Understanding culture: Activity 1

Aim: Students will develop an understanding about what things can contribute to personal identity

Year group: Years 1-10

1. Give each student five blank yellow sticky notes.
2. On the board, write:

   What makes me who I am?
   What are the five most important things which make up who you are, your identity?

3. Explain to the students that this is a silent activity. Allow 10-15 minutes for the activity.
4. Ask students to write one important thing per sticky note.
5. As they finish, students stick their sticky notes on the classroom walls.
6. Students take time to walk around the room, reading other students’ notes.
7. Without talking, students can move any sticky notes closer to similar ones.
8. After an allocated time (e.g. 5 minutes), ask students to sit back down. Aloud, read each grouping of sticky notes and, as a class, discuss a possible title for each grouping. Add the title on a blue sticky note.
Understanding culture: Activity 2

Aim: Students will develop an understanding about culture changing over time

Year group: Years 1-8

1. Divide students into groups of 3-4.
2. Ask each group to choose three questions from the next slide.
3. As a group, discuss how the students’ grandparents may have answered each question.
4. Share the your favourite question and responses with the class.

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Understanding culture: Activity 3

Aim: Students will develop an understanding about the meaning of culture

Year group: Years 5-8

Think-pair-share

1. Ask each student to write down a sentence to describe their understanding of ‘culture’.

2. In pairs, students share their definitions and understandings to build a definition of ‘culture’.

3. In small groups, students discuss and finalise their definition, then share with the whole class.
Understanding culture: Activity 4

Aim: Students explore the differing understandings of culture

Year group: Years 7-12

1. Show students the following three models of culture:
   a. The iceberg model
      [Link](http://www.asiaeducation.edu.au/verve/_resources/srssu_36.gif)
   b. The onion model
      [Link](http://www.asiaeducation.edu.au/verve/_resources/srssu_38.gif)
   c. The Hofstede model
      [Link](http://www.dot-connect.com/images/Hofstede.png)
      (Note: There are other models of culture you may like to use)

2. Ask students to think about which model best reflects their own understanding of culture.

3. Group students according to the model they have chosen. In groups, students draw their own version of their selected model, with examples for each section of the model.