



Presents: **FREE** Support for NT Schools **SOSE** cross-cultural awareness Values, & citizenship teaching

A resource for teaching (in Band 2) about;

Civics, Governance and Social Justice, make informed decisions and choices about immediate local issues and define social justice and its relevance to societies. **Soc 2.3**

Values, Beliefs and Cultural Diversity identify the diverse processes used to pass on cultural customs and other value based information within familiar social groups **Soc 2.4**

And in Band 3,

Civics, Governance and Social Justice, research and describe features, such as decision making, of familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances **Soc 3.3**

Values, Beliefs and Cultural Diversity describe key elements of culture in groups and communities, how individuals learn and share their culture and the impact of differing values upon individuals and societies **Soc 3.4**

Invitation

Building on past success with "Goodness and Kindness" and Australians Together in Values, we invite schools to consider two experiential learning options. A. Workshops presented by diverse presenters including of Indigenous, Christian and Muslim heritage. B. 'Cultural exchange & Values in Action' with their peers from another school or within the same school.

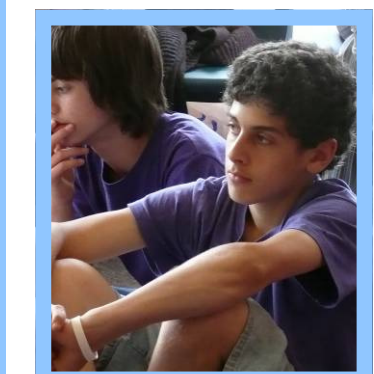


Together for Humanity Workshops

In this innovative, independently evaluated, activity, students engage and laugh with Indigenous, Christian, Jewish and Muslim role models of living in harmony. Students are invited to see beyond stereotypes to a vision of common humanity, shared values and Australian identity. This program:

- Relates to SOCE Indicators themes of,
- (**Band 2:** decision making, reconciliation, life chances, evaluating what happens when needs are not met eg. poverty, identifying things that people value, why explain & identifying their personal profile, eg. likes/dislikes & values
- **Band 3:** "describes the choices of individuals and groups with may make or break connections between people, eg. Stereotypes, prejudice, discrimination and racism", how traditions and values influence life roles, Eg Indigenous peoples, migrants, explains how respect for individual and cultural differences improves life chances and describes beliefs of groups other than their own in communities.
- comprises two, one hour workshops a few weeks apart, and includes storytelling, values clarification, role play and problem solving,

Students will also see how other children and young people have joined together to make a difference through the creation of a massive, inspiring, patchwork quilt full of messages of harmony and kindness.



Cultural Exchange & Values in Action

This program gives students an opportunity to learn through action. It usually pairs classes from two diverse schools who learn about each other, discover shared values and undertake a service learning project together. This program could be done within one school involving students from diverse cultures using a similar process. The program can be customised to link to the particular schools needs and various content so that students can achieve specific curriculum outcomes. The most likely links are the following.

Band 2. This workshop would relate to some of the following SOCE indicators themes eg. • explain and consider options for current issues in the media related to Indigenous people, eg reconciliation • define what a life chance is and list the factors that impact on life chances • discuss and evaluate what happens when needs are not met, eg war, famine, poverty, neglect • appraise issues within a scenario/incident to inform their stance and viewpoint. • identify groups to which they belong and analyse the effects of these groups on their attitudes, beliefs and behaviours [VL] • represent common and unique social connections between class members and groups within their community, • identify and categorise things that people value, why & how they are valued • identify the range of cultural and social groups in their community • explain their personal profile identifying strengths/weaknesses, values and beliefs • compare and contrast ways of satisfying needs/wants of social groups

Band 3. • describe the choices of individuals and groups which may make or break connections between people, eg stereotypes, prejudice, discrimination and racism • evaluate the effects of derogatory or discriminatory language on Indigenous and other peoples and suggest strategies to counter this and related prejudice • describe the core beliefs of Indigenous Australian groups through the reflection of, eg texts read, guest speakers, newspaper articles, etc. • describe how elders/leaders influence decision making in their own cultural communities • describe the three levels of government in Australia and their respective responsibilities (and the role of the citizen in relation to these responsibilities as well as the limits of these responsibilities, which then revert to the citizens) • define what a life chance is and list the factors that impact on life chances. Explain how traditions and values influence life roles, rights and responsibilities of individuals and groups, eg, Indigenous peoples, migrant groups, ANZACs • explain how respect for individual and cultural differences improves people's life chances • describe social organisation and beliefs of groups, other than their own, in communities •

In a typical program sequence:

- **Students prepare for their first session or meeting** by reflecting on personal, school and cultural values including examining their own ideas about prejudice and acceptance of diversity. (Soc 2.3, 2.4, 3.3, & 3.4)
- **Inspiration.** The students participate in a tailored extended 3-full day Together for Humanity **workshop** (see previous page).
- **(In the case of two or more schools) Class groups from two diverse schools are paired** and become 'sister classes' to learn together and work together on a community service project.
- **Students meet with their sister class for the first time at one of the two schools** and are led through enjoyable activities by diverse, Together for Humanity presenters to learn about each other, with a particular focus on values and service.
- Students undertake a **community service project** over a term, following the service learning model. Eg. in Band 2. This might involve **Env 2.2 Environmental Awareness and Care** identify issues to do with value and care of places and collaboratively participate in an action project to address local community issues
- **Students communicate throughout the project** with their buddies from their sister school to share information about their service and related learning. There is a password protected bulletin board on our website for each pair of classes, where these materials can be posted. (Child protection policies must be adhered to.)
- **Students meet with their sister class in a return visit** at the end of the process as a celebration or for a practical day of service together.

Together For Humanity Day.

Humanity Day

A 9 year old
Students Reflection

Together for Humanity Day was a great day. Everything was so exciting. It was on November the fourth. We were waiting in the prayer hall and when I saw the Jewish school I was wondering to myself whether they would like me. Then this girl came up to me and asked what my name was, but she wasn't in our group. After a few minutes the Christian College came I was so happy.



The presenters were talking in the front and there was this red box, it was strange. We did lots of fun stuff. When it was the end the 2 schools had to leave .They gave us a "BIG" hug and went .I will never forget that day.



Teachers Feedback

THANK YOU for all you do and for all you have done to make a day like today possible! It was a wonderful day in every way.

We'll be writing thank you letters to Rissalah tomorrow. They were wonderful hosts and certainly went out of their way to make us feel welcomed. As always the kids were fantastic and the goals they've set will be achievable ... Thank you again for everything that you have done to make this program possible ... it continues to be an exciting challenge.

Di Barnes St Ives North
Primary Year 6 teacher.

Teachers Feedback

I cannot tell you how much we enjoyed your presentation.... It fitted in perfectly with our Values Education programme.... You exposed our students to a variety of faiths and cultures. Our students understood clearly that while we are all different, we are all the same. Many of our Indigenous students often feel judged. It was valuable for them to see how we all make judgments and 'box' people. The presenters who came were marvellous.... The fact that they had different viewpoints on certain issues, yet showed respect for each other's differences was a strong message to our students.

For more information and to register interest for 2009

Email: zalman@togetherforhumanity.org.au | call 0423 981 368 Or Fax: 02 9988 3318 |

School: _____ Primary / Secondary (please circle)

Contact person: _____ Position: _____

Contact phone: _____ Fax: _____ Email: _____

Postal Address: _____

Program you are interested in: (please circle one) Together for Humanity Workshop Program / Service Together Program

Project of Together for Humanity Foundation, www.togetherforhumanity.org.au