

E-BOOK CODE:  
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# World Cultures Activity Book



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by **Sandy Tasker**



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# Teachers' Notes

The **Activities for Young Learners** series is designed to be used in a number of ways:

1. As a learning centre for the library or general classroom;
2. As a library resource package;
3. As a general activity resource package for a number of themes.

## World Cultures – A Rationale For Study

We live in a multicultural society. The international headlines on the news, the exotic foods at the local food hall and the neighbours and friends that children talk to every day all provide a window to the world. Now, more than ever, there is a need to support the international relations of today and tomorrow.

One of the best ways to build tolerance and friendship amongst cultures is to enable understanding. In addition to providing some useful background knowledge, the activities in this book encourage students to put themselves in the shoes of others. By learning about other cultures, students are also able to understand and appreciate their own culture through comparison of food, festivals, sports and school.

The World Cultures resource book explores ancient and modern cultures from every corner of the globe. There is a strong emphasis on indigenous cultures, including Aboriginal Australians, New Zealand Māori and Native Americans who lived in harmony with their environment and effectively used natural resources to survive. Ancient cultures are also covered, helping students to understand that many aspects of daily life stretch back thousands of years, including leisure, education and personal grooming. Students can learn why it is important to preserve traditions and artifacts so that future generations will understand the cultures of our time.

The world cultures topic lends itself to creative and analytical thinking in the classroom among students of all ages. The Internet opens up a whole new way of finding out exactly what it could be like to participate in the traditions of another culture.

## Updating of Internet References

It is now common knowledge that Internet sites disappear from time to time or move to new locations. While all of the sites included in this package were accessible at the time of publication, it is anticipated that many sites will move, modify their layout or disappear from the WWW completely.

Ready-Ed Publications endeavours to check all sites on a regular basis and replaces any sites that have moved. In addition, attempts are made to locate missing sites that have relocated to another address. All website references in this series are clearly linked on our website from the home page. Click on "Ready-Ed Kids Book Links" and then follow the link for the **Activities for Young Learners** series. The direct address for this series is:

► [www.readyed.com.au/urls/AYL/index.htm](http://www.readyed.com.au/urls/AYL/index.htm)

Once at the above webpage, students will need to click on the book they are using (e.g. **World Cultures**) and the page number and title. By using this online index page, students do not have to laboriously type in any URLs, greatly reducing the margin for error when trying to locate sites that have long and complicated addresses. The website indexes are clearly set out and easy for students to navigate. Should a broken link or a link that appears to have modified its layout be discovered, then please email [fixlink@readyed.com.au](mailto:fixlink@readyed.com.au) with clear details of the topic and page number. Please note that ALL links that appear in each of the five resource books are included on the above site and are clearly labelled.

# Teachers' Notes

## About the Activities

The books in this series contain tasks that are divided into two types of activities:

**ACTIVITY:** These general activity pages require the use of the associated **Wonders of the Rainforest** resource book. The pages have been divided into three sections:

- 1. Just the Facts:** This section allows for quick information retrieval. There is no further research required, and students should be able to gather the information that they need straight from the resource book. Completing this section will provide students with a basic understanding of the concept being explored. Questions are literal and relevant to the topic.
- 2. Creative Corner:** This section requires students to apply their imagination and draw on analytical skills to find responses to the questions posed, based on what they have read. The answers are not in the text and in many cases there will be no right or wrong answers. The objective of these activities is to get students thinking. Sometimes students might be asked to discuss something with a partner. Sometime the questions might involve using another sheet of paper for writing. Children should be encouraged to share their thoughts where possible. These tasks also lend themselves to small group work where students are often more confident in sharing information.
- 3. Think About It:** This section extends on what the children have read in the resource book and thought about in the Creative Corner section. The tasks are usually an opportunity for students to be creative and to put themselves into another role, (e.g. person from another country). Many of these activities can be done as homework or can be completed in spare time.

**CYBER CHALLENGE:** These activities require an Internet connection. The sites are easily accessible by first going through the Ready-Ed website ([www.readyed.com.au/urls/AYL](http://www.readyed.com.au/urls/AYL)) and onto the index page for the **World Cultures** link. Bookmark this page for ease of use.

Students should be given ample opportunity to explore the website before starting the activity. Most tasks will require basic research skills and students should be proficient in navigating websites. The activities have a varied format and students will find they may have to complete tables using information at the site or they may have to write about something that the site focuses on (e.g. a species of plant or animal). Sometimes the site is used merely as a springboard for ideas for the student.

## Curriculum Links

The activities in this series explore high interest themes across core subject areas such as Society and Environment, Technology, Science and English. The themes provide a backdrop for creative thinking strategies and different learning styles.

A table containing relevant learning outcomes is included on page 4. This information allows teachers to measure students' learning according to the subject area and particular strand. It is up to the teacher to see exactly how this fits into their local curriculum documents. All information in this book has been matched to the National Curriculum Framework.

## Assessment

Detailed notes and assessment proformas have been included at the end of the activities. (See page 50 - 54.)

# Teachers' Notes

## Promoting Creative Thinking

The following creative thinking strategies are used in this book:

### Forced Analogies

- ❑ The idea is to compare the problem with something else that has little or nothing in common, and gaining new insights as a result.
- ❑ Thinking about the effects of a highly unlikely situation.

### Lateral Thinking

- ❑ Looking at the problem in a different way, e.g. Aunty Annie is sitting knitting and three year old Jacob is upsetting her by playing with the wool. One parent suggests putting Jacob into the playpen. The other parent suggests it might be a better idea to put Annie in the playpen to protect her from Jacob.

### Applied Imagination

- ❑ Use of prompting questions to elicit new ideas.
- ❑ How could I adapt this? Modify, magnify, minimise, reverse, substitute, rearrange, combine and so on. The line of questioning needs to be specific to the topic.

### Problem Reversal

- ❑ State the problem in reverse. Change a positive statement into a negative one.
- ❑ Try to define what something is NOT.
- ❑ Figure out what everybody else is not doing.
- ❑ Change the direction or location of your perspective.
- ❑ Flip-flop results – think about achieving the opposite of what you want to achieve, e.g. “I want to increase my fitness. But how could I decrease my fitness?” Think about decreasing sales, failing a test, etc.
- ❑ Turn defeat into victory or victory into defeat, e.g. if I was stranded on the moon after a space shuttle problem, what good would come out of it? I might end up travelling through a worm-hole to another dimension.

If I failed a maths test, what good would come out of it? I might focus on doing twice as well in my spelling test. Or I might start going to homework classes and meet new friends, and so on.

### Brainstorms

- ❑ Brainstorms, particularly when done with a partner or small group, are an excellent method for exploring creative thinking. They can also lead on to mind-mapping®. Tony Buzan ([www.buzan.com.au](http://www.buzan.com.au)) pioneered the concept in 1970. The technique is an effective method of note-taking and useful for the generation of ideas by associations. Basically, the student starts in the centre of the page with the main idea, and works outward in all directions, producing a growing and organised structure composed of key words and key images, similar to a brainstorm but with more meaning. It can be done with students of all ages.

Mind-maps can use imagery, colour and direction to illustrate a concept. Emotions and feelings about the particular theme can be given as well.

For more information on mind-mapping, check out this website:

[www.mind-mapping.co.uk/mind-maps-examples.htm](http://www.mind-mapping.co.uk/mind-maps-examples.htm)

## Other Titles in this Series:

• Cool Antarctica • Oceans Alive • Endangered Animals • Wonders of the Rainforest

# What is Culture?

Activity

Read

Read What is Culture? in the World Cultures resource book to help you complete the following.

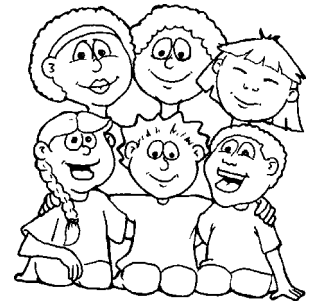
## ► Just The Facts

1. A culture is \_\_\_\_\_  
\_\_\_\_\_
2. Name three ancient civilisations:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
3. In your own words, explain what **subculture** means.  
\_\_\_\_\_  
\_\_\_\_\_

## ► Creative Corner

What would the world be like if we all had exactly the same culture – if we all ate the same things, wore the same clothes and celebrated the same holidays?

**Write some *advantages* and *disadvantages* on the back of this sheet.**



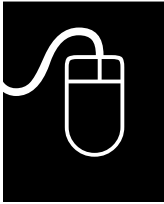
## ► Think About It

You decide to have a party to help a visitor learn about your country's national holiday (e.g. Australia Day, Waitangi Day).

**Write a plan for your party:**

- Who will help?
- Where will you celebrate?
- What will you bring?
- What will you eat?
- What activities will you do?

# Ancient Ruins



You will need access to the Internet to complete this activity.  
Go to [www.readyed.com.cu/urls/AYL/cultures.htm](http://www.readyed.com.cu/urls/AYL/cultures.htm)  
and click on the website for Page 11.

Archaeologists explore ancient ruins to find out about life many years ago. **Learn how to be an archaeologist by visiting the website above.**

1. An archaeologist found an old room with a broken plate and the handle of a mug. This room might have been a \_\_\_\_\_
2. Why do you think many objects found by archaeologists are broken or have pieces missing?

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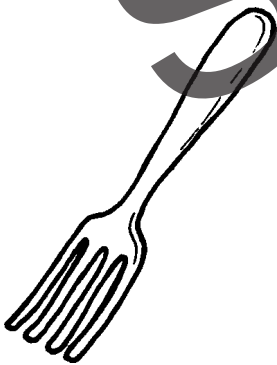


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## ▶ Archaeologist From the Future



Pretend you are an archaeologist from the future and you have NO IDEA what this object is.

It is up to you to figure out what it was used for. Was it a shoe cleaner? Was it used to brush eyebrows?

**LIST AS MANY POSSIBLE USES AS YOU CAN.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Aboriginal Australians

Read

Read Aboriginal Australians, Special Stories and Picture This in the World Cultures resource book to help you complete the following.

## ▶ Just The Facts

- On the Aboriginal flag, what do each of the colours stand for?  
black: \_\_\_\_\_  
red: \_\_\_\_\_  
yellow: \_\_\_\_\_
- What did Aboriginal people use for paint? \_\_\_\_\_  
\_\_\_\_\_
- Where could you find an Aboriginal painting?  
\_\_\_\_\_

## ▶ Creative Corner

**Australian Aborigines drew pictures to show their grandchildren how they lived. On another sheet of paper, draw a picture about your life for your future grandchildren.**

## ▶ Think About It

**Imagine you are sitting around a bush campfire listening to some traditional stories.**

**Write a diary entry explaining what you see, hear, smell, taste and feel. Remember to describe some of the stories that you are listening to.**

