

Copyright Notice

The purchasing educational institution and its staff have the right to make copies of the whole or part of this book, beyond their rights under the Australian Copyright Act 1968 (the Act), provided that:

1. The number of copies does not exceed the number reasonably required by the educational institution to satisfy its teaching purposes;
2. Copies are made only by reprographic means (photocopying), not by electronic/digital means, and not stored or transmitted;
3. Copies are not sold or lent;
4. Every copy made clearly shows the footnote, 'Ready-Ed Publications'.

Any copying of this book by an educational institution or its staff outside of this blackline master licence may fall within the educational statutory licence under the Act.

The Act allows a maximum of one chapter or 10% of the pages of this book, whichever is the greater, to be reproduced and/or communicated

by any educational institution for its educational purposes provided that educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 19, 157 Liverpool Street Sydney NSW 2000
Telephone: (02) 9394 7600 Email: info@copyright.com.au

Reproduction and Communication by others

Except as otherwise permitted by this blackline master licence or under the Act (for example, any fair dealing for the purposes of study, research, criticism or review) no part of this book may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address below.

Written by Sandy Tasker. © Ready-Ed Publications (2005). Revised 2020.
Ready-Ed Publications: Unit 11/17 Foley St, Balcatta, Perth, WA, 6021
Email: info@readyed.com.au Website: www.readyed.net

ISBN: 978 1 925611 450 2

Contents

| | |
|---|---------|
| Introduction | page 4 |
| Edward de Bono's Thinking Hats Model | page 5 |
| Student Background Notes: The Thinking Team | page 6 |
| Teachers' Notes: Using the Books | page 8 |
| Curriculum Links | page 11 |
| Student Self-Assessment Checklist | page 14 |
| Teacher Assessment Checklist | page 15 |
| Team "Minute-Taking" Sheet | page 16 |

HARMONY WITH INDIGENOUS COMMUNITIES

| | |
|---|---------|
| Background Information for Students | page 17 |
| Team Leader Activities | page 18 |
| Researcher Activities | page 19 |
| Ideas Person Activities | page 20 |
| Psychologist Activities | page 21 |
| Security Guard Activities | page 22 |
| Publicity Officer Activities | page 23 |

NEW CULTURES TO OUR SHORES

| | |
|------------------------------------|---------|
| Background Information | page 24 |
| Team Leader Activities | page 25 |
| Researcher Activities | page 26 |
| Ideas Person Activities | page 27 |
| Psychologist Activities | page 28 |
| Security Guard Activities | page 29 |
| Publicity Officer Activities | page 30 |

MULTICULTURAL FESTIVITIES AND FOOD

| | |
|------------------------------------|---------|
| Background Information | page 31 |
| Team Leader Activities | page 32 |
| Researcher Activities | page 33 |
| Ideas Person Activities | page 34 |
| Psychologist Activities | page 35 |
| Security Guard Activities | page 36 |
| Publicity Officer Activities | page 37 |

INTERNATIONAL ARTS IN AUSTRALIA

| | |
|------------------------------------|---------|
| Background Information | page 38 |
| Team Leader Activities | page 39 |
| Researcher Activities | page 40 |
| Ideas Person Activities | page 41 |
| Psychologist Activities | page 42 |
| Security Guard Activities | page 43 |
| Publicity Officer Activities | page 44 |

DIVERSITY AT SCHOOL

| | |
|------------------------------------|---------|
| Background Information | page 45 |
| Team Leader Activities | page 46 |
| Researcher Activities | page 47 |
| Ideas Person Activities | page 48 |
| Psychologist Activities | page 49 |
| Security Guard Activities | page 50 |
| Publicity Officer Activities | page 51 |

COMMUNITY SERVICES AND GROUPS

| | |
|------------------------------------|---------|
| Background Information | page 52 |
| Team Leader Activities | page 53 |
| Researcher Activities | page 54 |
| Ideas Person Activities | page 55 |
| Psychologist Activities | page 56 |
| Security Guard Activities | page 57 |
| Publicity Officer Activities | page 58 |

| | |
|---|---------|
| TEACHERS' RESOURCES - RELEVANT WEBSITES | page 59 |
|---|---------|

Introduction

The application of thinking skills can be used as a valuable classroom tool to enhance the learning process and enrich educational outcomes.

In 1967, Edward de Bono developed his theories of “lateral thinking” and “parallel thinking”, thrusting creativity to the forefront as a legitimate process within thought. Parallel thinking pertains to the process of several different perspectives working in cooperation. Instead of using opposing ideas to contradict each other, these ideas are laid out in parallel as alternatives in the process towards reaching a conclusion.

Edward de Bono uses the “Six Thinking Hats” method (see page 4) to facilitate this thinking process. This strategy, whereby each person adopts a different “role” in the thinking, has been used successfully with groups of all ages throughout the world, from junior primary students to executives in major corporations. The universal appeal of this method is undisputed and many schools and companies all over the globe are using the “Six Thinking Hats” approach in their daily work.

This book uses an approach based on de Bono’s Six Thinking Hats model, where activities are presented in a way that students can experience each role and share the understandings of their peers in a team environment. For more: ► <https://www.debono.com>

HOW TO USE THIS BOOK

This series consists of two books that use a creative thinking process to address topics in two different learning areas. These books, aimed at upper primary levels, each contain six topics, which are explored through a range of activity cards that promote different roles in the creative thinking process:

Book One: Science-based: “Exploring Environmental Solutions”

Book Two: HASS-based: “Investigating Culture in Australia”

BOOK 2 HASS – Investigating Culture in Australia

Strands: *Culture, Time, Continuity & Change, Natural and Social Systems, Resources*

Aim: Students investigate local and global issues and solutions for understanding and celebrating the diversity of culture in Australia.

Topics: The topics are presented as QUESTIONS as each team is responsible for working on a collective answer by drawing together all of their ideas.

1. How can we live in harmony with indigenous communities?
2. What can we do to welcome new cultures to our shores?
3. How can we celebrate multicultural festivities and food?
4. How can we develop our appreciation of international arts in Australia?
5. What can we do to promote diversity at school – peer groups and belonging?
6. How can we support community services and groups for a diverse community?

The activity cards provide tasks which are presented at three levels, so that each card can be used in one session, or can be covered in more depth over a series of lessons. Opportunities are provided for students to work in teams or as a class to share their findings and ideas.

An overview of each theme is available to provide students with some background information. Website references are included in the overviews and some of the activity cards so that the use of information technology can be incorporated into the program. Outcome links enable the activities to be integrated into the classroom program with ease. Assessment guidelines are also included for teachers and students and these can be modified to suit classroom requirements.

Students have the opportunity to investigate the topics fully by adopting each thinking role, thus developing an understanding that learning can occur by thinking in different ways.

Teachers' Notes: Using the Books

The activity cards can be used according to classroom needs. Some suggested programs are shown below:

1. GROUP ROTATION / "THINKING TEAM" METHOD – 6 WEEKS

- Suitable for 1 – 2 sessions per week (45 min – 1 hour).
- This method outlines a six-week program.
- Students are organised into "Thinking Teams" of six.
- Students stay in the same team for duration of program.
- Students work on their topic for six weeks, presenting their project to the class in Week 6.
- Each student in the team selects two roles that they would like to work on.
- They will work on the first role (**Think Tank** and **Research Station** tasks) for Weeks 1 – 3, and the second role (**Act Now** task) for Weeks 4 – 6.
- Students work on the activity card for their role during classroom time and then report back findings during team meetings. This way, all findings from the six roles can be shared.
- By the end of the six weeks, students would have worked in detail on two of the roles, but shared findings and organised a presentation with team mates working on the other roles.

EXAMPLE:

- Team A is given a topic to work on for six weeks e.g. *Energy efficient environments*.
- Each team member selects TWO roles that they would like to work on, e.g. *Ideas Person and Psychologist*
- They change roles at the start of Week 4.
- Tasks are to be completed in 1 – 2 sessions of 45 – 60 min.



Week 1 ▶ Role in Team: **IDEAS PERSON**

*Meet with team. Read out all tasks to generate interest and awareness.
Choose and complete 1 – 2 "Think Tank" tasks.*

Week 2 ▶ Role in Team: **IDEAS PERSON**

Choose and complete 1 – 2 "Research Station" tasks.

Week 3 ▶ Role in Team: **IDEAS PERSON**

*Continue with "Research Station" tasks.
Meet with team and share findings.*



Week 4 ▶ Role in Team: **PSYCHOLOGIST**

*Change to new role in team (switch activity cards with team mates).
Begin working on "Act Now" task.*

Week 5 ▶ Role in Team: **PSYCHOLOGIST**

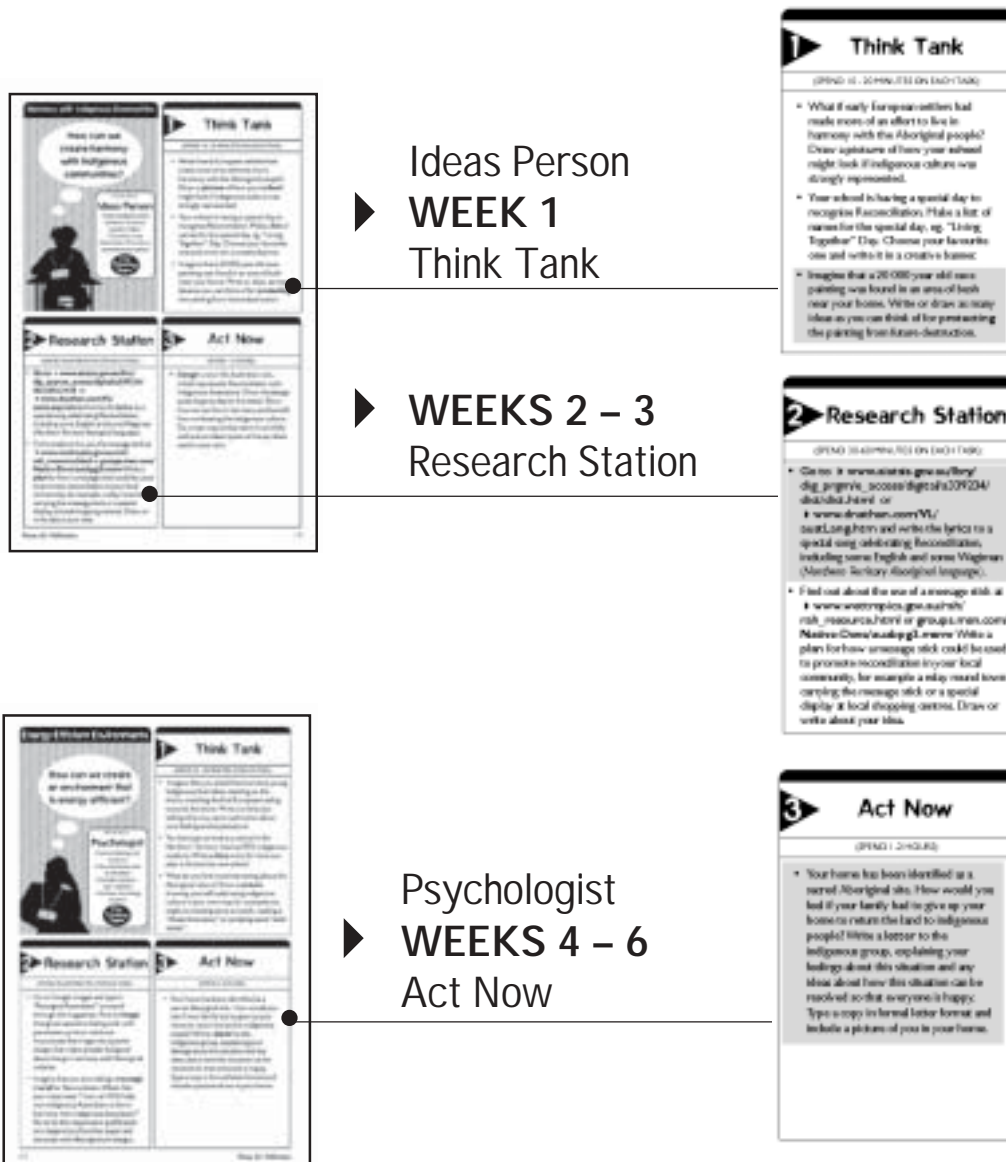
*Continue working on "Act Now" task.
Meet with team to plan class presentation.*

Week 6 ▶ Role in Team: **PSYCHOLOGIST**

Present team's work to class. Facilitated by "TEAM LEADER".

Teachers' Notes: Using the Books

Using this method, students do not complete a whole card; rather they work on selected parts of each card, according to the stage in the project as outlined above. Furthermore, when completing the **Think Tank** and **Research Station** tasks, the focus is on quality rather than quantity. A choice between two or three tasks is usually provided. Students are to select one and work on this until the final product is of a high standard. Additional tasks need only be worked on if there is extra time. Below is a sample of the activities that one student may complete over the six week period:



The "TEAM LEADER" role differs slightly from the others:

- During Weeks 1 – 3, the team leader will be taking notes during team meetings and spending time with each team member, assisting them with their tasks.
- During Weeks 4 – 6, the team leader will be compiling the work completed by the team so far and organising the presentation to the class, which they will be facilitating.

Did you know that Australian Aboriginal and Torres Strait Islanders are also migrants to Australia? These people actually moved across the southern islands of South East Asia, to the mainland and the islands in the Torres Strait between Queensland and Papua New Guinea. But these “migrants” got here first – by between 30 and 50 thousand years! Because this happened so long ago, the Aboriginal people are considered to be *indigenous* to Australia. Over time, about 500 - 600 different groups had settled throughout the country. Although these groups had a variety of different languages, they shared a strong bond with the land, had many similar traditions and were united by their experiences with the settlement of Europeans.

Aboriginal people had a strong affinity with the land and treated it with respect rather than ownership. This philosophy is still alive in many indigenous groups today. Before European settlement, indigenous Australians used handmade tools that were simple but effective, and they survived extremely well in the harsh conditions of the outback. Food eaten by Aboriginal people was derived from their natural environment, however they were very resourceful and often managed to use every part of the plant or animal that they gathered. The various groups lived nomadically, following the seasonal changes and enabling the land to rest and regenerate.

One of the most interesting and well-known aspects of the Aboriginal culture is their belief in the “Dreaming” or “dreamtime”. Traditionally, many Aboriginal people believed that their ancestors rose from below the earth and formed the land and the animals, and that the spirit of their ancestors still exists in many natural places. Through this belief, Aboriginal people do not put humans as more important than anything else in nature, rather we are part of an interconnected system where it is important to respect the land that we live with. Many stories were told by the wise “elders” to pass on the dreamtime beliefs. The stories helped to explain to the people how things “came to be” as well as being moral tales that guided them to live their lives in harmony with the land and with each other. Stories were told orally, with artwork drawn on rocks and caves to illustrate the human and animal characters. Musical instruments such as didgeridoos and tapping sticks were used to accompany songs sung in local gatherings. Dance is another traditional art form that was used by indigenous Australians to tell stories from the past.

Following European settlement in the 1770s, many Aboriginal people were forced out of their dwellings as the land was used for new developments. When settlement occurred, the land was treated as “terra

nullis”, meaning that it belonged to no-one and hence was taken by the Europeans without any form of official negotiation. The newcomers brought diseases that the Aboriginal people were unable to fight off. The lack of understanding between the two cultures led to conflicts where many people were killed. Overall, the indigenous population were initially not given the opportunities to enable them to survive in this new society that was thrust upon them. Although some Aboriginal people worked as trackers or stockmen for the settlers, there was still a lot of tension between the two cultures, which resulted in situations where conflict and violence arose. This continued into the first half of the 1900s.

As time went on, it became clear that changes needed to be made to the way that indigenous people were treated, to give them equal rights and opportunities and to recognise what had happened in the past. A referendum in 1967 was supported by 90 percent of voters saying “Yes” to changes that allowed Aboriginal people more rights. In 1976, the Aboriginal Land Rights Act was passed, which has given indigenous people the control back over much of the land in the Northern Territory, enabling them to decide how the land is used, including restrictions on mining. Over the last few decades, efforts have been made to improve the past conditions that have affected Aboriginal people in terms of their health, employment, education, legal rights and land rights. Australian people are being educated on the experiences that Aboriginal people had and the rich and interesting culture that we can learn and benefit from. A term often used these days to describe the joining together of indigenous and non-indigenous Australians is “reconciliation”. Reconciliation means that the past is recognised and positive steps are taken to remove the disadvantages that Aboriginal people experienced when European settlement occurred. Reconciliation Australia is an organisation that monitors and supports community action which enables the two cultures to live harmoniously.

► <https://www.australia.gov.au/information-and-services/culture-and-arts/indigenous-culture-and-history>

Australian Aboriginal Links

► <https://www.reconciliation.org.au/>

Reconciliation Australia

► <https://www.harmony.gov.au/>

National Harmony Day

How can we
create harmony
with indigenous
communities?



YOUR ROLE:
Team Leader

- Controls • Organises
- Manages • Summarises
- Ensures rules and guidelines are followed
- Coordinates the rest of the roles – brings it all together

The
Thinking
Team

1

Think Tank

(SPEND 10 - 20 MINUTES ON EACH TASK):

- **Read** a copy of the tasks that each of your team mates have to do (*ask your teacher for this*).
- Write down any **ideas** that immediately spring to mind that might **help** your team mates carry out their tasks.
- Aboriginal Australians had a strong bond with the land and animals. Choose a native plant or animal that will be your team's symbol and design a special **logo** for all the work that your team does.

2

Research Station

(SPEND 30-60 MINUTES ON EACH TASK):

- Go to the library and make up a list of **books** and **Internet sites** that your team can use.
- Locate **telephone contacts** of sources in the White and Yellow Pages to help your team mates.

3

Act Now

(SPEND 1-2 HOURS):

- Spend 5 – 10 minutes **helping** each of your team mates with their "**Act Now**" tasks.
- Organise and chair the **meetings** that your team has. Make sure each speaker has a chance to explain what they are doing and take "**minutes**". Draw up a plan for how your team will present the final project. It may be as a speech, a video, a poster or a demonstration using models and charts. You will work together as a team to create this presentation, however, it is your job to ensure that this process works smoothly, and, most importantly, that everyone contributes equally to the final outcome.

How can we create harmony with indigenous communities?



YOUR ROLE: Researcher

- Looks at the facts – based on knowledge
- What is known / what needs to be found out?
- Who, what, where, when, why approach

The Thinking Team

1

Think Tank

(SPEND 10 - 20 MINUTES ON EACH TASK):

- Write down the **names** of any well-known Australian Aboriginal or Torres Strait Islanders that you can think of. Include sportspeople, television presenters, actors and musicians. Build on this list by conducting further research or asking classmates.
- Aboriginal people drew their messages and stories instead of writing them. Create a brainstorm with a difference and **draw** everything you know about "Aboriginal Culture". For example you might like to draw places, objects, food, artwork, people and images from stories.
- Find out what the differences are between Australian Aboriginals and Torres Strait Islanders. Write these differences on a fact card.

2

Research Station

(SPEND 30-60 MINUTES ON EACH TASK):

- Find out about some special land rights handed to Aboriginal people. Design a commemorative **plaque** that includes the name of the place, the date it was handed over and other important details you find. Check out:
 - ▶ <https://www.environment.gov.au/topics/national-parks/uluru-kata-tjuta-national-park>
 - ▶ <https://en.wikipedia.org/wiki/Uluru>
- Research the types of diseases that killed many indigenous Australians upon arrival of European settlers. Write up as a **medical report** by one of the pioneering doctors. Be factual – do not place blame or judgement.
 - ▶ <http://www.friendsofglenthorne.org.au/wp-content/uploads/Clarke-Vol-33-2008.pdf>

3

Act Now

(SPEND 1-2 HOURS):

- Find out more about what "Reconciliation" means. Make a **picture booklet** that gives an "A – Z of Reconciliation" to share with a junior primary student.
Draw pictures that young children can understand and relate to, e.g. **A** is for Aboriginal, **B** is for Bushwalk, **C** is for Corroboree. Place one letter with a picture on each page.

Harmony with Indigenous Communities

How can we
create harmony
with indigenous
communities?

YOUR ROLE:

Ideas Person

- Uses creativity to find solutions
- Looks at growth of ideas
- Considers many alternatives
- Focuses on movement and options

The
Thinking
Team

Ideas
Person

1

Think Tank

(SPEND 10 - 20 MINUTES ON EACH TASK):

- What if early European settlers had made more of an effort to live in harmony with the Aboriginal people? Draw a **picture** of how your **school** might look if indigenous culture was *strongly* represented.
- Your school is having a special day to recognise Reconciliation. Make a **list** of names for the special day, e.g. "Living Together" Day. Choose your favourite one and write it in a creative banner.
- Imagine that a 20 000 year old cave painting was found in an area of bush near your home. Write or draw as many ideas as you can think of for **protecting** the painting from future destruction.

2

Research Station

(SPEND 30-60 MINUTES ON EACH TASK):

- Write the lyrics to a special song celebrating Reconciliation, including some English and some Wagiman (Northern Territory Aboriginal language). Use this site to find the words:
 - ▶ <https://aphasialab.org/wagiman/dict/dict.html>
- Find out about the use of a message stick at:
 - ▶ <https://blog.qm.qld.gov.au/2012/11/06/message-sticks-rich-ways-of-weaving-aboriginal-cultures-into-the-australian-curriculum/>

Write a plan for how a message stick could be used to promote reconciliation in your local community. For example, a relay round town carrying the message stick or a special display at local shopping centres. Draw or write about your idea.

3

Act Now

(SPEND 1-2 HOURS):

- **Design** a new 50c Australian coin, which represents Reconciliation with indigenous Australians. Draw the design quite large to depict the detail. Show how we can live in harmony and benefit from embracing the indigenous culture. Do a neat copy and present it carefully, with a short description of the symbols used in your coin.