



Brink

Expedition

www.brinkx.org

*Survive the race
against time!*



Curriculum

Module 5

Understanding Cultures

Resources

**Suitable for Upper Primary to Lower Secondary
Core Learning Outcomes Levels 4-5**

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In partnership with: Department of Education and the Arts



Association of Independent Schools of Qld



Brisbane Catholic Education



Qld Catholic Education Commission



Earth Charter

UNDERSTANDING CULTURES - RESOURCES

Resource sheet: A website guide



Go to www.brinkx.org . Scan the home page, known as Base Camp, and answer the following questions:

1. What does the word brink mean?

2. Go to Latest News. Find the section that shows where the Brink Boys are now, click on 'HERE' and name the country they are in. What is the capital of that country? Use your atlas to work out how far this city is from Sydney, Australia.

3. Click on Back and return to Base Camp.

4. Click on Gallery on the left hand side of the page. View the photos in one of the photo files by clicking on one of the four photos or the name of the country beneath them. Describe one of the photos that you like.

5. Click on Back and then click on the red and white cross in the top right hand corner of the page to close these pages and return to Base Camp.

6. Locate and click on Fact Files on the left hand side of the page. Locate the Topic box and select National Parks. On the Country box and select any country. Go to Sort and select latest date.

a) What is the name of the national park in Chile that was visited by the Brink team?

b) Click on the link. List six animals that are found in the national park.

Resource sheet: Journal reflections



Directions

Part A

1. Go to www.brinkx.org .
2. Locate and click on Journals on the left hand side of the home page.
3. Locate the Topic box and select Schoolroom journals.
4. Locate the Country box and select Any country then click on Go.
5. Click on San Flaviano Schoolroom and answer the following questions:
 - a) Read what he has written about this community and choose two things that you think are interesting and list them here.

- b) How can people in Australia help children living in the San Flaviano community?

Directions

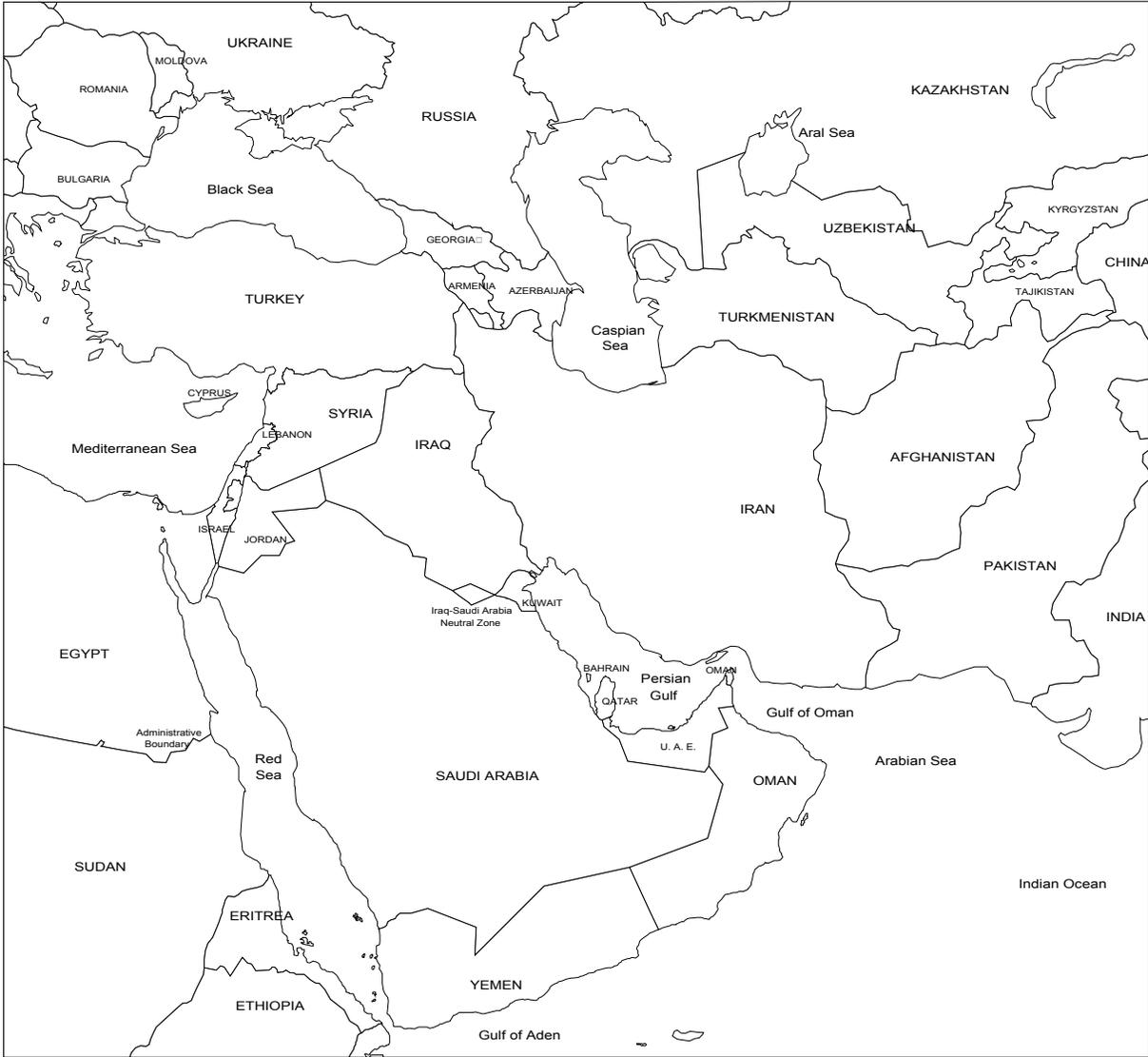
Part B

1. Go to www.brinkx.org .
2. Locate and click on Journals on the left hand side of the home page.
3. Locate the Topic box and select Interviews.
4. Locate the Country box and select Australia then click on Find. Why did Kendon and Ben decide to undertake this expedition?

5. Go back to the topic box and select Any topic. In the Country box select Spain.
6. Locate the item entitled 'Hitting the frog and toad'. Read and summarise Kendon's impressions of the dock area in Gibraltar where he stayed.

Resource sheet: A map of the route





RESOURCE SHEET 1: Variety is the Spice of Life

1. Sort the following list of items into the categories in the Table below:

Mexicans	Siamese	camping
Vegetables	orchids	honey
Nissan	Rolls Royce	Japanese
Daisies	Terriers	Manx
Caravanning	Tabby	eggs
Poodles	roses	back-packing
Vegetables	Nigerians	Labradors
Volvo		

DOGS	CATS	FLOWERS	CARS	NATIONALITIES	FOODS	TYPES OF HOLIDAY

2. Divide into seven groups, with each group taking one of the categories above. For each category, describe what you see as the similarities for each group and then the differences between the items in each group.

Write these in your own book, using the model below: (You will probably need more space for the differences).

DOGS:

Similarities:

Differences:

As a class, discuss one or two of the categories. See if others can add more ideas.

3. Also consider the language you have used to describe similarities and differences. What words did you use?

Words used to describe similarities: _____

Words used to describe differences: _____

As a class, consider the language used for some of the other categories above.

4. As a class, do a PMI (Plus, Minus, Interesting) on one or more of the remaining categories. For example, what if all cars or foods or flowers were the same?

RESOURCE SHEET 2: My Family Culture – preparing and clearing food.

Think about what happens in your house to prepare and clear away food for the evening meal. Who does what? When? How? Answer the following questions:

Roles

1. Who usually buys the food? _____
2. Who usually prepares the food? _____
3. Who usually clears away afterwards? _____
4. Who washes up the dishes? _____

Type of food

5. What sort of food do you usually eat for your evening meal? Please tick and say how many nights a week you would eat this style of food.

E.g. Take-away ✓ *Once a week*

- Meat and vegetables – fresh
- Meat and vegetables - frozen
- Ethnic food from your family's original culture
- Ethnic food from other cultures (e.g. Asian stir fry, Italian spaghetti, Mexican tacos)
- Take-away food
- Vegetarian
- Eat at a café or restaurant
- Bar-B-Q
- Other _____

Place

6. Where do you usually eat your evening meal? (please tick)
 - At a table, set beforehand with cutlery
 - At a table – each gets own cutlery
 - At a table in front of TV
 - In lounge chairs in front of TV
 - Other _____

Language

7. What do you call your evening meal? (Please tick)
 - Dinner
 - Tea
 - Supper
 - Other _____

Rituals

8. Do you have any particular family rituals at the evening meal? (e.g. say Grace, everyone tells what they did that day, listen to the news etc.) Please describe:

RESOURCE SHEET 3: WHERE DO I STAND?

Circle on the line numbered 1 to 5 where you stand on the following statements:

SCORE

- I am suspicious of all Muslims as they may be terrorists.***

Suspicious 1 2 3 4 5 not suspicious

- I am optimistic that the US invasion of Iraq will stop terrorism.***

Optimistic 1 2 3 4 5 pessimistic

- I believe that Muslim societies are basically undemocratic.***

Believe 1 2 3 4 5 do not believe

- I believe that the boat people who arrived in Australia early this century were fleeing from persecution in their own country.***

Believe 1 2 3 4 5 do not believe

- Putting whole families in detention centres for months or years will stop other boat people from coming here.***

Believe 1 2 3 4 5 do not believe

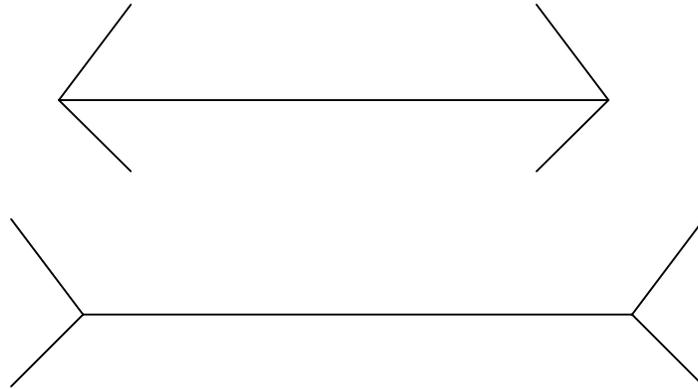
- I believe that it is wrong to put children in detention centres.***

Believe 1 2 3 4 5 do not believe

TOTAL SCORE _____

RESOURCE SHEET 4: Is seeing believing? A perception exercise

A. Study the two figures below



Which of the horizontal lines is longer? _____

B. Quickly read the following statement:

Feature films are the result
of years of scientific study
combined with the
experience of years.

Write the answer to your teacher's question here: _____

(Both exercises are from Otero, G. 2001, *What Am I Looking At? Teachable moments on perception, cultural awareness and understanding*. Hawker Brownlow Australia.)

RESOURCE SHEET 5: How ethnocentric am I?

Study the following statements carefully and then answer the questions below:

1. People who eat cats must be cruel.
2. Whereas we feel comfortable doing things as individuals, most Japanese people feel more comfortable doing things in a group.
3. Many Asians think that shaking hands is unhygienic because it can spread germs.
4. I can't stand seeing Frenchmen kiss each other on each cheek when they greet friends.
5. Many Indian girls accept arranged marriages because they trust their parents' wisdom in finding someone suitable for them.

- What is your own reaction to the behaviour mentioned in each statement? (Underlined in each sentence). Is it reasonable behaviour? Could you adopt this behaviour?

1. _____
2. _____
3. _____
4. _____
5. _____

Ethnocentrism is the belief that our culture's way of doing things is best and makes more sense than ways of doing things in other cultures. We often can't help being ethnocentric, because we have been brought up in a certain way, and our ideas of how the world should work are now part of our identity.

- Identify those statements that are ethnocentric (i.e. the statement makes a judgment about the behaviour rather than merely accepting it as different). Give a reason.

1. _____

2. _____

3. _____

4. _____

5. _____

- Are you VERY/ SOMEWHAT/ A LITTLE BIT/ NOT ethnocentric? (Highlight your choice). Base this on your own feelings about the behaviours in the statements.

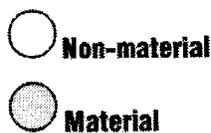
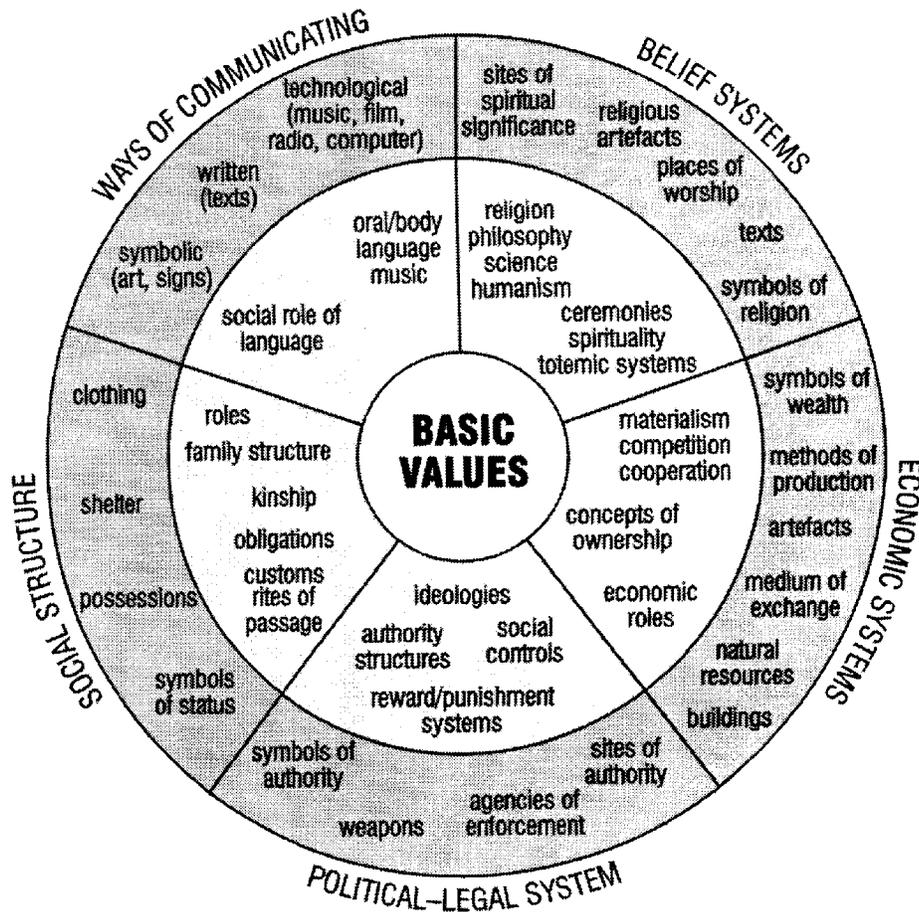
Even what seems weird to us will make sense for people in another culture (otherwise the behaviour would have disappeared). Over thousands of years, various cultures have developed different ways of doing things. By studying different cultures we can come to appreciate how ingenious and clever human beings are.

RESOURCE SHEET 6: SCAVENGER HUNT

Your group is working in competition with other groups over a short period of time to be the first to find all the answers to the following questions:

1. Who was the founder of Islam? (Write a brief description of his life)
2. When was Islam founded? What are its followers called?
3. What are the five pillars of Islam? (Write a short description of each)
4. What is the holy book of Islam and what is it about?
5. What is the religious law called? (Short description)
6. What is the Muslim house of worship called? Describe its use.
7. What is the Dome of the Rock and where is it?
8. What and where is the Ka'ba?
9. What are the most special religious ceremonies/celebrations for Muslims?
10. What connection does Islam have to Christianity and Judaism? What do Muslims think about Jesus?
11. What is unusual about Muslim art?
12. What is the role of women in Muslim society and the relationship between the sexes? Do Muslim women have to wear the veil?
13. Which day of the week is the Muslim holy day? What happens then?
14. Are there any religious rules about food? About other behaviour?
15. Which countries have a mostly Muslim population? What is the world's largest Muslim country?
16. What percentage of the world's population claims to be Muslim?
17. What are the two sects (or denominations) of Islam and what percentage of the Muslim world belongs to each?
18. How many Muslim countries are democracies?
19. How does Islam view war? Human rights? What is "jihad"? What has Islam contributed to world cultural heritage?

RESOURCE SHEET 7: A MODEL OF CULTURE



All cultures have some common features:

- ways of communicating
- belief systems
- social structure
- economic systems
- political/legal system

The manifestation of these features differs from culture to culture depending on their environment and their history.

(From the Board of Senior Secondary School Studies syllabus for Senior Study of Society, Queensland 1995, page 32. With the permission of Queensland Studies Authority).

RESOURCE SHEET 8: **DISTINCTIVELY AUSTRALIAN**

Australian Democrats
Australian Constitution
Anzac Day dawn service
The Archibald Prize for portrait painting
Akubra
Being fair dinkum
Blue Heelers
Coroboree
Drizabone
Dreamtime
Drover
Didgeridoo
Fair go, mate
Flying Doctor Service
Golden Circle pineapple
G'day mate
High Court of Australia
Hubby/ missus/the other half
Happy little vegemites
The Logies
Macadamia nuts
NAIDOC week
Native title/ landrights
Preferential voting
Sydney Opera House
Smoko
Slouch hat
Solarhart
Surf life-saver
Tipping in restaurants is not expected
Uluru
War memorial statues
Women's Weekly

- A. Put the items in this list into two columns headed: Material Culture and Non-Material Culture.
- B. Sort the items in each column into the five segments on the culture model: i.e.
 - Economic System
 - Political-Legal System
 - Social Structure
 - Ways of Communicating
 - Belief Systems

RESOURCE SHEET 9: CROSS IMPACT MATRIX

	Migrants and legal refugees	Asylum seekers	Australian government	People smugglers	Detention centres	Human rights campaigners
Migrants and legal refugees	X					
Asylum seekers		X				
Australian government			X			
People smugglers				X		
Detention centres					X	
Human rights campaigners						X

Bibliography

The following resources are available for loan from:

The Global Learning Centre (Qld)

102 McDonald Road

Windsor 4030

Phone: 3857 6666 Fax: 3857 2173

Email: glc@uq.net.au website: www.uq.net.au/~zzglcent/

Perceptions and Cultural Awareness

Otero, Dr. George, 2001. *What Am I Looking At? Teachable moments on perception, cultural awareness and understanding*. Hawker Brownlow Education.

Islam and Islamic cultures

The following are suitable for primary students:

Penney, Sue, 2001. *Islam. World beliefs and Cultures* series. Heinemann.

Eldash, Khaled and Khattab, Dalia, 2002. *Boushra's Dya: from dawn tom dusk in an Egyptian city*. Frances Lincoln.

Ghazi, Suhaib Hamid, 1996. *Ramadan*. Holiday House, NY.

Matthews, Mary, 1996. *Magid fasts for Ramadan*. Clarion Books. (A story)

Ross, Mandy, 2002. *Celebrations! Ramadan and Id-el-Fitr*. Heinemann.

Ganeri, Anita, 2001. *Islamic Stories*. Evans Brothers.

Fiesta series, 1999. *Pakistan*. Moondrake (Reed Educational). Also *Egypt, Lebanon*.

The following are suitable for secondary students:

An Oxfam Country Profile - series:

Johnson, Chris, 1998, *Afghanistan*

Olsen, Neil, 1998, *Albania*

Frost, Nicola, 2002, *Indonesia*

Peters, Chris, 1996, *Sudan*

Mumtaz, K and Mitha, Y, 1996, *Pakistan*.

Caritas Australia, *Asia Our Neighbour: Bangladesh*. Catholic Education Commission NSW (Video, running time 36 minutes)

The Middle East

The following video is for senior secondary students, but teachers may be able to use it as background information or select parts to use with students:

Video Education Australia, 2001. *The Taliban Legacy*. (Running time 36 minutes).

Muslims in Australia

Saeed, Abdullah, 2003. *Islam in Australia*. Allen and Unwin.

Video Education Australia, 2001. *Muslims in Australia*. (Running time 27 minutes).

Also able to be downloaded from the web:

Saeed, Abdulla, 2004. *Muslim Australians: Their beliefs, practices and institutions*. Department of Immigration, Multicultural and Indigenous Affairs, Australian Multicultural Foundation and the University of Melbourne. (A partnership under the Australian Government's *Living in Harmony* initiative). Found on: www.amf.net.au/PDF/religionCulturalDiversity/Resource_Manual.pdf