
Introduction

We live in a world rich in diversity. We are people who look different, live in different types of houses, eat different types of food, appreciate different types of art, wear different types of clothes, and behave in different ways. Yet with our differences, we are in many ways very much the same. We all want to feel a sense of belonging, of caring, and to be valued for being ourselves.

Celebrating Diversity recognises these feelings. Its unique extended theme format can be used throughout the school year. The units may be rearranged if a different order suits your needs. Each of the units of celebration can in themselves become a school month of study, rich in activities, hands-on experiences and the building of self-esteem.

The lessons in this book will provide both students and teachers alike an opportunity to share and relish their unique diversity. Through the use of this book students will begin to value their own uniqueness as citizens of the world. They will begin to develop an understanding of the rich diversity of cultures around the world and their contributions to the richness of our lives.

Using an extended thematic unit

Themes can be as short as one day in length or last an entire school year. Although the duration of a theme is an individual choice, *Celebrating Diversity* has been designed to take you through an entire school year. How you use the extended theme in this book will depend greatly on your comfort level with thematic teaching.

Also provided are sub-themes that connect with the central theme of *Celebrating Diversity*. They allow for flexibility. Except for 'Celebrating Values', any of the themes may be exchanged for another, so you may use them in the order that is appropriate for you and your individual school calendar.



Diverse ways of learning

Goal: To make students aware of the different ways of learning and their own learning preferences.

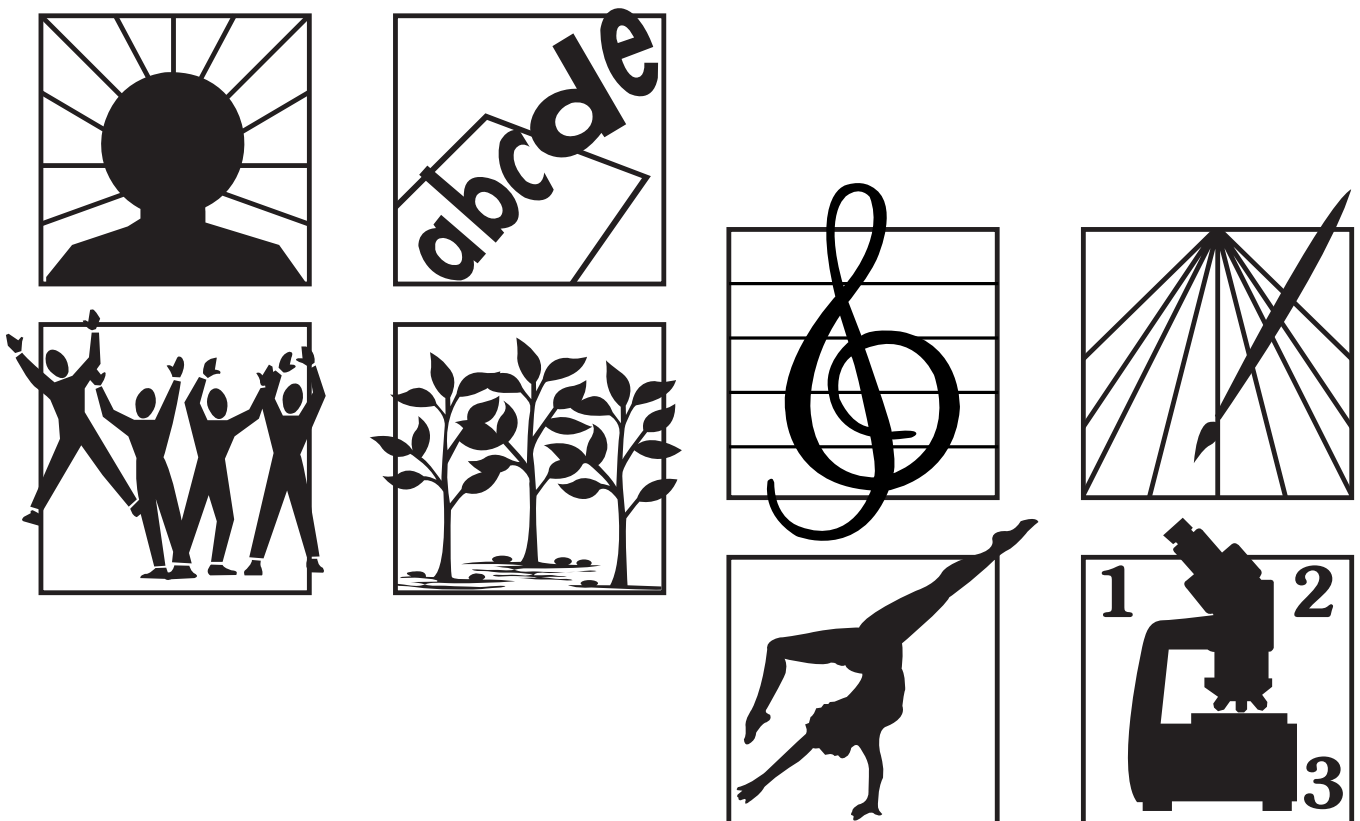
Materials: Questionnaire (pages 13 & 14), answer key (page 15).

Directions: Talk with the students about how we learn. List all the things they have managed to learn already: walking, talking, reading, counting etc. It will be a pretty amazing list. Introduce the idea that we are all good learners, but we learn in different ways and at different speeds.

The questionnaire is based on Howard Gardner's theory of multiple intelligences and highlights eight different ways of being intelligent: verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, naturalist, musical-rhythmic, interpersonal and intrapersonal.

Have students read the instructions and fill in the questionnaire. When they have completed all the boxes they should add up the totals. Once they have added these totals they should draw their results as a bar graph to show their intelligence profile. They can then compare their graphs with other students' to try to find people most like them.

Extensions: Intelligence profiles do change as people grow older and gain more experience. Ask the students to brainstorm ways they could change their intelligence profile.



Celebrating art

Before starting this unit on celebrating international art, review the previous thematic unit on celebrating values, trust and personal awareness. Spend some time letting children talk about what is important to them. Remind them that what they value may not be as important to others as it is to them. However, since they would want people to be respectful of their values, they also should be respectful of others.

As you begin this unit on international art, help to make children aware that cultures have various types of expression. Art takes many different forms. Help them to see the richness in diversity, by showing the differences in the various activities in which they are about to participate.

Begin by introducing the theme with an 'Animals in art' display board (page 24). Create a background and let children add animals to it. Ask them questions about the animals. Find as many different perspectives of the same animals as possible, so children see that although the animals are alike, they can be viewed differently.

As children complete the activities that are included in this section, discuss the cultures from which they come. Talk about the materials that are used, and the fact that often what is available dictates the form that the art takes. Let children complete the activities and extend them by interpreting them in their own style.

Add a world map to your classroom. Highlight the areas of the world from which the art projects originate. Find pictures of various art forms from around the world. Use resource books or magazines. Share these with the children. Let children realise that art is not limited to a painted picture; it can include decoration and ornamentation, as well as useful goods, such as rugs or bowls.

Create an international art gallery to display children's art. Utilise all available notice boards. Use covered boxes as stands for jewellery, Egyptian gold or masks. Invite guests and have the children serve as tour guides. Let your artists celebrate their experiences in the diversity that art allows.

Mini table of contents

Display board ideas.....	24
Egyptian gold	25
Mask-making.....	27
Making masks	29
Origami.....	30
Native American bracelet.....	32
Dot painting.....	34
Quilling – paper curling	35
Columbian weaving	36

Mask-making

Goal: To understand the purpose of masks and their significance in different cultures (Eskimo, African, Asian, French, American Indian)

Directions: Obtain pictures of masks and people wearing masks from newspapers and magazines. Collect different types of masks. Some possibilities include a bandanna for covering the face, shop-bought masks, gas masks, skiers' masks or surgical masks. Make some sample masks from paper bags, or paper or aluminium pie plates. (Use books on mask-making as a further guide for you and your students.)

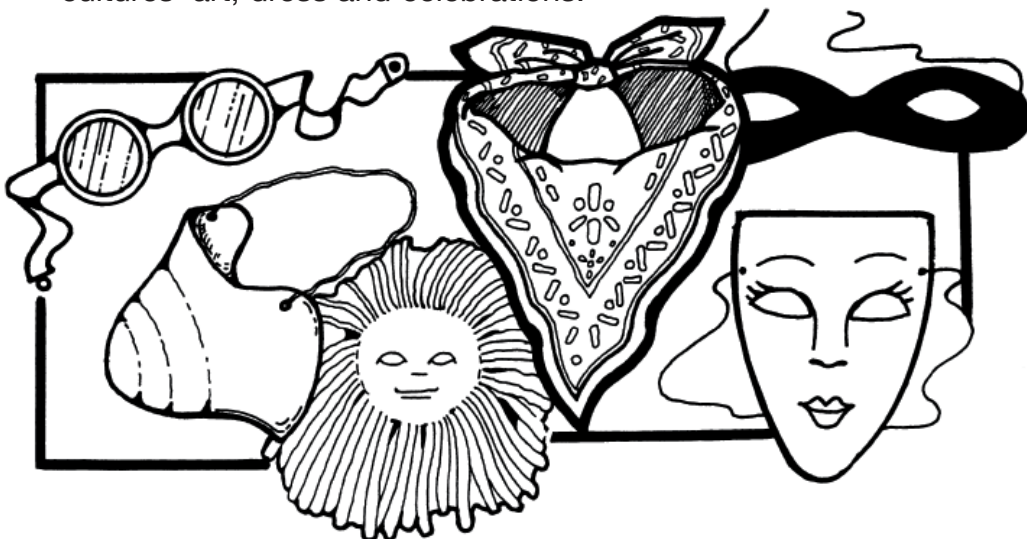
Activities: Introduce some new vocabulary to children. Include the words masquerade, disguise, festival, ceremony, decorate, decoration, papier-mâché.

Ask children when they wear masks and why. Have they ever seen a picture of anyone wearing a mask? What did it look like? Why was the person wearing it? Why do people all over the world wear masks?

Your discussion can bring out that there are many different kinds of masks all worn for many different reasons. You can explain and discuss gas masks, fire fighters' masks, warm masks for protection against the elements, masks to transform and disguise the wearer as used in religious ceremonies, fun masks as used for parties and masks in plays.

For homework, have the children do some research. Have them accompany their parents to a shop and make a list of the different masks they find. Have them cut up old magazines with pictures of masks or people wearing masks. Let them bring in books from the library about masks. Encourage them to share the information.

Extensions: Read the *Children's Book of Art*, Dorling Kindersley Publishing, New York, 2009 or *Crafts from World Cultures*, Janice Veith and Anne Weber, Hawker Brownlow Education, Melbourne, 2002 for further information on various cultures' art, dress and celebrations.



Making your own didgeridoo

Goal: To introduce children to the didgeridoo, an instrument used by the indigenous people of northern Australia.

Materials: Long cardboard tubes from rolls of wrapping paper or paper towels (or PVC pipe), large A2 or A1 size sheets of paper, paint, paintbrushes, sticky tape or masking tape.

Directions: Discuss with the children how the real didgeridoos are made from hollow branches of trees. The branches have been made hollow by white ants which have eaten out all the insides. The Aboriginal people would look for these branches and then finish hollowing them out. After the instrument was painted it would be used in many special ceremonies. Traditionally only men were allowed to play the didgeridoo.

To make the didgeridoo, join the cardboard rolls to make a pipe of about 1 metre in length (or cut 1 metre of PVC). Cut out enough paper to wrap around the roll. Children paint their design onto the paper. To make their didgeridoo look authentic they should use the directions for dot painting on page 34 or look on the Internet or in books for designs the Aboriginal people used.

When the paint has dried, wrap the paper around the pipe and sticky tape it in place. Also wrap sticky tape around the mouthpiece to strengthen it and to stop the paint from smearing onto faces. Now children are ready to play!

Extension: Have children research how to play a didgeridoo. A good website with instructions for playing the didgeridoo is <<http://aboriginalart.com.au/didgeridoo>>

