Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia's Diversity

**TOPIC 1.1: WHO CALLS AUSTRALIA HOME? 2 WEEKS**

- **Lesson 1.1.1** Statistics
- **Lesson 1.1.2** Citizenship
- **Lesson 1.1.3** Value of diversity

**REFUGEES AND ASYLUM SEEKERS**

**TOPIC 1.2: WHAT IS IMPORTANT TO AUSTRALIANS?**

- **Lesson 1.2.1** Values
- **Lesson 1.2.2** Stereotypes
- **Lesson 1.2.3** Anzac Day

**TOPIC 1.3: HOW DO AUSTRALIANS HANDLE DIVERSITY?**

- **Lesson 1.3.1** Land
- **Lesson 1.3.2** Racism
- **Lesson 1.3.3** Policy

**RACISM**

**THE MEDIA AND DIVERSITY**
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia’s Diversity

Topic 1.1: Who calls Australia home?

Lesson 1.1.1
Statistics In this introductory lesson students can investigate the diversity of people that make up Australia.

Teachers: Before You Start!
- Consider showing the introductory DVD as unit overview for students.
- Register for Survey Monkey and create a class email distribution list. (Click on Useful Resources)
- Encourage students to create a Media Log throughout this unit. (Click on Useful Resources)
- Select activities in order to complete Core Content Area 1 within the recommended teaching time of two weeks.

For students to investigate the diversity of Australian people select from the following learning activities:

Students:
- access the Department of Foreign Affairs website.
  - locate and examine the statistics on page 3 of the document.
  - list three significant or interesting differences between the statistics of 1901 and of 2006.
  - discuss with a partner (and with the class) what you think could be the reasons for the differences.
- explore the following statement from the Australian Multicultural Advisory Council People of Australia, that states that in 2010, one in four or 25% of Australia’s 22 million people were born overseas and 45 percent were either born overseas or have a parent who was.
  - design and implement a survey to determine whether your class demographic is similar to this overall 2010 Australian statistic. Students use Survey Monkey to complete this activity independently or as a whole class. An extension of this activity could involve the gathering of data using digital social networking.
  - interpret your results by calculating the percentage of students. For example:
    a) Percentage born overseas = \( \frac{\text{Number of students born overseas}}{\text{Number of students surveyed}} \times 100 \)
    b) Percentage with one or more parent/s born overseas. Calculate as above.
  - conclude whether the class is representative of the diversity of the country. Students explore why or why not their class statistics reflect the overall Australian statistics. Students consider what other information might be required to explain the class statistics.

Students and teachers, further exploration of the sites on this page provides excellent information and insights into the diversity of Australian peoples.
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia’s Diversity

Topic 1.1: Who calls Australia home?

Lesson 1.1.2 Citizenship

In this lesson students will critique the Australian citizenship test by examining the underlying values.

Teachers: Before You Start!

- Consider showing the introductory DVD as unit overview for students.
- Consider using an extending knowledge lesson available for this area on Refugees and Asylum Seekers. (See Unit Map)
- Familiarise yourself with Wordle, a digital tool that facilitates key word searches within existing documents.

For students to critique the Australian citizenship test select from the following learning activities:

Students:

- access and explore the Australian Citizenship webpage.
  - review the citizenship test
  - examine your own ‘Australian-ness’ by completing the Practice Tests
  - review the test results of the whole class and discuss and critique the results and the test itself
  - create a Wordle using the citizenship test text (See Useful Resources button for more information)
  - analyse the cultural values and beliefs that underpin the citizenship test by examining the created Wordle and answering the following questions. (Note: the larger words in the Wordle have been repeated more frequently, the more often it is mentioned in the text.)
    - What are the dominant values presented in the text?
    - What values seem to be silenced or absent?
    - Did it surprise you the number of questions relating to religion? Why?
    - Do you think this is a valid way of determining citizenship? Why or Why not?
  - share your views with a partner and then with the class.
  - design five more questions that you think an Australian must be able to answer to be a good citizen.
  - For example: What side of the road do you drive on in Australia? Or what is an aboriginal word for koala? Or what did Caroline Chisholm do? (For extra support review the U.S. citizenship test)
- listen to podcasts of some stories of Australians at Voices of Australia.
- explore the Australian Citizenship website for other activities under Resources for schools.
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia's Diversity

Topic 1.1: Who calls Australia home?

Teachers: Before You Start!

- Familiarise yourself with Persuasion Map, a digital tool useful for organising arguments and the Half Class Debate Strategy by clicking the Useful Resources button above.

For students to explore the effects of diversity on the Australian way of life select from the following learning activities:

Students:

- discuss, as a response to the following statements, the pros and cons of diversity
  - It has been said that like biodiversity, cultural diversity ensures the resilience or survival of social systems.
  - It is the mongrel dog that generally proves healthier than the thoroughbred. David Tacey, 2000 p. 247
  - Multiculturalism is an appropriate policy for those residents who hold two sets of national loyalties and two passports. For the millions of Australians who have only one loyalty this policy is a national insult. - Geoffrey Blainey.
- use the Half Class Debate strategy to debate the following: Allowing people from many other countries to settle in Australia is a good thing.
  - Prepare for the debate, by using Persuasion Map to help develop and justify arguments.
  - Discuss the arguments as a class, challenging unsubstantiated claims.
- research the cultural heritage of the following: Julia Gillard, Russell Crowe, Fred Hollows, Lachlan Murdoch, Matt Preston, Patrick White, Victor Chang. Record the contributions they have made to Australia. Discuss how diversity has contributed to the Australian culture?
- critique the cartoon below by answering the following questions:
  - What region of Australia is represented in the cartoon?
  - Is this an accurate or stereotypical representation?
  - What is a "Burqa"?
  - What is the cartoonist saying about the value of diversity?
- use a SWOT strategy on the statement below incorporating new understandings gained from learning activities:
  If you are here and you want to be here and you want to make a go of it, you are Australian. John Thornhill (Australian theologian)
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia’s Diversity

Topic 1.2: What is important to Australians?

Lesson 1.2.1 Values

In this lesson students reflect on the values that underpin Australian culture and the Australian way of life.

Teachers: Before You Start!

- Familiarise yourself with Flickr.com and Wordle. (Click on useful resources.)

For students to identify and reflect on the values that underpin the Australian culture select from the following learning activities:

Students:

- assemble a collage of 4-8 digital images that represent what you value about being Australian from Flickr Creative Commons or other image source. Insert digital images into a digital presentation format eg Windows Movie Maker. Present to groups or the class justifying your selection of images and the values they represent.
- consider the words and use of the Australian National Anthem *Advance Australia Fair* and identify the values and images of Australia that it promotes.
  - Listen to and view the *National Anthem* and answer the following questions as a class or individually.
    - What is the purpose of an anthem? When do you hear it? Why is it sung and not spoken? Why are the players and crowd singing or not singing? How do you feel when you hear the anthem sung?
  - Research the origin of the Australian anthem. Who wrote it? When was it written?
  - Critique the words of all the *original verses*. Why are only verses one and three usually sung?
  - Complete the following Cloze activity using words or meanings from the Australian Anthem.

<table>
<thead>
<tr>
<th>Phrase or term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our home is girt by sea</td>
<td>Australia is an island surrounded by oceans</td>
</tr>
<tr>
<td>Wealth for toil</td>
<td>Describes Australia as a welcoming country</td>
</tr>
<tr>
<td>We are young and free</td>
<td>Australia has unique gifts</td>
</tr>
<tr>
<td>Advance Australia fair</td>
<td></td>
</tr>
</tbody>
</table>

- Identify the values promoted by the words in verses one and three. To support this activity copy and paste the words into Wordle.
- Discuss as a class, the relevance of the anthem in contemporary society? Consider the values presented or missing, the language used.

- compose or suggest an anthem suitable for a contemporary Australia. [Check this out for inspiration.]
- list Australia’s major national symbols and critique their relevance for today.
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia’s Diversity

Topic 1.2: What is important to Australians?

Lesson 1.2.2 Stereotypes

In this lesson students examine and critique the stereotyping of Australia and Australians.

Teachers:

- Before you start: Obtain A3 or butcher’s paper for drawing purposes.

For Students to critique some Australian stereotypes select from the following learning activities:

Students:

- form groups of four and divide a large sheet of butcher’s paper into four equal parts.
  - Discuss four different stereotypical Australians. Each member choose one stereotype and complete the following:
    - Illustrate the chosen stereotype identifying name, sex, age, hair and eye colour, skin tone, body type, religion, economic status.
    - Add speech bubbles with words or phrases commonly used by the stereotype.
  - Add to your illustration the typical house, family, and food of the stereotype.
  - Add symbols representing activities that the stereotype would do on the weekend.
  - Considering your illustrations discuss as a group if your illustration might change if you were:
    - a farmer in Western QLD?
    - an aboriginal elder in far north QLD?
    - the grandson or daughter of a Vietnamese refugee?
    - an Australian soldier fighting in Afghanistan?
    - living in Tasmania?
    - the Prime Minister?
  - Compare your illustrations with the other groups in the class. List the most commonly identified stereotypical Australian
  - Reflect on and record your response to the following questions: How much am I like the stereotypical Australian? How much am I not like the Australian Stereotype? What are the limitations of using stereotypes to describe a diverse nation?

- analyse and critique the 1984 and 2010 tourism campaigns for Australia.
  - Identify stereotypical characters and behaviours in both campaigns.
  - Name what is valued as Australian
  - Determine which Australians are silenced?
  - Describe the change in social values and beliefs about Australia and Australians from 1984 to 2010 as projected in these campaigns.
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1:  
Australia’s Diversity

Topic 1.2:  
What is important to Australians?

Lesson 1.2.3  
Holidays and Rituals

In this lesson students can investigate the values that underlie public holidays and the structure and function of Anzac Day and other public rituals.

Teachers: Before you start!

For students to examine the structure and function of Australian public holidays and rituals, select from the following activities:

Students:

  - Record your findings in a table.
  - Choose one word that you think best describes the reason for the day and record it in the table.
  - Think about how your family spends each of these days. For your family which of the holidays still holds its original meaning and purpose? Share your thoughts with a partner.
  - As a class discuss the values that underpin the holidays and whether they are still relevant for today. Should they be reconsidered? If there are Christian holidays, should there be other religious holidays?
  - Imagine if the government, as a cost-cutting activity decided to cut back to two public holidays for next year. As a class, choose the two holidays and justify your decision based on what is important to Australians. Can your class government reach a consensus?

- Research the structure of an Anzac Day ceremony, a Citizenship ceremony and a Catholic Wedding or Baptism ritual. In the Venn Diagram record the similarities and differences of structure and meanings in a diagram like the one below.

- Discuss and brainstorm the class understanding of how separate the church and state are in Australia.
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia’s Diversity

Topic 1.3: How does Australia handle diversity?

Lesson 1.3.1

In this lesson students will investigate the various attitudes and connections to land in Australia.

Teachers: before you start!

Consider showing the [four minute slide show of Australian landscapes] as a starter.

For students to investigate the diversity of attitudes to land in Australia select from the following activities.

Students:

- view [Aboriginal connection to land], which is a six minute video clip of Indigenous Australians and their deep connection to the land.
- reflect on the diversity of Australia’s landscapes and consider the diversity of people’s attitudes towards it. Imagine how you would feel about the land if you were: a farmer, a miner, a bushwalker, a greenie or environmentalist, a landscape artist, a soldier or a forestry worker.
  - Choose one of these and write a paragraph from their perspective describing what the Australian land means to you. As a class, examine the paragraphs and identify the differences in the way the land is viewed.
- consider the responsibilities of the Australian government regarding its responsibilities regarding land ownership, protection and usage. View this six minute clip about a [farmer and his land] and discuss the issues about land and the environment that are presented.
- examine the diverse responsibilities regarding land management of the Queensland State Government at [http://www.derm.qld.gov.au]. If you could choose one value that underpins the government’s decisions regarding the management of land in Australia, what would it be? Share your opinion with a partner or the class.
- read the poem by Dorothea Mackellar, [My Country] and some of the reviews that follow.
  - Write a poem about your own feelings about Australia and the land
- participate in a class panel on a rich topic about land management i.e. a [section of land west of Toowoomba is going to be flooded to build a dam for flood mitigation]. Prior to the panel discussion, students in groups prepare panel responses to the land management issue from the perspective of one of the following: an indigenous teacher, a farmer, a hydrologist, a bushwalker, a greenie or environmentalist, a landscape artist, an existing resident or a forestry worker.
Fertile Question: How can religious diversity advance Australia fair?

Core Content Area 1: Australia’s Diversity

Topic 1.3: How does Australia handle diversity?

Lesson 1.3.2

Racism

In this lesson students will be encouraged to reflect deeply on their own attitudes to people of other nations and cultures.

Teachers: Before you start!

- Read the article found on the ABC site
- Make copies of the Frayer Concept Map or provide electronic copies for students.
- Set up a Blog for your class and or register for Wallwisher. Click Useful Resources to learn how.

For students to recognise, own and reflect on attitudes to people of other nations and cultures, select from the following activities.

Students:

- think about this statement. What one person considers to be racist is to another just a joke. Define the term racism? Use the Frayer Concept Map on the concept of racism. Click Useful Resources for an explanation.

  Compare your examples and non examples with a partner and then with another pair. As a class finalise a definition of racism.

- Read the Brian Haigh article about the increasing level of racism in Australia. Read through several of the comments. Create your own response to the article and post your response on Wallwisher. (Click Useful Resources for more information.)

- Reflect on your own attitudes towards other races. Read through the questionnaire at the Can you recognise racism? site answering yes or no to the statements. Think about any question to which you answered no. Compare and discuss with a partner.

- Discuss as a class what you could do to reduce the level of racism in your community and the world.
Core Content Area 1: Australia’s Diversity

Topic 1.3: How does Australia handle diversity?

Lesson 1.3.3 Policy

In this lesson students will critique policies of Australian governments past and present on cultural diversity.

Teachers: Before you start!

- Register for Time Toast, a free digital tool to create timelines.

For students to examine and critique policies on cultural diversity select from the following activities.

Students:

- create a class timeline of Australia’s immigration policies beginning with the 1850s believed to be the origin of the White Australia Policy.
  - Go to the Australian Immigration website to read about the White Australia Policy. Allocate a student or pair of students a year from the following: 1850s, 1901, 1919, 1949, 1957, 1958, 1966, 1973, 1975, 1978. These students locate the information about the White Australia Policy and record it on a class timeline either on a wall or electronically using Time Toast.
  - Examine the completed timeline and write a sentence about the changing attitude of the Australian Governments about immigration over the time period.
- examine a brief history of the treatment of Aboriginal and Torres Strait Islander people in Australia.
  - Read through the Naidoc Timeline to gain a brief insight into the issues dealt with and faced by Indigenous people since 1920.
  - Research the Australian Government’s approach to social justice and human rights for Aboriginal and Torres Strait Islanders at The Australian Human Rights Commission. Form groups of four. Each member chooses one of the Major Issues to read about. Take brief notes including a description of the issue, what happened in the past and what is happening now. Present your report to the other group members.
- research an issue of diversity and the Australian government’s response. Examples include: gay marriage and adoption of children, religious diversity, pay inequality for men and women.
**USEFUL RESOURCES**

*Survey Monkey*: Survey Monkey is an online tool designed to collect and manipulate survey data. It is free and simple to register. It is worthwhile registering even if you are not going to use it straight away. You will need the email addresses of the participants of your survey (usually your class) so that you can invite them to participate. The following survey is an example of some of the question designs that are available. You can also ask for a written response.

### Religious affiliation in my class

1. Which of the following broadly describes your religious affiliation?
   - [ ] Christian
   - [ ] Non Christian
   - [ ] No religion
   - [ ] Unsure

2. Which religion more specifically describes your affiliation?
   - [ ] Catholic
   - [ ] Anglican
   - [ ] Lutheran
   - [ ] Uniting
   - [ ] Christian Outreach
   - [ ] Assembly of God
   - [ ] Other Christian
   - [ ] Islam
   - [ ] Judaism
   - [ ] Buddhism
   - [ ] No religion
   - [ ] Unsure
3. How familiar are you with the teachings and beliefs of your religion?
- Very familiar
- Somewhat familiar
- A little familiar
- Not at all familiar

4. How often do you attend religious services or ceremonies?
- About once a year
- A few times a year
- About once a month
- At least twice a month
- Very rarely or never

5. Which of these statements do you agree with regarding religion in Australia. (Choose as many as you agree with).
- Australia is generally a Christian country.
- Australians don't like to speak about their religious beliefs.
- There is a lot of religious freedom in Australia.
- Australians are generally a spiritual people.
- Australians are interested in spiritual matters.
- Religion provides comfort to Australians in times of trouble.
- It is difficult to speak about your religious beliefs in Australia.
- It is easy to speak about your religious beliefs in Australia if you are not a Christian.
- The land provides a spiritual connection for most Australians. (bush, beach, surf, mountains, desert, Barrier Reef, etc)
USEFUL RESOURCES

**Wordle™** is an online tool that makes word clouds out of text. It does not require registration. It is very useful for identifying which words occur most frequently in a given text and therefore assists in the identification of what the underlying values are. The Wordles can be printed but not saved except to the public gallery. Wordle is particularly useful for students who have difficulty reading large amounts of text.

**Inkcinct**

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**Persuasion Map** is a graphic organiser to help the user map out an argument for a debate. Debates are useful ways of discussing controversial topics.  

**Half Class Debate Strategy**

There are many ways to debate but it is best to involve the whole class if you can. Discuss the topic as a class, first developing three possible lines of argument for each side. Divide the class into two, an affirmative half and a negative half, then split each half into three groups of four or five. Assign each of the three groups on both sides one argument to develop. Each group must choose a speaker to present their evidence for their argument. The other members may provide assistance with rebuttal. The usual order for a debate is affirmative one, negative one, affirmative two etc. Length of speech can vary, although 3-5 minutes is average.

**Media Log**

A media log is a collection of articles and notes about articles related to a particular topic eg Racism. The articles may be printed, online or from television reports. It is a useful tool for tracking media representation about particular topics.
The Frayer Concept Model is an adaptation of a concept map. The framework of the Frayer Concept Model includes:

- concept word
- definition
- characteristics of the concept word
- examples of the concept word
- non-examples of the concept word.

It is important to include both examples and non-examples so students are able to identify what the concept word is and what the concept word is not. First, the teacher will assign the concept word being studied and then talk about the steps involved in completing the chart.

In the centre oval of the Frayer Model, students write the concept word. Eg racism (A-Z strategies)
USEFUL RESOURCES

**Blogger** is an online tool for sharing ideas and opinions. It is free to register and each student will need to register to participate. An email address is required. Make sure you set the blog up before your lesson. Click on the link above. Create an account using your email address and a password.

**Timetoast** is a free online tool for making timelines. An email address is required to register.

[Wallwisher](#) is a tool for sharing opinions, ideas, images etc. An email address is required to register. [Back to Lesson]
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