australians.  Document what elements of ICU successful (what is successful?) immigrants/ expats have.  (#ICUCET Tourist) | Content focus suggestion:  **Designing for multicultural**  Review difficulties faced by intercultural relationships.  Discuss CSK communication problems.  In groups propose ways we could make a situation/place easier for people from different cultures – examine, Melbourne City, Loyola College.  Design ‘intercultural’ symbols for cultural actions/values or design a multicultural community space (shopping centre, airport).  Consider communication conventions such as reading order in posters, books, news-papers.  (#ICUCET Multicultural) | Content focus suggestion:  **Nationality, ethnicity or location?**  Reflect and discuss assimilation versus multiculturalism.  Reflect on your own cultural identity.  Is there such a thing as a national identity?  Design a new Australian national flag. What aspects of our heritage should shape our national symbology? Consider and document in what ways do we ask people from different cultures to modify their values when they come to Australia?  What effect does this have on their identities?  Consider the sustainability of intercultural services and groups. Will they last forever? Will they be needed forever?  **(**#ICUCET Multicultural) |  | The evidence gathered should show the extent to which the student;   * Engages in **new** or broadened **knowledge** willingly and/or independently * Demonstrates **empathy** for others including recognition of prejudice, stereotypes and/or those denied * Documents ideas created or **perspectives** held by people other than themselves * Works **collaboratively** on a task in a **respectful** and **responsible** way, **adapting** to new situations as required * Uses appropriate **conventions** in one or more mode of **communication** * Documents **identification**, **reflection** and **reasoning** about **factors** that **shape** their **identity** (including values, attitudes and behaviours) * Documents critical reflection of their **responses** and **attitudes** to ICU projects and experiences * Offers critical reflection on the **impact** of ICU on the world |
| **High Resolves**  Conflict Resolution  (#ICUCET Transformative) | **High Resolves**  **School Action Project**  (#ICUCET Transformative) |
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| Assim’n | Tourist | Human rel’ship | Multic’l | Transf’ve |
| **Yr 10 Intercultural issues affecting us at an international, global level**  **Students at this level enquire about living and working across cultures.**  **They investigate:**  International, global interdependence, loss of diversity, working trans-cultural, travel, CSK, cost and effect of our consumerism, communications, | | | | | Content focus suggestion:  **Is the world fair?**  Examine; What is meant by the ‘first’ and ‘third’ world? Is there a ‘second’ world? [http://en.wikipedia.org/wiki/First\_World]  Or; how do we feel using the terms ‘minority’ and ‘majority’ worlds? [1]  International/ intercultural issues.  Protection of cultures and loss of diversity.  Identify what is prejudice and where is found?  Examine artworks/media works that elicit prejudice but act differently with understanding.  Examine the situations of resource rich countries.  Examine power structures in resource mining/distribution.  Examine international waste disposal.  (#ICUCET Tourist) | Content focus suggestion:  **Who are you?**  Examine; life style case studies from developing nations in respect to working conditions, waste disposal, resources and power structures.  Write or depict an autobiography/ portrait of a teenager your age from a different culture and socioeconomic level.  Consider your multiple identities as a student, son/daughter, part time employee, Australian, Christian, sport supporter.  Consider; the life of a trans-cultural businessperson. Write a week in their diary, showing reflections of their emotions.  (#ICUCET Human relations) | Content focus suggestion:  **Designing together**  Collaborate with an intercultural or international partner to design a solution to a global problem. Eg; How to shift from a dependence on oil, How to equalise pay for women, how to improve the world’s waste situation, a new language, a movie script to depict a story, a bridge between to continents, etc.  Keep a journal to record the process focussing on any CSK you learnt and the effect it had on your project, the challenges that emerged and the way you dealt with them.  (#ICUCET Transformative) | Content focus suggestion:  **Culture in the future**  Examine; In what ways did colonisation change culture?  In what ways will the internet, travel shape cultural values? What will be the culture of the future and how will that shape collective identity?  How will the divide between the first and third world affect cultural identity?  Is culture in the globalised world becoming more defined through socioeconomic divisions rather than on geographic or ethnicity?  Reflect on what aspects of your future world might shape your cultural identity?  (#ICUCET Transformative) |  | The evidence gathered should show the extent to which the student;   * Engages in **new** or broadened **knowledge** willingly and/or independently * Demonstrates **empathy** for others including recognition of prejudice, stereotypes and/or those denied * Documents ideas created or **perspectives** held by people other than themselves * Works **collaboratively** on a task in a **respectful** and **responsible** way, **adapting** to new situations as required * Uses appropriate **conventions** in one or more mode of **communication** * Documents **identification**, **reflection** and **reasoning** about **factors** that **shape** their **identity** (including values, attitudes and behaviours) * Documents critical reflection of their **responses** and **attitudes** to ICU projects and experiences * Offers critical reflection on the **impact** of ICU on the world |
| **High Resolves**  **Community Action Project**  (#ICUCET Transformative) | | **High Resolves**  **Annua­l Summit**  (#ICUCET Transformative) |
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| **Abbreviations** |  |  |  |  |  |  |
| ICU | Intercultural understanding |  |  |  |  |  |
| CSK | Culture specific knowledge |  |  |  |  |  |
| MC | Multiculturalism |  |  |  |  |  |

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