



TEACHING GUIDE

Introduction

This teaching and learning resource is for teachers to use in the classroom to help students develop a deeper awareness and understanding of other cultures and faiths within the Southeast Asia-Australasia (Australia and New Zealand) region. By building knowledge and encouraging dialogue, the aim of the resource is for students to identify the commonalities and appreciate the differences within and between societies.

To enable examination of aspects of everyday life for teenagers in Southeast Asia, Australia and New Zealand, eight key areas have been identified. These are:



Food



Clothing



Housing



Transport



Buildings and Public Spaces



Pastimes



Celebrations and Rituals



Arts, Crafts and Artefacts

The resource contains information and activities for teachers to use with students to develop knowledge and understanding of each key area. These are:

- **factsheets** for each key area with questions for students
- suggested **student activities** for use with the factsheets, designed to promote understanding and dialogue
- **picture packs** for each key area containing images and possible discussion questions

The factsheets, picture packs and suggested student activities will help students to make connections between their own lives and experiences, and those of others from different countries and of different cultures and faiths within the region.

The activities are designed to promote understanding through questioning and discussion. Education officials and/or teachers may wish to develop or adapt aspects of the resource to suit their national curriculum requirements, their teaching style, student interest and ability level. This could involve students researching information beyond that contained in these factsheets.

This resource is primarily aimed at students aged between 13 and 18 years. If translated into local languages, the resource would be suitable for a lower age group.

The picture packs and factsheets can be used together or independently. Teachers may wish to make links between the different topics or develop units of work on each single topic. The content for each key area is identified by a coloured border and a representative symbol. These are on both the factsheets and the picture packs. Some of the pictures in the picture packs can be used to support more than one key area. This will be indicated on the back of the photo by the symbol for the related topic.

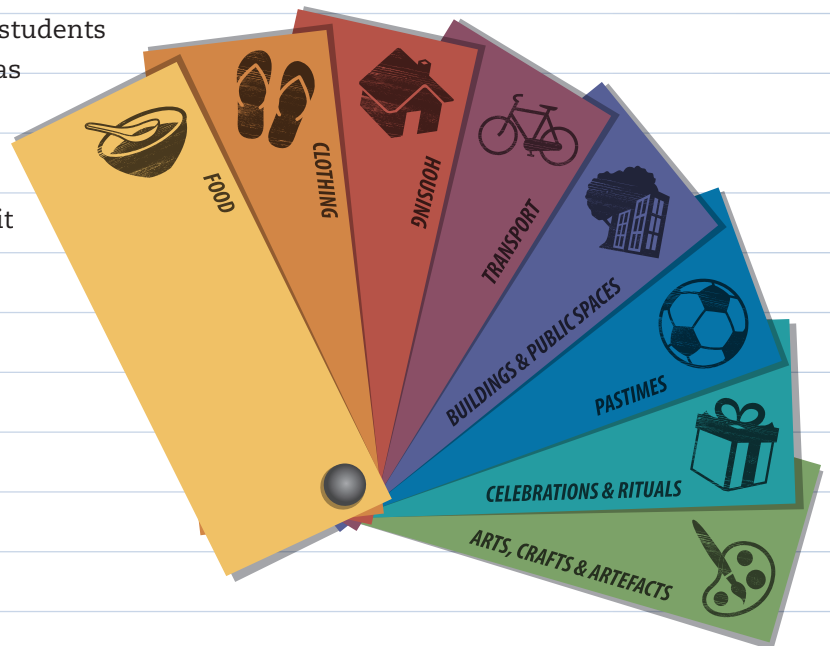
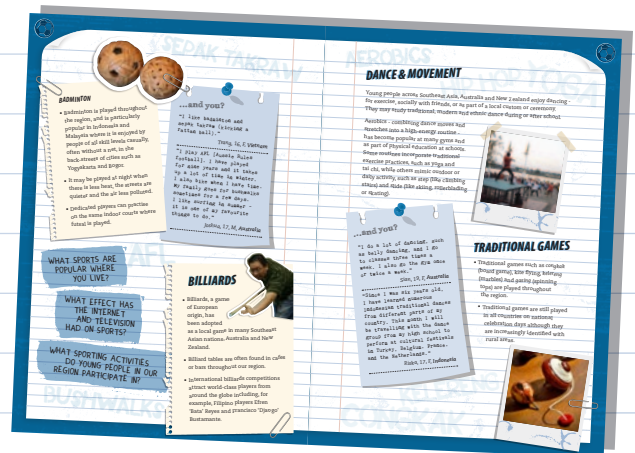
Factsheets

Factsheets have been created for each of the eight key areas of everyday life. These sheets can be used either as separate topics or linked to a wider unit of study.

Questions for students are provided on each factsheet. These are designed to encourage students to read the content of the fact sheet, find the main ideas, identify similarities and differences within the different cultures and faiths, and develop a greater knowledge and understanding of different communities in Southeast Asia and Australasia. The questions support the activities provided.

The main ideas in each factsheet are outlined below. Teachers can use these:

- to select activities which guide students towards identifying the key ideas
- to help focus classroom discussions on these topics
- as the basis to build a wider unit of study on the topic



FACTSHEETS



FOOD

Main ideas:

- Traditional foods were determined by climate, location and local vegetation.
- Over time different cultural influences have shaped the region's traditional dishes.
- Cooking and eating practices are often about sharing food, which encourages positive cultural exchanges.
- A "global cuisine" has begun to develop where dishes from foreign countries have become part of our everyday diet and changed our eating patterns.



CLOTHING

Main ideas:

- What people wear depends on their age, the climate, fashion and the occasion. Choices are shaped by history, cultural practices and belief systems, technology, modern communications, economy and trade.
- There has been a move towards greater similarity in clothing amongst teens around the world, reflecting the "global youth culture" that is one result of increased global interaction.



HOUSING

Main ideas:

- The features of all traditional houses are linked to cultural customs and the patterns of daily life.
- Across the region people are adapting to urbanisation. Modern styles of housing reflect this change to city-living.



TRANSPORT

Main ideas:

- People are increasingly mobile across the region at the local, national and international levels.
- Transportation options throughout the region are influenced by the economy, the physical environment and the way the society is organised.
- Many cities throughout Southeast Asia and Australasia are experiencing traffic congestion as countries transform from rural to urban populations and develop adequate public transportation systems.

Colour coding and symbols enable easy identification of which key area the factsheet covers.

FACTSHEETS



BUILDINGS & PUBLIC SPACES

Main ideas:

- Buildings and public spaces reflect lifestyles and culture.
- While buildings and public spaces may look different, there are many similarities in the building types, usage and technology available across the region.



PASTIMES

Main ideas:

- Young people across the region share similar pastimes.
- Leisure activities of teenagers throughout the region are increasingly based around modern technology.
- Global exchanges of popular culture, including online games, music, books and films, are increasingly common amongst teenagers.
- Sport is a universal activity enjoyed by many teenagers, but often a particular sport will be adapted to suit the local environment.



CELEBRATIONS & RITUALS

Main ideas:

- Communities in our region all recognise and celebrate significant life events, such as birthdays or marriage. Different communities have their own ways of marking these occasions.
- Religion plays a major part in people's understandings of the human lifecycle in most societies.
- Many traditional rites and celebrations continue today but their meanings have evolved to suit the times.



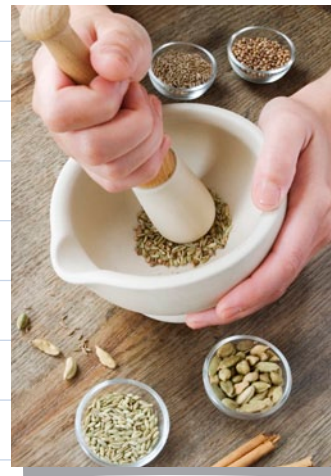
ARTS CRAFTS & ARTEFACTS

Main ideas:

- Arts, crafts and historical artefacts are valued across the region not only because they are well-made or attractive but because they capture a place's history or culture, or convey particular values and beliefs.
- Fashions and techniques in arts, crafts and artefacts have migrated across Southeast Asia and Australasia, evolving to incorporate local materials, tastes and beliefs.

Picture Packs

Following each set of factsheets is a picture pack.
These contain a poster and three A4 sized pictures.
On the back of the pictures are questions which can
be used to promote discussion between the students.



FAST FOOD

Discussion questions

1. Discuss the different ways people in the pictures are eating fast foods. Look at the utensils, the environment, how they eat, what accompanies their food and their social interaction.
2. Where do you think these different fast foods originated – are they local or foreign?
3. In the pictures of KFC and McDonalds, what shows the influence of the local area?
4. What kinds of fast food are common where you live? When do you eat fast foods?
5. What do you think are the advantages and disadvantages of fast food?

Top left: KFC, Cambodia
Top middle: McDonalds, New Zealand
Top right: Fish and chips, New Zealand
Bottom left: Eating pizza
Bottom middle: Eating pizza
Bottom right: Eating meat at a warung (local market), Indonesia
Center: McDonalds, Thailand



Pictures that can be used to support
more than one key area are identified
with symbols of other key areas.

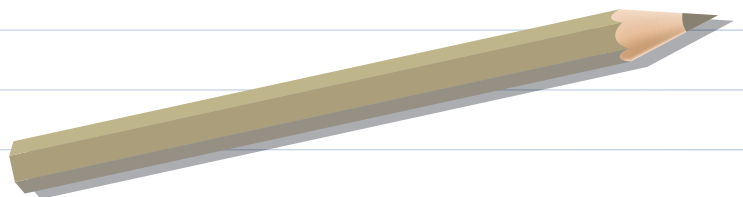
Student Activities

The activities outlined in this section can be used by teachers to encourage students to:

- consider the main ideas at a deeper level through discussion
- form their own questions and find the answers
- present their findings to an audience either verbally or visually
- undertake a deeper inquiry into the main ideas using information from other sources

FINDING & ORGANISING INFORMATION

1. Concept Map
2. Question Matrix
3. Similarities and Differences
4. Jigsaw: Team Information Finding



STUDENT ACTIVITIES

1. Concept Map

Purpose:

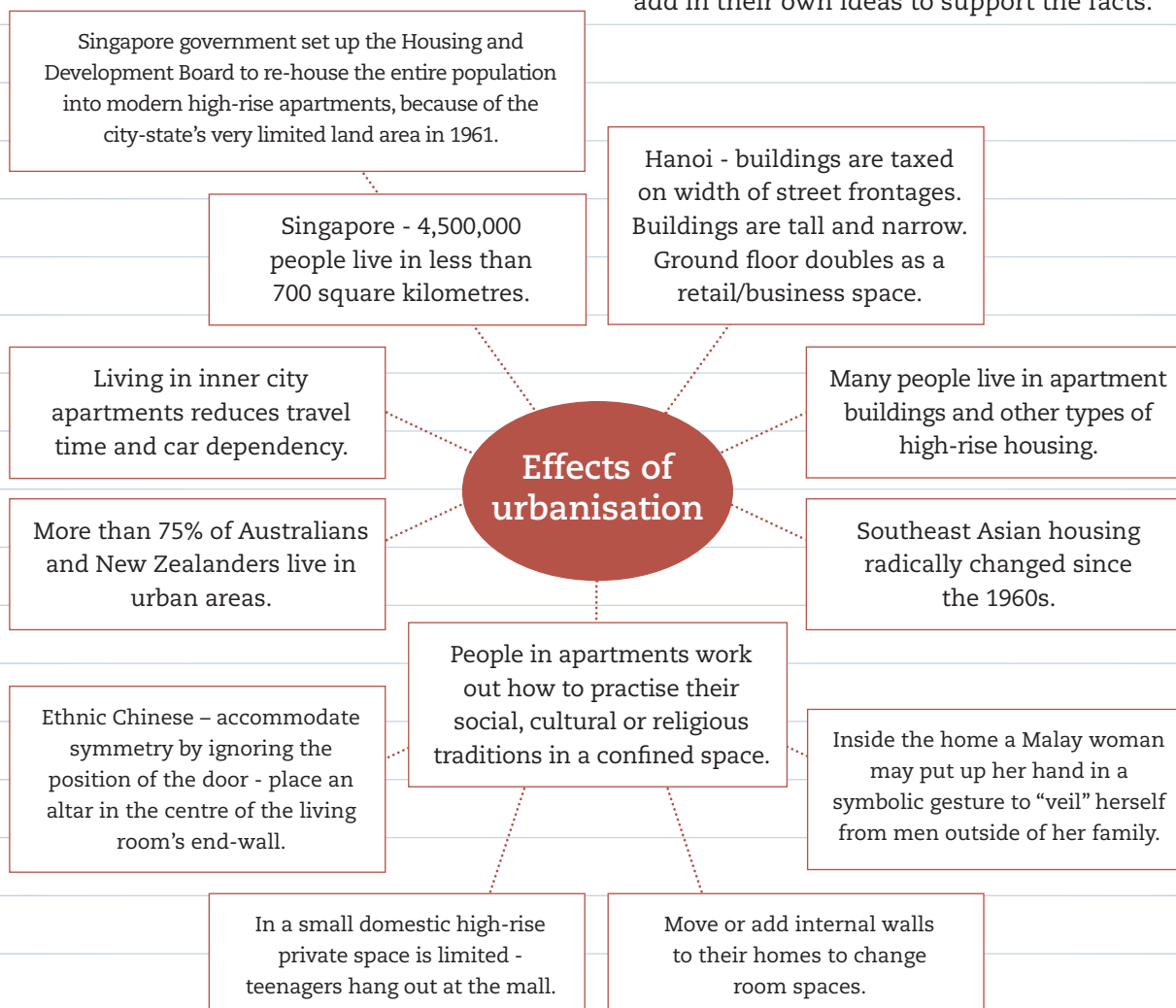
- A concept map is used to identify a main idea (concept) and the information related to that idea.
- It helps students to organise ideas and understand relationships between different concepts, problems and ideas.



This concept map example is based on the Housing topic.

How to use:

- Make an empty map for students to fill in.
- In the centre circle the teacher places the main concept, problem or topic.
- Students find related information in the factsheets and record it in the outer shapes in note form.
- Lines may also be added to show links between different facts as well as to the main concept.
- This activity is best done with students in pairs or small groups to encourage discussion. Students can be encouraged to add in their own ideas to support the facts.



STUDENT ACTIVITIES

2. Question Matrix: English language teaching activity

Purpose:

- To support students in creating their own questions.
- To help students with their English language ability through providing a structure for forming questions.

How to use:

- Put the question words 'What', 'Where', 'Which', 'Who', 'Why' and 'How' onto individual red coloured cards.
- Put the words 'is/are', 'did/do/does', 'can', 'would/could', 'will' and 'might' onto individual blue coloured cards.
- After reading a fact sheet students take one card of each colour and create a question about the topic they can ask another student.

	Event	Situation	Choice	Person	Reason	Means
Present	What is?	Where / When is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where / When did?	Which did?	Who did?	Why did?	How did?
Possibility	What can?	Where / When can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where / When would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	Where / When will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where / When might?	Which might?	Who might?	Why might?	How might?



Some examples of questions students could pose using the question cards from the Clothing topic:

- **When is** formal or traditional clothing worn?
- **Where did** cotton come from?
- **How did** modern technology change clothing?
- **How might** local malls play an important part in fashion?



From the Transport topic:

- **Why is** the Singapore government charging motorists to enter the central area and for the use of roads during peak periods?
- **How did** cars become so dominant in Australia, New Zealand and Malaysia?
- **Why might** motorcycles be a common form of travel in Jakarta?

STUDENT ACTIVITIES

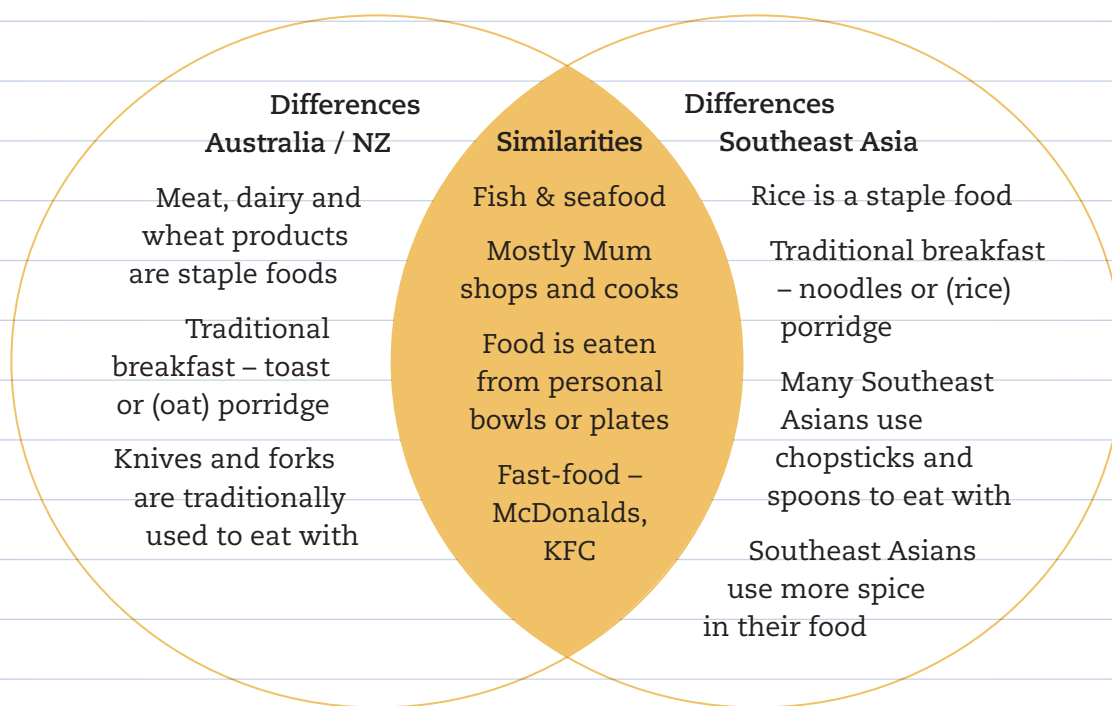
3. Similarities and Differences

Purpose:

- Use a diagram of two intersecting circles to help students to identify similarities and differences between ideas, concepts or problems.

How to use:

- A question about the similarities or differences of a certain topic is posed by the teacher.
- The similarities are recorded in the intersection of the two circles. The differences are recorded in the outer sections of the two circles.
- Students can work in groups to identify similarities between cultures and practices across the region for each topic. These can then be shared with the whole class.



This example is from the Food topic
– Teacher question: “Find the similarities and differences between Australasian and Southeast Asian food customs.”

STUDENT ACTIVITIES

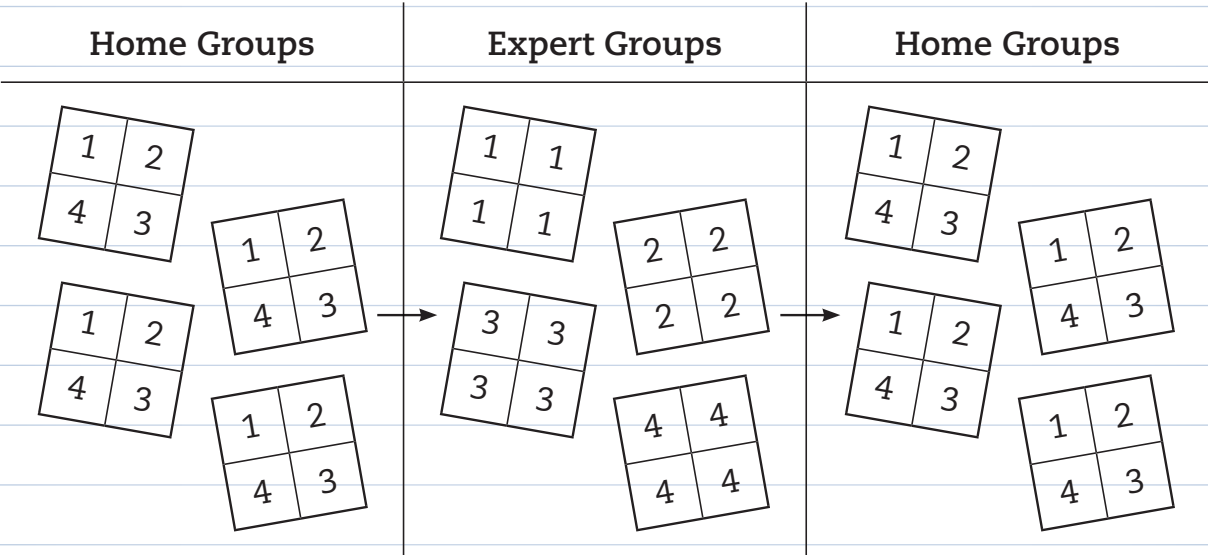
4. Jigsaw: Group Information Finding

Purpose:

Explaining information to others assists students in their own understanding of a topic. In this activity, each student within a group becomes an expert on a different aspect of a wider topic; in this instance the cultures, beliefs and influences on people in the Southeast Asian and Australasian region. Each student shares their pieces of knowledge with others to form a complete picture of the topic.

How to use:

- Put students into home groups (or teams). The number of groups is decided by the number of factsheets to be used.
- Each student from a particular home group then moves to a different expert group. Each expert group is given one fact sheet.
- Together, the expert group studies the information on their factsheet with the purpose of teaching others in their home group about the topic.
- One way of teaching is for the expert group to display their information on paper.
- Expert group participants then return to their original home groups and teach all members of their group what they learned about a specific aspect of the wider topic.



STUDENT ACTIVITIES

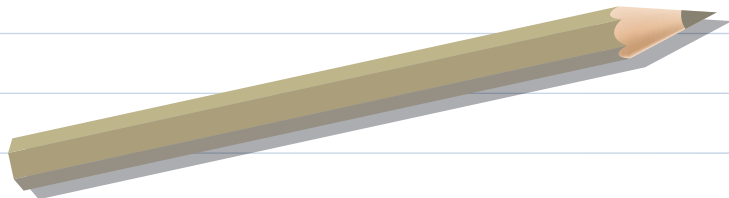
Going Further

The activities below can be used to extend students. They require students to locate information from the factsheets and then use it to form opinions, provide arguments, show cause and effects, and select important information to re-present and share with others. The previous activities can also be used in this way according to the depth of questions asked by the teacher.

These activities can be enhanced by students' doing research beyond the factsheets provided.

GOING FURTHER

1. Placemat
2. Think, Pair, Share
3. Presenting Information



STUDENT ACTIVITIES - GOING FURTHER

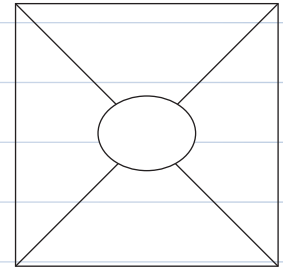
1. Placemat

Purpose:

This activity is designed to allow for each individual's thinking, perspective and voice to be heard, recognised and explored.

How to use:

- Students get into groups of four.
- Give one piece of paper to each group.
- Ask each group to draw the diagram to the right (placemat) on the paper.
- The outer spaces are for each student to write their thoughts about the topic.
- Each student then shares their views one at a time with their group.
- The circle in the middle of the paper is to note down (by the nominated recorder) the common points made by each of the students in the group.
- Each group then reports the common points to the class.



*This example is from the Clothing topic –
Teacher question:
“What do you think are the main influences that affect fashion and what people wear?”*



STUDENT ACTIVITIES - GOING FURTHER

2. 'Think, Pair, Share'

Purpose:

'Think, Pair, Share' can be used to help students recall events, make a summary, stimulate thinking, or share responses, feelings and ideas.



For example, from the Pastimes topic – Teacher question: "Describe popular culture (widely accepted practices or customs reflecting tastes of young people) in Southeast Asia and Australasia."

How to use:

- The teacher sets a problem or asks for a response to the reading.
- The students think alone for a specified time.
- The students form pairs to discuss the problem or give responses.
- Some responses may be shared with the class.

3. Presenting Information

Purpose:

Providing students with the opportunity to demonstrate their understandings of the material they have been interacting with in the form of a presentation encourages students to process, analyse, and re-organise information. They must decide what is important and how to share the key ideas.

- an oral presentation which may be supported with pictures or a PowerPoint presentation



For example, from the Transport topic

- Identify and describe transport problems encountered in different countries? Explain the causes, the effects and any solutions.

- a written presentation including facts, identified similarities, and supporting images



For example, from the Clothing topic

- Some people say that the world is becoming a smaller place. Explain what this might mean, with reference to clothing and fashion.

How to use:

Teachers provide a question or concept which students must research and present information on to an audience (the class). This may be in the form of:

- a poster – containing images and key words



For example, from the Transport topic

- Create a poster promoting the use of transport solutions that will reduce pollution and congestion.



For example, from the Transport topic

- Using non-motorised forms of transport will solve the congestion problems in the cities.
- role play – students can take on the character of a person from another country and create a short play that conveys information about particular customs and practices to demonstrate their cross-cultural understanding.