

**Achievement Objectives**

See other plan

**Learning Outcomes:**

See other plan

**Essential Skills**

**As ticked/Highlighted/Displayed**

**Communication Skills**

- Communicate competently and confidently by listening, speaking, reading, and writing, and by using other forms of communication where appropriate
- Convey and receive information, instruction, ideas, and feelings appropriately and effectively in a range of different cultural, language, and social contexts
- Develop skills of discrimination and critical analysis in relation to the media, and to aural and visual messages from other sources; o argue a case clearly, logically, and convincingly
- Become competent in using new information and communication technologies, including augmented communication for people with disabilities

**Numeracy Skills**

- Calculate accurately
- Estimate proficiently and with confidence
- Use calculators and a range of measuring instruments confidently and competently
- Recognise, understand, analyse, and respond to information which is presented in mathematical ways, for example, in graphs, tables, charts, or percentages
- Organise information to support logic and reasoning; to recognise and use numerical patterns and relationships

**Information Skills**

- Identify, locate, gather, store, retrieve, and process information from a range of sources
- Organise, analyse, synthesise, evaluate, and use information
- Present information clearly, logically, concisely, and accurately
- Identify, describe, and interpret different points of view, and distinguish fact from opinion
- Use a range of information-retrieval and information-processing technologies confidently and competently

**Problem-solving Skills**

- Think critically, creatively, reflectively, and logically
- Exercise imagination, initiative, and flexibility
- Identify, describe, and redefine a problem
- Analyse problems from a variety of different perspectives;
- Make connections and establish relationships
- Inquire and research, and explore, generate, and develop ideas
- Try out innovative and original ideas
- Design and make
- Test ideas and solutions, and make decisions on the basis of experience and supporting evidence

- Evaluate processes and solutions.

**Self-management & Competitive Skills**

- Set, evaluate, and achieve realistic personal goal
- Manage time effectively
- Show initiative, commitment, perseverance, courage, and enterprise
- Adapt to new ideas, technologies, and situations
- Develop constructive approaches to challenge and change, stress and conflict, competition, and success and failure
- Develop the skills of self-appraisal and self-advocacy
- Achieve self-discipline and take responsibility for their own actions and decisions
- Develop self-esteem and personal integrity
- Take increasing responsibility for their own health and safety, including the development of skills for protecting the body from harm and abuse
- Develop a range of practical life skills, such as parenting, budgeting, consumer, transport, and household maintenance skills

**Social and Co-operative Skills**

- Develop good relationships with others, and work in co-operative ways to achieve common goals
- Take responsibility as a member of a group for jointly decided actions and decisions
- Participate appropriately in a range of social and cultural settings
- Learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours
- Acknowledge individual differences and demonstrate respect for the rights of all people
- Demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion (aroha), fairness, diligence, tolerance (rangimarie), and hospitality or generosity manaakitanga)
- Develop a sense of responsibility for the well-being of others and for the environment
- Participate effectively as responsible citizens in a democratic society
- To develop the ability to negotiate and reach consensus.

**Physical Skills**

- Develop personal fitness and health through regular exercise, good hygiene, and healthy diet
- Develop locomotor, non-locomotor, and manipulative skills
- Develop basic first aid skills
- Develop specialised skills related to sporting, recreational, and cultural activities
- Learn to use tools and materials efficiently and safely
- Develop relaxation skills

**Work and Study Skills**

- Work effectively, both independently and in groups
- Build on their own learning experiences, cultural backgrounds, and preferred learning styles
- Develop sound work habits
- Take increasing responsibility for their own learning and work
- Develop the desire and skills to continue learning throughout life
- Make career choices on the basis of

realistic information and self-appraisal

**Key Concepts**

See inspiration

**Key Words**

**Key Questions**

**Open:** See inspiration

**Closed:**

**Sources**

Primary:

Secondary:

**Resources**

**Assessment**

**Impt Pre-Requisite Skills**

Key  
ES = Essential Skills  
🔗 = ICT Activity

# Learning Paths/Activities

## Activity Focus:

- Research Process
- Main Ideas Reading
- Thinking at higher level
- ICT use see rubrics.

## Adjustment for Diff levels

- From research interviews decide those boys who only need to research out 3 of 5 questions. Help these by having more resources avail.

## Unit Introduction/Motivation

- Read Same/Different Story. Discuss. What about?
- Groups with A3 paper.. what is culture? Brainstorm ideas down. Choose most important 3. Say why. Bring these together for a full class discussion.. present.
- Graph those we see as impt
- Introduce Kiwi Ken (mascot to travel world).. what do we want him to find out?
- Self Culture analysis.. brainstorm of "What makes me me?" Mindmap this. Record on world map where we come from.

## Other Activities

### SISTER CITY

- Look at the sister cities of New Zealand? Record things that are the same/different with webquest. Discuss results. Record city locations on world map in books or on computer.

### THINKING OPTIONS ACTIVITIES

- Use Thinking Options sheet to choose another country to live in.. why (consequences, benefits)
- See Research

### WATCH VIDEO

- View Whale Rider.. what cultural norms are brought out here? What one's our of our society in general, others specific to the Maori culture? Does this make you proud to be a Kiwi.. why?

### CULTURE PRESENTATION

Looking at two New Zealand cultures

- Interview with 2-3 people of Maori descent. Brainstorm as class questions to ask them. See questions sheet. Protocol for interviews (either phone or in person)
- Do the same in groups for a person from another culture. Each group present back to class.
- Interview principal on the culture we are trying to make at Medbury... what is it.. mindmap this also
- Compare these three cultures using the questions we are formulating for individual research project. Comparison mindmap.
- Maori culture. Convert what they have found out into an area of influence mindmap.

### CULTURE RESEARCH

- Individual research looking at two cultures, one from within New Zealand and another of choice. Create questions and follow through the inquiry process. Focus on the use of Blooms questions and thinking skills.
- Each pupil to use area of influence mindmap and comparison mindmap within their topic.
- 5 Questions written on rubric.. 2 compulsory on celebrations/ festivals and sport/leisure. Do this with everyone in the class as sample. Present these as website to be placed together on our "Multicultural site" See rubric
- Individual meetings with pupils to check progress and to go over how they went in last project so they can improve

### CULTURE VISUAL- COLLAGE & BANNER

- Webhunt using Google image and intranet clipart to put together a page representing culture. Put logo by the ten most important. Write criteria for why they should be included. Focus on NZ culture.
- Take this image place on culture banner that is to represent "culture". Sayings from famous quotes etc... Print/laminate the best in colour from each class.

### CULTURE MINDMAP NZ example

Re arrange a mixed up mind map with group members of two others to look at the concepts behind culture and its definitions NZ culture analysis.. what is culture in New Zealand? This will be a mind-map that the pupils re-arrange

### CULTURE MINDMAP NZ Bi-cult

Re arrange a mixed up mind map with group members of two others to look at the influences of cultures on each other

### Extn: NZ WORLD INTERACTIKON

Investigate the ways NZ interacts with the world. Trade, where many immigrate to (What prt of NZ culture sttays with them when they go to a new country?), where we import from, immigrants arrive from (compare to past), tourists arrive from, sports teams come from/go to,

### Extn: SPORT INVESTIGATION

Look at the makeup of some of the top teams in sports (netball, rugby etc). What countries are the players from? What does it take to get on with each other when living together? (Email a team about this)

### Activity Tracking

Activity	7D	7c	7M
Story	f	f	f
A3 culture		f	f
Intro Kiwi Ken			
Graph mst impt			
Culture Definition			
Countries/ Continents			
Self Culture Hwk	s		
World map where frm			
Book Rubric			

Sister Cities webquest		s	
Int principal			
Same Diff rugby/socc			
Same Diff samoa euro			
Project Rubric			
Ind Research Qs			
In Research Ints			
All do celebration together (Same/Diff)			
Cult NZ History			
Interview Maori			
Culture Notes Pg 1-2			
Culture Notes Pg 3-4			
Culture Notes Pg 5-6			
Culture Notes Pg 7-8			
Culture Visual/Banner	s	s	
Culture Mindmap*			
Cult infl mindmap drag to put together			
Maori culture influence mm			
Comparison mm			
World map NZ inteaction			
Sport interaction			
Email sport team			
Watch Video			
Thinking Options Activity			

\* Activites that can be carried on out through the unit as more knowledge develops.



**A Single Lucid Moment By Robert Soderstrom**

Returned Peace Corps Volunteer, Papua New Guinea

As the plane buzzed back over the mountains, it was now just us and the villagers of Maimafu. My wife, Kerry, and I were assigned to this village of 800 people in the Eastern Highlands Province of Papua New Guinea. It looked as if we were in for a true Indiana Jones adventure!

The mountains were dramatic and thick with rain forest. No roads had ever scarred them. We had loaded a four-seater plane with cargo (we would fly out every three months to resupply) and flew for 30 bumpy minutes southwest to the mountain ridges. From the plane, the village looked very much like a shoe-box panorama from a grade-school science project.

My wife and I were the first Peace Corps Volunteers ever in Maimafu. We had been greeted by a large group of beautiful people, all wearing gorgeous, curious smiles. Giggling, naked children hid behind trees during the trek down the mountain to our new home, and a lively entourage followed using their heads to carry our boxed supplies through the muddy trails. It was quickly becoming clear that we had just been adopted by a very large and unique family.

The basic culture of subsistence living had not been replaced; there were no cars, electricity, or telephones—just grass huts, large gardens, and a whole lot of rain forest. The women spent the day in the gardens planting, weeding, and harvesting. The men grew coffee, from which they generated their sole income of about \$200 a year. The village had lived in harmony with its natural surroundings for millennia.

The villagers had built us a beautiful, bamboo-thatched hut on short stilts. Planted behind the house was a three-acre garden, carefully tended and ready to harvest. Its bounty included corn, greens, tomatoes, beans, peanuts, onions, potatoes, and pineapples. To top it all off, the path to our new home was sprinkled with flower petals the day we arrived.

It quickly became clear that Maimafu was a preserved example of communal living. Men

rallied to the building of a new home, the elderly worked and lived with their families, and mothers breast-fed their neighbours' children. In fact, the one parentless, Down's syndrome man in our village was fed, housed, and clothed by everyone; he would spend a few days with one family before happily wandering in to work or play with the next.

It was when we had settled in that it happened. We were sitting in a circle on the ground with a large group of villagers to "tok stori," Papua New Guinea's favourite pastime of "telling stories." I had passed around photos I had snapped back home in Chicago. A villager was staring intently at one of the photos. He had spotted two homeless men on a Michigan Avenue sidewalk with crude signs propped between their legs.

"Tupela man wokem wanem?" he asked.

(What are these two men doing?) I attempted to explain the concept of homelessness to the group, and the desire of these two men to get some food.

Crowding around the photograph for a good stare, the villagers could not comprehend how the men became homeless, or why the passersby in the photo were so indifferent.

They bombarded me with questions and I did my best to make sense of the two ragged beggars in the midst of such glittering skyscrapers. I read from their questions and solemn mood that they had made an important observation—these two men must lack not only food and shelter but also a general sense of affection and purpose in their community.

Early the next morning, we were startled to hear a sharp rap at the door. Opening it, I was greeted by Moia, Kabarae, Kavalo, and Lemek. Kerry and I went out into the bright beautiful day and sat with them in a circle.

Each man gave us a pineapple. Moia spoke: "After you left last night, all of us men on the village council had a very big meeting. For a long, long time we discussed the two men in your picture. We have reached a conclusion and have a proposal for you."

"What could this possibly be?" we wondered.

"Please contact those two men as well as your government. Ask the government if they will fly those two men to Maimafu, just

like they did for you. We have marked two spots of land where we will build houses for those two men, just like we built for you. Our men will build the houses and the women will plant the gardens to feed them.”

They were offering to do what? I was stunned and overwhelmed. Their offer was bold and genuine. It was innocent and naive. It was beautiful. And, like the twist of a kaleidoscope, my worldview had completely changed. What does one say to such an offer? We stammered for a response and stumbled over explanations of difficult logistics, scarce money, and government bureaucracies.

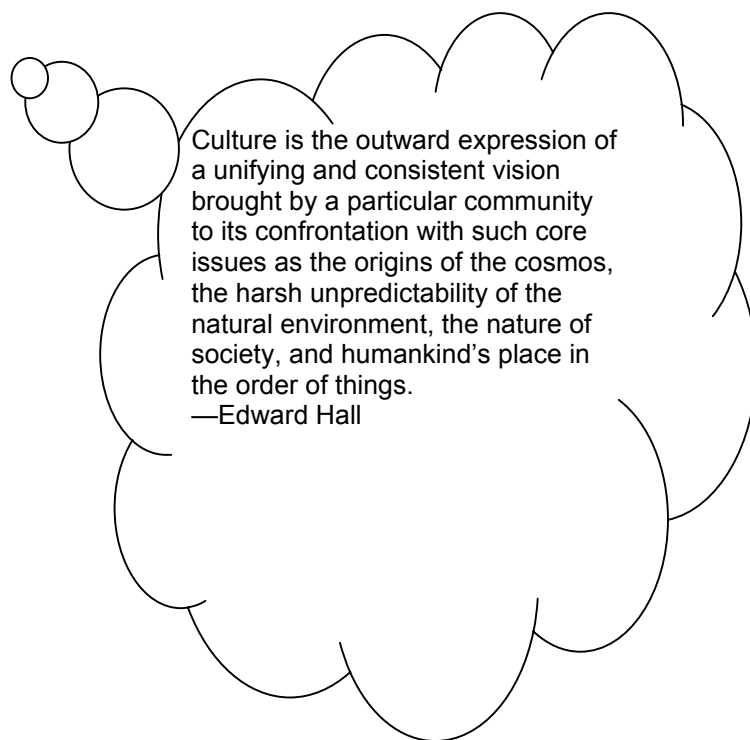
But the councilmen would not accept no for an answer. In their simple lives, it was impossible to comprehend that humanity was host to such an injustice. They wanted action.

The villagers were serious. They were offering everything they had. We reluctantly matched their enthusiasm with a few letters to America and long conversations with the village council. We toured the sites where the homes were to be built. We listened to the women discuss the types of gardens they would plant, which would even include coffee trees to generate a small income. And we answered numerous questions over time from villagers amazed with this foreign thing called homelessness. The plan could not work, we told them. Their hearts sank, and I could see in their eyes that this dream would not die easily.

“Sori tru, sori tru we no inap wokem dospela samting,” they told us (We are sorry this can't happen). They clicked their tongues and shook their heads in disappointment. Initially inspired by the episode, I began mulling questions over and over in my mind. Fetching water in the ink-black night and looking up the hill at our small hut, light from the lantern inside splitting the bamboo-thatched walls, I would think of the spiritual wealth of Maimafu and the material wealth of America: Can a community reach a balance of material wealth and spiritual wealth? Why do these two societies exhibit so much of one and not much of the other? Do those two ends interfere with each other? How much spiritual wealth can we have? How much material wealth do we need? How has the world evolved so that

some people own mansions and others lack shoes? How many people have love in their souls but diseased water in their drinking cups?

The villagers worked with us on newer projects. And, I discovered, like many Peace Corps Volunteers before me, that the world's purest form of brotherhood can often be found in the smallest of villages.



Culture is the outward expression of a unifying and consistent vision brought by a particular community to its confrontation with such core issues as the origins of the cosmos, the harsh unpredictability of the natural environment, the nature of society, and humankind's place in the order of things.

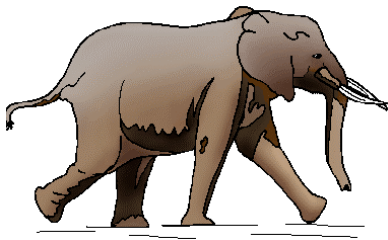
—Edward Hall

### What do you see?

Long ago six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village.

The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge

burdens, and frighten young and old with their loud trumpet calls. But they also knew that the Rajah's daughter rode an



elephant when she travelled in her father's kingdom. Would the Rajah let his daughter get near such a dangerous creature?

The old men argued day and night about elephants. "An elephant must be a powerful giant," claimed the first blind man. He had heard stories about elephants being used to clear forests and build roads.

"No, you must be wrong," argued the second blind man. "An elephant must be graceful and gentle if a princess is to ride on its back."

"You're wrong! I have heard that an elephant can pierce a man's heart with its terrible horn," said the third blind man.

"Please," said the fourth blind man. "You are all mistaken. An elephant is nothing more than a large sort of cow. You know how people exaggerate."

"I am sure that an elephant is something magical," said the fifth blind man. "That would explain why the Rajah's daughter can travel safely throughout the kingdom."

"I don't believe elephants exist at all," declared the sixth blind man. "I think we are the victims of a cruel joke."

Finally, the villagers grew tired of all the arguments, and they arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The

second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful."

The second blind man put his hand on the elephant's limber trunk. "An elephant is like a giant snake," he announced.

The third blind man felt the elephant's pointed tusk. "I was right," he decided. "This creature is as sharp and deadly as a spear."

The fourth blind man touched one of the elephant's four legs. "What we have here," he said, "is an extremely large cow."

The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops," he said.

The sixth blind man gave a tug on the elephant's fuzzy tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed," he scoffed.

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home," he said. "I will bring you some water to drink."

While they waited, the six blind men talked about the elephant.

"An elephant is like a wall," said the first blind man. "Surely we can finally agree on that."

"A wall? An elephant is a giant snake!" answered the second blind man.

"It's a spear, I tell you," insisted the third blind man.

"I'm certain it's a giant cow," said the fourth blind man.

"Magic carpet. There's no doubt," said the fifth blind man.

"Don't you see?" pleaded the sixth blind man. "Someone used a rope to trick us."

Their argument continued and their shouts grew louder and louder.

"Wall!" "Snake!" "Spear!" "Cow!" "Carpet!" "Rope!"

"STOP SHOUTING!" called a very angry voice.

It was the Rajah, awakened from his nap by the noisy argument.

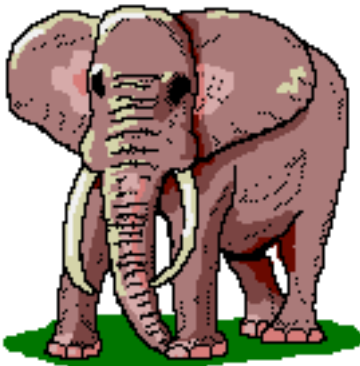
"How can each of you be so certain you are right?" asked the ruler.

The six blind men considered the question. And then, knowing the Rajah to be a very wise man, they decided to say nothing at all. "The elephant is a very large animal," said the Rajah kindly. "Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace."

When their friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah's advice.

"He is right," said the first blind man. "To learn the truth, we must put all the parts together. Let's discuss this on the journey home."

The first blind man put his hand on the shoulder of the young boy who would guide them home. The second blind man put a hand on his friend's shoulder, and so on until all six men were ready to travel together.



## A Tragedy of Miscommunication: True Story

During the Vietnam war a soldier was ordered to guard an ammunitions building. His orders were to shoot and kill anyone who came near the building. This was necessary because too many times a soldier had been blown up by someone carrying a bomb.

One particular night a woman came toward him. The young soldier yelled out for her to stop, and waved her away with the back of his hand. The woman still come toward him. He continued to wave her away; ordering her not to come any closer, but the woman didn't understand English and continued to walk toward him. The man had been ordered to shoot anyone who came near. She wouldn't stop coming toward him no matter how many times he begged her to go back! The young soldier followed his orders; he shot and killed her.

Several years after the war, the man was attending college. One of his classes was on language communication. The teacher was telling the students how different cultures use their bodies in different ways to communicate. "For example", the teacher explains, "in Vietnam the hand signal directing someone to come to you is the same as our hand signal directing people away. The hand gesture meaning 'go away' to us, means 'come here' to them."

The man twisted uncomfortably in his chair as he realized a terrible tragedy had taken place. A mistake he could never correct. After class the man went to speak to his teacher.



The teacher could see how upset the man was as he began to speak. He explained to the teacher what happened all those years ago, and how he didn't know about the hand signals being different until that day in class.

The man told his teacher, with tears in his eyes, "If I had only known the hand signs were different. She was only doing what I was telling her to do, and I killed her."

## **14 Views of the World**

Where does our culture fit into these? Picture how we react under each heading.

### **VIEW OF AGE**

- ❖ Emphasize physical beauty and youth.
- ❖ Fire older people to hire younger people for less money.
- ❖ Judge a worker's worth based on production, not seniority.
- ❖ Old people live in retirement villages

### **CONCEPT OF FATE AND DESTINY**

- ❖ You can be whatever you want to be.
- ❖ Where there's a will there's a way.
- ❖ Do it yourself, rags-to-riches.

### **VIEW OF HUMAN NATURE**

- ❖ Courts consider a person innocent until he/she is proven guilty.
- ❖ People should be given the benefit of the doubt.
- ❖ If left alone, people will do the right thing.
- ❖ We need to discover how a vicious killer "went wrong."

### **CONCEPT OF TIME**

- ❖ A timetable is important
- ❖ You should arrive on time to meetings
- ❖ It is wrong to be late

### **VIEW OF STATUS/LEADERSHIP**

- ❖ Achieved or subscribed.
- ❖ People should have status by the family they are born in
- ❖ You have to work to achieve status
- ❖ Leaders should be elected by democratic vote

### **ATTITUDE TOWARDS CHANGE**

- ❖ New is better.
- ❖ A better way can always be found; things can always be improved upon.
- ❖ Just because we've always done it that way doesn't make it right.

### **ATTITUDE TOWARDS TAKING RISKS**

- ❖ A low level of personal savings
- ❖ You can always start over.
- ❖ Nothing ventured, nothing gained.

- ❖ A high level of personal bankruptcies is common.

### **CONCEPT OF SUFFERING AND MISFORTUNE**

- ❖ People rush to cheer up a friend who's depressed.
- ❖ If you're unhappy, take a pill or see a psychiatrist.
- ❖ Be happy.

### **CONCEPT OF FACE**

- ❖ It's important to tell it like it is, be straight with people.
- ❖ Confrontation is sometimes necessary to clear the air.
- ❖ Honesty is the best policy.

### **SOURCE OF SELF ESTEEM SELF WORTH**

- ❖ People judge you by how much money or success you have.
- ❖ First question at a party is, "What do you do?"
- ❖ Material possessions measure success.

### **CONCEPT OF EQUALITY**

- ❖ People try to treat everyone the same.
- ❖ The President or Primeminister is not much different to us.
- ❖ Putting on airs is frowned upon.

### **ATTITUDE TOWARDS FORMALITY**

- ❖ Telling someone to help themselves to what's in the refrigerator is common.
- ❖ Using first names with people you've just met is fine.
- ❖ Using titles like "Dr". for someone with a Ph.D. is overdoing it.



## Adaptation Resources

### **Melting Pot**

Take a pinch of white man  
Wrap him up in black skin  
Add a touch of blue blood  
And a little bitty bit of red\  
Indian boy  
Oh like a Curly Latin kinkies  
Oh Lordy, Lordy, mixed with yellow Chinkees, yeah  
You know you lump it all together  
And you got a recipe for a get along scene  
Oh what a beautiful dream  
If it could only come true, you know, you know  
What we need is a great big melting pot  
Big enough enough enough to take  
The world and all its got  
And keep it stirring for  
A hundred years or more  
And turn out coffee coloured people by the score  
Rabbis and the friars  
Vishnus and the gurus  
We got the Beatles or the Sun God  
Well it really doesn't matter  
What religion you choose  
And be thankful little Mrs. Graceful  
You know that livin' could be tasteful  
We should all get together in a lovin machine  
I think I'll call up the queen  
It' s only fair that she knows, you know, you know  
What we need is a great big melting pot  
Big enough enough enough to take  
The world and all its got  
And keep it stirring for  
A hundred years or more  
And turn out coffee coloured people by the score  
Coffee coloured people  
Coffee coloured people  
Coffee coloured people by the score

## Elements of Culture

Language  
Customs and traditions  
Holiday customs  
Celebrations  
Beliefs/religion  
Religious rituals  
Physical racial feature  
Music  
Food  
Humour  
Leisure  
Sport  
Gender roles  
Education  
Knowledge  
Icons  
Entertainment  
Myths and legends  
View of Status and leadership  
Literature  
Values  
Housing  
Social organisation  
Heritages  
Government  
Law  
Economic structures  
Ideas about clothing. Styles of dress  
Importance of time  
Attitudes about personal space/privacy  
Concept of self  
Literature  
Art- what is unique to country (subject/Style)  
Music  
Dancing  
The role of family  
Beliefs about child raising (children and teens)  
Beliefs about the responsibilities of children and teens  
Concept of fairness  
Nature of friendship  
Rules of polite behaviour  
Concept of self  
Work ethic  
Beliefs about hospitality  
Gestures/body language including facial expressions and hand gestures  
Ways of greeting people  
Work ethic  
Concept of beauty  
Rules of polite behaviour  
Attitude toward age  
General worldview

1. Organise and add these to your culture mindmap.

Tip: Colour code easy elements into the sets that they belong to first to make it easier

2. Place them onto the cultural iceberg. Observable aspects above the waterline, unobservable below.

## Big Hairy Questions

- Who /What influences me to be me?
- What are the major changes in your culture recently?
- How does culture affect our life? What are the consequences of this?... (so what?)
- What are the 5 major changes to my culture in the last decade?
- What technology influences culture change?
- How do cultures change? (over time, vehicle of change)
- How much does money (your socio-economic background) affect the culture you grow up with?
- Do all families have the same strength of culture? If so what makes them the same/different?
- How does culture affect a person?
- Can a school, club etc have a culture?
- Do symbols really tell us about what people feel or are they a stereotype?
- What is a gang culture?
- What is globalization of culture?
- How did this experience change your opinion of different cultures? Be specific.
- Why is it important to respect and tolerate people's culture?
- How can our class use this information about culture, to resolve any future conflicts?
- If you were placed in an entirely different culture, what parts of your culture would you "forget/lose" first?
- Name a particular quality that you think is difficult to understand in another culture? Why?
- Looking at a third world culture being challenged by a first world one.. what recommendations for allowing sensible change would you make?
- Does a culture keep people in poverty?
- Does a culture stop people from keeping up with or in contact with the outside world?
- If everyone doesn't speak the same language how
- Is culture affected by what gender we are?
- What is a native culture?
- What specific aspect of your culture do you most appreciate and never want to lose?
- Why are differences seen, sometimes, as bad or wrong?
- What is your culture?
- Describe the geographic location (climate, natural resources, etc.) of your culture.
- Who were the early inhabitants of this region? What were some of their contributions to the contemporary culture?
- What are some of the important traditions and ceremonies in this culture? Describe at least three of them in detail.
- How are the people in your culture governed? Explain how laws are made, who enforces them and how disputes are settled.
- What are the important religions in your culture? Explain some of their basic philosophies, beliefs, sacred objects and how they worship.
- What are some of the recreational activities that people in your culture enjoy? Describe at least three of them in detail.
- What is school like in your culture? Explain how people in your society learn to do new things.
- What languages are spoken in your culture? Are there any sacred languages? What kinds of writing do they use?
- Are men and women treated differently in your society? In what ways? Are there things that one group can do which are forbidden to the other group?
- If you sending a mission to meet aliens what cultural item or photo of one would you send? These aliens can touch an item and sense the meaning and cultural significance of the item.
- Who are 5 influential persons from your culture? What are/were their major contributions?
- If you could create your own culture what would be the top ten things you would have in it?
- Personality is not part of culture, but does it affect culture or the way we interact with culture?

### TOP 10

What is the main religion? How does it reflect culture?

What foods do they eat? Why? How does it reflects their culture?

Does their technology influence their culture

How does the land weather affect the culture?

Does the colour of skin affect culture why/How?

How does housing shelter affect/reflect culture?

What 3 things about the culture keep them in their country?

How does their education affect/reflect culture?

How do plants animals reflect/affect culture?

How does sport reflect/affect culture?

Do the laws and punishments reflect their culture?

Does the size of population affect culture?

Does the culture have special ways of travelling?

How open is your culture to recognising and appreciating other cultures? If you are a more open culture does this mean you lose your own culture more quickly?

### Match the Behaviour to the Value or Belief

Value/Belief	Behaviour/Action
Family is important	
Saving Face is important	Not laying off a worker because they have turned 60.
Sport is important	Telling someone you have started the work when you really haven't
I can disagree with my friend	Inviting the cleaning staff to end of year celebration with other workers
Respect for age	Choosing to go out on a family night rather than go to a friends house
All people are equal	Saying, "I'm not interested. I don't think it's a good idea" when a friend says I'm a chicken for not shoplifting with them
People should be honest	I'm not wearing a tie
It's OK to be informal	We've got Sky TV to watch the rugby and soccer

## Universal, Cultural or Personal

This next exercise contains a list of behaviours. In the space before each of them, put a "U" if you think the behaviour is universal, "C" if it is cultural, or "P" if it is personal.

	Sleeping with a bedroom window open.
	Running from a dangerous animal.
	Considering snakes to be "evil."
	Men opening doors for women.
	Respecting older people.
	Liking spicy food.
	Preferring playing soccer to reading a book.
	Eating regularly.
	Eating with knife, fork, and spoon.
	Being wary of strangers.
	Calling a waiter with a hissing sound.
	Regretting being the cause of an accident.
	Feeling sad at the death of your mother.
	Wearing white mourning robes for 30 days after the death of your mother.
	Not liking wearing mourning robes for 30 days after the death of your mother.

## Spotting Values in Everyday sayings!

1. He thinks he's better than so and so.
2. She's always putting on airs.
3. That person should be cut down to size.
4. It's gone to his head.

Value/belief: \_\_\_\_\_

1. Talk is cheap.
2. Put your money where your mouth is.
3. He's all talk and no action.
4. She's always beating around the bush.
5. Tell it like it is.
6. Straight talk, straight answer, straight shooter.

Value/belief: \_\_\_\_\_

7. She did something with her life.
8. Nice guys finish last.

Value/belief: \_\_\_\_\_

9. Every cloud has a silver lining.
10. Look on the bright side.
11. Tomorrow is another day.

Value/belief: \_\_\_\_\_

12. Where there's a will there's a way.

Value/belief: \_\_\_\_\_

13. Stand on your own two feet.

Value/belief: \_\_\_\_\_

14. Don't judge a book by its cover.
15. All that glitters isn't gold.

Value/belief: \_\_\_\_\_

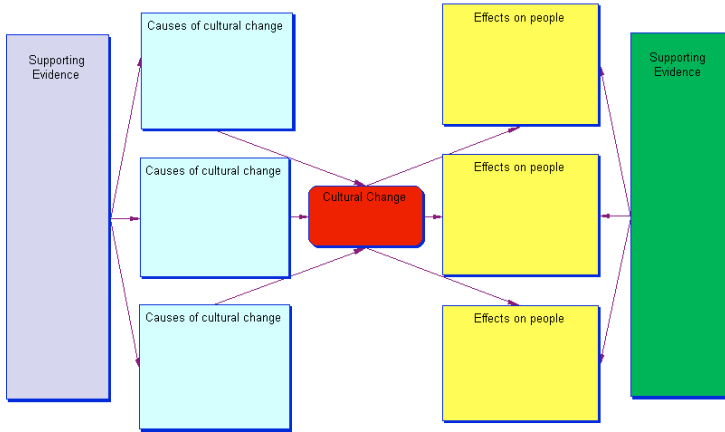
16. Nothing ventured, nothing gained.

## Culture Quotes

Television is the first truly democratic culture - the first culture available to everybody and entirely governed by what the people want. The most terrifying thing is what people do want.

Clive Barnes

### Multi-Flow Map Template



Criteria →

Why do cultures change?		Title
Agents of Change	Examples	
1.		} Add examples for each agent of change
2.		
3.		
4.		
5.		
6.		
7.		
8.		

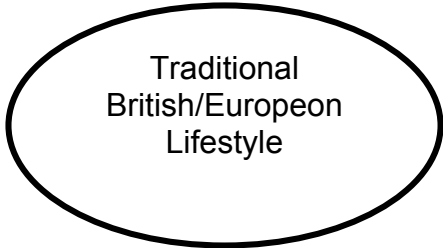
Add list of agents of change

How have Maori and Pakeha Cultures Interacted in New Zealand?

Cut, out and match the date to a statement in a box and a diagram in a circle



The Maori and Pakeha are 20,000 km apart. Because there is no interaction between them they cannot influence each other



The British culture is dominant over the Maori culture. A few Maori traditions and customs remain in pockets around the country. Maori culture (despite the Treaty of Waitangi) is struggling to survive.



National recognition is given to Maori culture. The British culture still dominates the life of Maoris, but Maori culture is re-emerging. The British culture in turn is being affected by other world cultures.

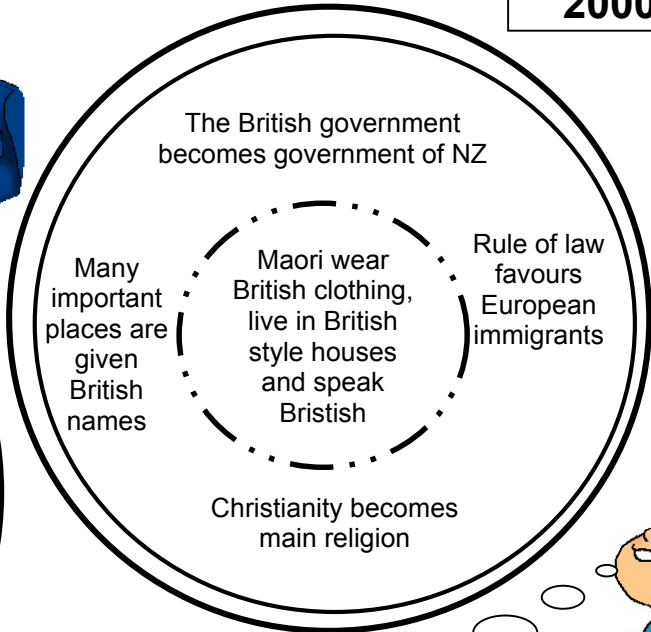
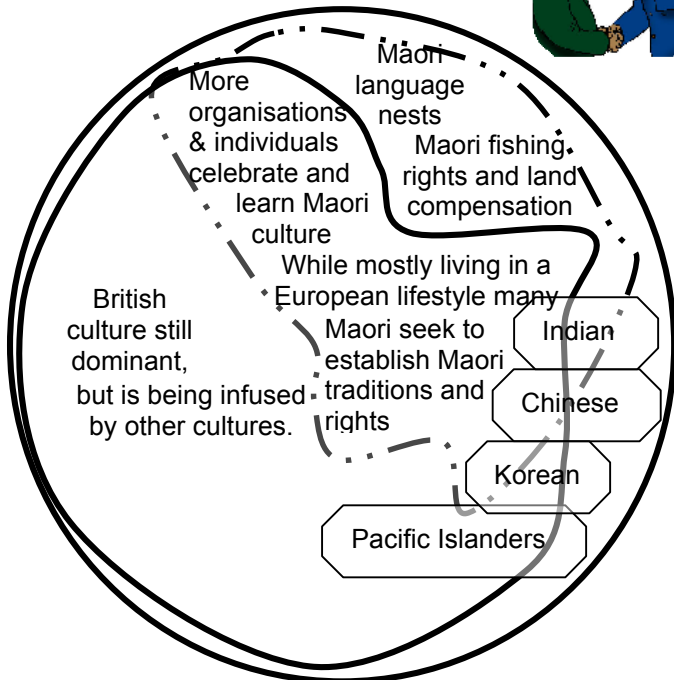
**Before 1769**

**1769-1839**

The Maori and British cultures make contact. Their two ways of life start to interact.

**1840-1970**

**1970-2000's**



As people look into the culture of NZ what do they see?

