

Teacher

Information and in-class activity pack



“CATCH”

A Cultural Diversity and Intercultural Tolerance Interactive Play for Years 4 - 8.

This resource contains everything you need to support your students' learning before, during and after their participation in the Constable Care performance “Catch”.

The “blue boxes” throughout these notes indicate where the activity links to the WA and Australian Curriculum and are provided to support your use of our incursions in specific learning areas.

Teacher Note:

Constable Care now also invites schools to participate in pre and post student surveys to determine the impact that our incursion has had on children's knowledge, attitude and behavioural intent. If you would like to participate in this simple, completely anonymous in-class evaluation process, please contact us and we'll send you the materials.

This resource contains:

- Teacher information and activity notes
- Student challenge sheet
- Student certificate

How to use this resource:

In the days before the performance

Section 1: Introducing key concepts

- Optional: Administer student Pre-survey in class
- Undertake classroom “Where do we come from?” activity

On performance day

Section 2: Delivering the key messages

- Students view the performance and take part in a Q&A with the Constable Care actors

In class after the performance

Section 3: Reinforcing the outcomes

- Students complete the “Constable Care Challenge”
- Undertake classroom “Venn diagram” activity
- Optional: Administer student Post-survey in class

For students to take home

Section 4: Recognition & parent engagement

- Award students the Participation & Key Messages Certificate to take home

SECTION 1: Introducing Key Concepts

1

In the days leading up to the performance we suggest you talk to students about what they are going to see (described in Section 2). Introducing students to the key messages in the play through the in-class activity in this Section will also help to enhance their understanding of key concepts when seeing the performance itself.

Key Concepts for this performance:

- All families in Australia originated from another country at some time
- Exposure to other cultures helps us learn many things, for example about the foods they like and traditions they celebrate
- Enjoying friendships with many people, including those from other countries, broadens our perspective on others' attitudes, values and beliefs.
- Through example, we can encourage our families to be more respectful and tolerant of other cultures.



IN-CLASS ACTIVITY: Where do we come from?

This activity is designed to develop students' awareness of their local community.

1. Explain to students that they are going to take part in a class activity that involves recording on a world map the countries they and their families have originated from (map to be provided by the teacher). For example "your mum might be from England, your dad from Australia and your grandparents from Ireland".
2. Ask students to place a marker (post-it, stickers or bluetac) on the map indicating the country where their family, immediate and extended, has originated from.
3. Initiate a class discussion focusing on the diversity of cultures represented within the class.

Share with students the following introduction to the performance "Catch". Explain that this performance is about learning about and accepting different cultures living in Australia.

"Aaron throws a ball at Nildra, a girl from school from a cultural background he is unfamiliar with. Over the course of a game of catch, Aaron and Nildra work through their different backgrounds and upbringing, similarities and misconceptions about each other and how their parents influence them, and come to realise that they are not so different that they couldn't be friends."

Curriculum Link:

History: Australia as a nation

- Stories of groups of people who migrated to Australia and the reasons they migrated

SECTION 2: Delivering the Key Messages

On the day of the performance students will initially view the play and then participate in an actor-led Question & Answer session at the end that is designed to reinforce the key messages from the performance itself. This session takes the form of a "game show" and is interactive in nature, with students being invited up on stage to answer questions and then being awarded merit prizes. The sessions are facilitated and managed by the Constable Care actors so that all children involved are able to successfully provide the right answers for the group.

2

WA Curriculum Link:

Health and Physical Education: Wellness

Maintaining self-esteem and self-concept

- Develop and maintain positive self-concept

Performance Title	"Catch"
Performance Type	Two-Actor Play of 20 minutes duration plus 10 minute Q&A
Age Range	Years 4 - 8 (ages 9 - 14)
Synopsis	Aaron throws a ball at Nildra, a girl from school from a cultural background he is unfamiliar with. Over the course of a sometimes aggressive game of catch, Aaron and Nildra work through their different backgrounds and upbringing, similarities and misconceptions about each other and how their parents influence them, and come to realise that they are not so different that they couldn't be friends. They also realise they should try and influence some of their parent's pre-conceptions as well.
Concepts Addressed	Understanding and acceptance of difference; cultural diversity and tolerance; inter-generational influence and learning; overcoming cultural stereotyping; intercultural friendship; social resilience.

Teacher Note:

If you have elected to take part in the optional pre and post student survey process, the required number of post-performance surveys will be given to you by the Constable Care actors on performance day and should be completed by students immediately after the last in-class activity in Section 3.

SECTION 3: Reinforcing the Outcomes

IN-CLASS ACTIVITY: The Constable Care Challenge

Once back in class after taking part in the performance, have students complete the “Constable Care Challenge” which is included for your use in this resource pack. We are happy for you to photocopy as many of these as you need for your class and Constable Care waives all royalty reporting requirements and payments in relation to copying of works for these sheets and the take-home Certificate.

The six tasks in the Challenge are designed to reinforce the key learning outcomes from the performance. It isn't meant to be a test – it is simply a revision and reinforcement exercise and students don't need to give the “right” answers. Once the class has completed the challenge have individual students share some of their answers to selected questions.

IN-CLASS ACTIVITY: Venn diagram

This activity is designed to provide students with opportunities to explore intercultural difference and recall the tips for intercultural understanding (including respect for and acceptance of) from the performance.

1. Ask students what they think is meant by the term ‘different culture’.
2. Discuss what we can learn from different cultures.
3. Compile a class list of things we can learn from other cultures. For example, language, traditions and customs, cuisine etc.
4. Assign each student a culture other than their own to research.

Teacher Note:

To foster intercultural understanding among students try where possible to pair students from differing background cultures together for this next activity. You might consider providing categories for students to explore, for example, language spoken, geography of the country, food, celebrations, holidays, traditions, religion, currency, head of country, national sport.

5. Arrange students in pairs. Give each pair a sheet of A3 paper and instruct them to draw a Venn diagram. In each circle of the diagram, ask students to write the name of the country for which they will be recording similarities and differences, for example; Australia in one circle and Great Britain in the other. Explain to students the concept of Venn diagrams.
6. Information can be sourced through existing knowledge, conversations students have with each other, reading about or ‘googling’ countries they will be researching.
7. To share the results of this activity and assess student learning, use the WSO model on the right.

Curriculum Link:

General Capabilities - Intercultural Understanding

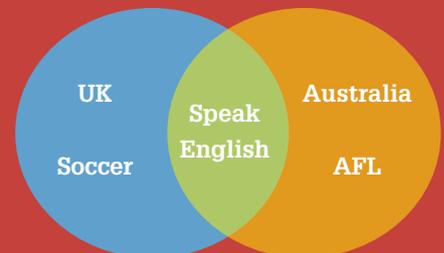
Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference.

Venn diagram

The overlapping area in a Venn diagram is where similarities are listed, for example if English is spoken in both countries, this would be included in the overlapping area.

Differences are listed in the area of each circle that doesn't overlap.

For example:



WSO Model

W	What you already knew?
S	Something you want to know more about?
O	One thing that surprised you?

IDEAS FOR OPTIONAL EXTENSION ACTIVITIES

If you wanted to extend the focus on this topic further, you could consider additional activities such as:

1. Create a chronological timeline depicting dates when students' families arrived in Australia.
2. Organise an International Day for your school community with the theme, 'Celebrating our Differences'. Encourage family participation in deciding what this day might consist of. For example, cooking demonstrations, a shared meal, storytelling, dance and musical performances.
3. Play "20 Questions". Students take turns in answering 20 questions from their classmates about their country of origin. Questions might include; name the capital, who is the head of the country, what colours are represented on the flag, what is the national sport.

Teacher Note:

These activities also help develop students' awareness of their own as well as other student's countries of origin.

SECTION 4: Recognition and Parent Engagement

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The final page of this resource kit is a "Constable Care Certificate of Participation" that recognises the student's attendance at the performance and also contains the key messages from the content. We encourage you to copy this and give one to each member of the class to take home at the end of your post-performance in-class activities. Constable Care waives all royalty reporting requirements and payments in relation to copying of this Certificate.

The Certificate of Participation serves a dual purpose in reinforcing the performance outcomes:

- Firstly, it provides tangible recognition for students having taken part in the performance and in-class activities and recognises that they have demonstrated their learning in the performance Q&A and the "Constable Care Challenge" in-class activity.
- Secondly, the Certificate can be useful for parents to engage their children in conversation regarding their day at school and what they have learnt. This is beneficial for parent-child communication and also assists us in making sure that parents understand and reinforce the same key concepts that their child has taken away from the performance.

YOUR FEEDBACK

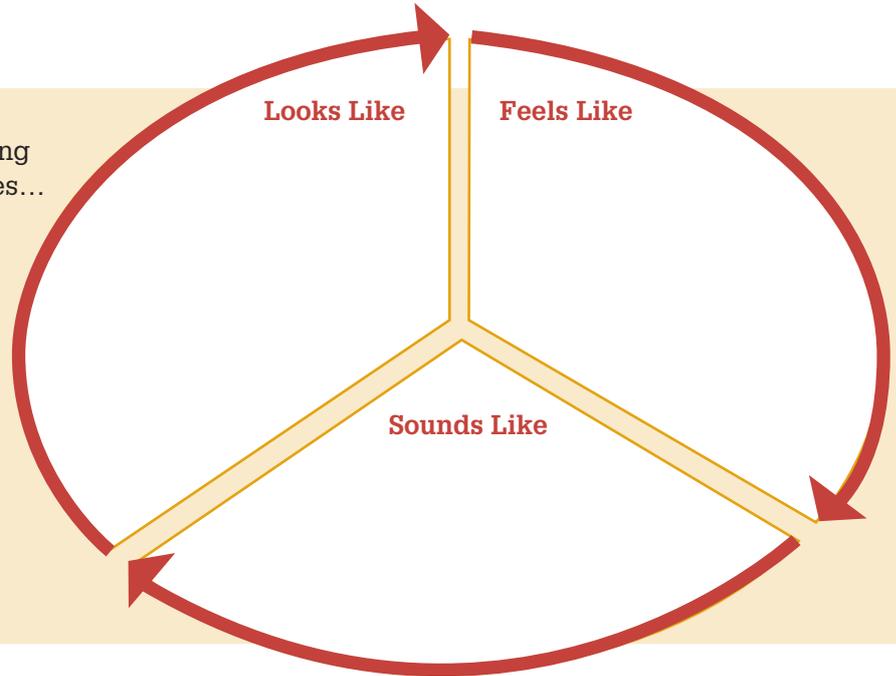
We hope you find this resource useful in assisting you to deliver in-class activities that support our performance incursion. Constable Care always welcomes feedback and if you have suggestions for ways we can improve this resource, please contact us at www.constablecare.org.au/contact-us or mail@constablecare.org.au and let us know your thoughts.



THE CONSTABLE CARE CULTURAL DIVERSITY CHALLENGE!

Task 1

Being respected and respecting other people and their cultures...



Task 2

Write the names of up to four countries that students' families in your class have come from.

1.

3.

2.

4.

Task 3

Does being the first to arrive at a place (for example, at the park or at school) mean that you own that place?

Yes

No

THE CONSTABLE CARE CULTURAL DIVERSITY CHALLENGE!

Task 4

Complete the sentence: What does it mean to be racist?
Being racist means...

Task 5

There are many things we can do to be more accepting of people from other cultures.
Tick the correct boxes.

Encourage everyone to play and work together

Talk to your parents about accepting others

Treat people fairly and without prejudice

Treat people without respect because they like different things

Exclude people from games because of their background

Task 6

Napoleon Hill said **"If you cannot do great things, do small things in a great way"**.

List three small actions you would take so you and your family could be more accepting of people from other cultures.

My Actions:

1

2

3