Boundaries – Teacher guide
Level 3 – Lower Secondary

Students will consider the boundaries that are formed by families, cultural groups, communities and nations. They will also explore the positive outcomes of reflecting on and understanding the values that underpin the boundaries that shape our lives.

The theme Boundaries supports intercultural learning by highlighting the following points.

* Values shape the boundaries that exist in the lives of individuals/cultural groups.

* Boundaries serve important purposes in people’s lives – they define communities; create a sense of inclusion and belonging; they help to create and maintain shared traditions, beliefs, customs and behaviours; and they foster loyalty and integrity.

* The role of boundaries in people’s lives can be positive and negative: boundaries can include, but also exclude; they can create and maintain traditions, customs, beliefs and behaviours that can be enriching for some and limiting for others; they can develop people’s acceptance of cultural diversity and also create intolerance and disrespect of difference.

* Australia is a dynamic multicultural society where boundaries are created, crossed over and broken down; where understanding leads to greater tolerance, acceptance and respect of difference; where people who are new migrants to Australia often have to work hard to find acceptance and sometimes may compromise their values to gain acceptance; where Indigenous Australians have suffered hostility and indignity as boundaries were placed on their traditional ownership of the land; where democratic freedoms and equality can provide those seeking refuge with protection from conflict and new hope.

* Boundaries between cultures can be crossed over. The act of reaching out to others, showing care, compassion and empathy, can break down boundaries between people and help people to discover the values they have in common and their shared humanity.

Links to the National Framework for Values Education in Australian Schools (2005)

Students will explore, consider, enact and reflect on values as they:

* work constructively and collaboratively to learn about significant values of inclusion, freedom, respect and responsibility

* demonstrate empathy to others as they learn more about the personal impact of intolerance, exclusion and loss of freedom

* develop a growing confidence in articulating personal beliefs as these relate to the nature of boundaries in their own lives and the lives of others

* develop resilience and act with integrity through acceptance of difference and cultural diversity.
Preparation
View and read through the descriptions for each digital resource in the theme.

Read through the activities and note the particular learning strategies that have been built into these.

Be mindful that students might need to view each resource several times.

Please note: Thirty-five film clips on World of Values are linked from the australianscreen online website. Be aware that links within the frames containing these film clips take you out of the World of Values website.

A note about activities
All of the values clarification activities accompanying the digital resources are built around whole class, small group, partner or individual tasks. Use your professional judgement regarding the advice given here. Choose the most appropriate grouping for each task depending on the particular needs of your students.

A note about the learning pathway
World of Values is a flexible resource. The learning pathway tool allows teachers to create a personalised PDF-based version of selected content. See the Help feature on the World of Values website.

A note on dialogue
The challenging content of many of the digital resources and the accompanying values clarification activities necessitates that students engage in exploratory dialogue whereby they are given time to debrief, to work through their thoughts and feelings, and to reflect on what they have learned. You may find that students generate many of their own questions throughout their exploration of Boundaries and that you need to be flexible around your planning for these to be shared and considered.

A note about personal experience
Many of the activities relate the values clarification to the personal lives of students. This is important because personal experience helps students to connect an abstract value to a concrete experience. However, students may find the connection to their experience in families, their friendship groups, and their positive self-image, for example, challenging. Your guidance and support through these times will be necessary.

A note on working with sensitive material
There are many topics in the digital resources that may be personally confronting for some students, and potentially cause discomfort and distress. If you are aware of specific areas that may cause concern for particular students, try to let them know in advance that you will be looking at the topic in class. Generally, you could let all students know beforehand what is coming up and suggest that if they feel uncomfortable about participating in the discussion they let you know and you can discuss strategies with them.

Involve students in setting ground rules for the discussions. It is important to emphasise the need for respect, confidentiality, sensitivity and the recognition of diversity in people’s backgrounds and experiences. The classroom must be a safe and secure environment for discussions that will arise in the course of examining such materials as you will find in this collection.

Make sure that students know what support is available if the discussion does create discomfort or distress. You could compile a list of useful contacts and phone numbers. It would be wise to let the people who are concerned with student welfare (for example, counsellor, year level coordinator) know that you will be addressing complex issues that may be challenging for some students.

Resources that provide support for teachers dealing with personal, emotive issues can be found in the MindMatters materials. See www.mindmatters.edu.au
Getting started

In Getting started, students are introduced to the theme and a set of values. They explore prior knowledge and preconceptions, and research the definitions of values, to focus on the issues they will be examining.

Ask students to open a WordFile or a notebook to record their thoughts and feelings throughout the activities.

Notes on activities

Think about boundaries: Ask students to create a mind map to explore their prior knowledge and associations with boundaries. They can use both words and pictures for this activity. You may need to prompt students by brainstorming as a class. Students will need to keep their mind maps for a later task.

Values gallery: This activity is an initial values clarification task that will be built upon and extended in the Bringing it together section of the theme. You begin by asking students to define the values they will explore. You may wish to record their definitions on a large sheet of paper, as students will be returning to this activity. You may decide that this task is too challenging for some and so conduct this as a whole class activity.

Useful resources


Tuning in

Three digital curriculum resources

In Tuning in, teachers engage students with key values underpinning the general theme, and elicit students’ prior knowledge, personal experiences, feelings and beliefs. Teachers stimulate students’ thinking and encourage openness to the new learning experiences in which they will be involved.

I Think … – Threads

A group of 5–9-year-old children discuss connections among people. There are family connections that stretch back through the generations and make us who we are. There are connections to friends, and connections to other groups of people. These connections include shared values, traditions, customs and behaviours. They form the boundaries in our lives, they give us a sense of belonging, they change and shape who we are.

The children were chosen from schools where philosophy is taught. These schools encourage students from a young age to interact with each other within a ‘community of inquiry’. Discussion is facilitated by an expert educator who encourages children to interact freely and promotes the principles of cooperative learning. Discussions were then edited and the recordings given to the animator for visual interpretation. The I Think … anthology of 26 animations was developed by the Australian Children’s Television Foundation (ACTF).

Values spotlight

*I Think … – Threads* highlights the values of caring for others, tolerance, understanding and inclusion that connect us to our families and to other people.
Notes on activities

The activities are designed to introduce students to the understanding that boundaries define communities, create ‘insiders and outsiders’ and that they can change. The values of belonging and inclusion are focused on. Students draw on their personal experiences of communities and the times when they have been included or excluded from the communities in their lives. They also reflect on any experiences they have had when the boundaries in their lives, or the lives of others, have changed.

These activities, however, are not designed for deep reflection. The understandings of boundaries and communities and the exploration of the values of belonging and inclusion are extended in the Discovering phase.

Rally against racism, 1996

This black and white photograph of children taking part in the Rally against Racism was taken in December 1996 in Melbourne. At the time this photograph was taken, a new political party had been elected to the Australian parliament. This party argued for more limits on who could come to Australia. It shows an example of young people involved in social action through protesting against racism and asserting their multicultural identity. It highlights Australia as a multicultural society.

Racism occurs when some people feel they ‘belong’ to a country more than others. They try to exclude others from ‘belonging’ on the basis of where they were born, the colour of their skin, the languages they speak, their traditions and beliefs. In other words, racism creates boundaries among people.

Values spotlight

‘Rally against racism’ highlights the values of inclusion and tolerance in a country in which the vast majority of people have migrant backgrounds. It also shows the high value placed on freedom because Australians have the democratic right to demonstrate and to express their opinions.

Notes on activities

The activities for ‘Rally against racism’ are challenging and potentially contentious. The risk of the discussion focusing on negatives rather than the positive aspects of equality, freedom of expression and inclusion will need to be anticipated. You may need to direct the students’ discussion toward the values positive focus of these activities.

Any discussion of racism in particular needs to be conducted in a way so that students:

- feel safe to explore their thoughts and feelings
- are mindful of the language they use to express how boundaries exist in Australia to include/exclude people on the basis of race
- are aware of the potential harm to others if they personalise their comments.

You may also need to guide students to understand that all Australians have come to this country from somewhere else.
Always a visitor – The only Turk at school
This film clip highlights how people who are seen as different can experience exclusion, isolation and alienation. In an effort to overcome these experiences, people often find themselves making compromises in order to gain acceptance into a community. Kuranda is a 30-year-old Australian who was born in Turkey. He recalls his time at school in Emu Plains in Western Sydney. He was the only Turk among 900 students and felt isolated because he was seen as being different: he had a different language; different traditions and customs; a different religion. He explains how he tried not to stand out as different by pretending to celebrate Christmas, even though his family was Muslim. He tells of the names he was called by other students (‘wog’; ‘gobble gobble’) and how they blamed him for what happened to their grandfathers at the battle of Gallipoli (in Turkey) during WWI. Although Kuranda had nothing to do with this war, it takes people a long time to get over a significant event like war and old boundaries can remain.

During the 1970s, many people migrated to Australia from countries such as Turkey. The Turkish community now makes an important contribution to Australia as a multicultural society.

Values spotlight
The only Turk at school highlights the need for the positive values of tolerance, respect, fair go and understanding in order to overcome perceived boundaries.

Notes on activities
The activities for The only Turk at school are challenging and potentially contentious. However, there is an effort to encourage students to empathise with Kuranda through reflection on their own personal experiences of exclusion, isolation and alienation, and the times when they have taken steps to be accepted by others.

Kuranda’s personal story of his experiences as a newly arrived migrant in a large school is told with great honesty and integrity. You may wish to highlight the significance of these values in breaking down the boundaries that are created between cultural groups. You may therefore wish to engage students in a discussion of the role of boundaries in excluding people on the basis of their cultural difference before they view the film clip.
Discovering

Seven digital curriculum resources
In the Discovering section, teachers support students to explore values, text and context in a deeper way, to think about and clarify the values underpinning each digital curriculum resource, and to create concrete records of the experiences and information gathered.

Embracing the enemy – A truce at Gallipoli
This film clip shows black and white photographs of Turkish and Allied forces at Gallipoli during WWI. They are shown in combat and in the trenches. Photographs of an unofficial truce which was held on 24 May 1915 include scenes of the dead lying on the ground, and an Australian soldier offering water to a wounded Turkish soldier. Interviews with Muzaffer Orel, a leader of the Turkish community in New South Wales, and Rusty Priest, former president of the NSW Returned Soldiers League [RSL] reveal similar views on the impact of war.

The battle at Gallipoli between Turkish soldiers and Allied Forces (British, Australian and New Zealand soldiers) occupies an important place in Australian and Turkish history. Stories of extreme bravery on both sides of this battle are told in Australia and Turkey. Every year, thousands of Australians visit the site of Anzac Cove and are welcomed by the Turkish people to remember all of those who fought and died there. During this long battle, soldiers on both sides lived in trenches that were carved into the earth. These boundaries were divided by a neutral territory referred to as ‘No Man’s Land’. During the unofficial truce, the soldiers crossed over these boundaries. They came together briefly, shared a moment of friendship, and put aside the fact that they were enemies.

Values spotlight
A truce at Gallipoli recounts an act of humanity in the midst of war, when soldiers loyal to their countries crossed over the boundaries that had been drawn between them. It highlights the value of compassion the soldiers share despite being on opposite sides of a conflict.

Notes on activities
You may want to provide further contextual information about Gallipoli and WWI:

Australian War Memorial

Department of Veterans’ Affairs
www.anzacsite.gov.au/

Remember, however, that the focus is not the detailed history of that campaign, but the actions of the soldiers on the particular occasion referred to in the clip. The concept of ‘No Man’s Land’ is especially interesting and the following website provides a good description: www.worldwar1.com/heritage/nomansl.htm

If you would like to explore further the phenomenon of unofficial truces, you could show students sections from the film Joyeux Noel (2005). This film is based on the actual happenings on Christmas Eve, 1914, when soldiers on the Western Front met together peacefully, as brothers, in No Man’s Land. It may be the case that you have some students in your class who have experienced war in their home countries. You will need to be sensitive to their experiences as you move to the latter activity that focuses more generally on the experience of war.

You may also wish to use the Socratic circle strategy. This strategy assists students to develop dialogue, build knowledge based on prior experiences and apply these to new situations.
Blood brothers: From little things big things grow – Singing history

The film clip shows Kev Carmody, an Indigenous singer and songwriter. Carmody explains how he uses music to tell the missing history of Indigenous Australians and how they were gradually excluded from the life they had lived for thousands of years. Carmody is shown in a library reflecting on sketches of the Australian landscape drawn by an early European settler and what they tell us about some European values and perspectives. He shows actual photographs of Indigenous Australians from this time. He then performs with his band the song ‘Thou shalt not steal’. This song highlights his belief that the British stole the land from Indigenous Australians and in doing so broke one of their own core moral rules and boundaries.

This film clip highlights the new boundaries placed on Indigenous Australians when Australia was colonised. Kev Carmody speaks about the misunderstandings that early settlers had about the landscape and the original inhabitants. Carmody’s song emphasises the importance of land to Indigenous people (‘The land’s our heritage and spirit’) and the view that the colonisers were hypocritical. They believed it was a sin to steal (‘Thou shalt not steal’) and yet the land was taken from Indigenous Australians (‘We say to you yes, white man, thou shalt not steal’).

Values spotlight

Singing history presents an Indigenous Australian’s perspective of what happened when the Indigenous people were dispossessed of their land through a lack of truth and understanding on the part of the colonisers. It suggests that the values of respect and reconciliation are essential for intercultural understanding.
Note on activities

Please be aware that this resource may contain references to Aboriginal people and Torres Strait Islander people who may have passed away.

It may be necessary to provide further contextual information for students about the way Indigenous people think about land, especially the strong spiritual dimension. The following website provides accessible information:

www.dreamtime.net.au/indigenous/land.cfm

You may find it helpful to provide a copy of the song lyrics for students. These are available at:


The full text of the ‘Redfern Speech’ highlights the important values of respect and reconciliation.


The Native Title law recognises that Indigenous Australians have traditions and customs associated with the land. This law means that Indigenous Australians can make a claim to the government about protecting a particular area of land which is special to them.

Discussions of Indigenous issues can be contentious. It is essential that students feel the classroom is a safe place in which to explore their thoughts and feelings and that they are mindful of the power of the language they choose and the potential harm that could ensue if they personalise their comments.

Medecins Sans Frontieres (MSF, Doctors Without Borders) was established in 1971 by a group of 12 French doctors. These doctors wanted to help people without being dependent on governments. Most of the funding for MSF comes from public donations. The aim of MSF is to ‘provide essential medical-humanitarian aid to those who need it most, regardless of race, religion, gender or political affiliation’. Each year MSF sends approximately 3,000 volunteers to work on emergency medical programs. There is no age limit for volunteers – Marg was 63 at the time this film was made. According to MSF, children living on the streets in China experience ‘neglect, abuse, hunger and social rejection’.

Values spotlight

A project about kids focuses on the positive things that can happen when global and cultural boundaries are crossed over and people reach out to help others. It highlights the value of compassion that is shown to isolated and neglected children who live on the margins of their society. It also emphasises the values of fair go and respect.

Notes on activities

There are many organisations that work in ways similar to MSF. If you put ‘without borders’ into a search engine you will find many of these. You might provide students with this information so that they can explore further a job of interest to them in a global context. This could be developed into an oral presentation to the class.

If you wish to explore youth homelessness further, the following websites may provide some useful resources:

www.streetkids.org/

Absolute beginner – A project about kids

This film clip shows Marg Ward who volunteered to work for an organisation called Medecins Sans Frontieres (MSF, Doctors Without Borders). MSF is a humanitarian, non-government organisation that provides medical aid to developing countries. Marg has travelled from Australia to live in the Chinese city of Baoji and to work at the Baoji Children’s Centre. The Children’s Centre was established to provide homeless children with food, education, medical and psychological attention and temporary accommodation. It also works to reunite children with their families. We see Marg with some of the children and hear of her desire to have them integrated into local schools.
Temple of dreams – The youth conference
This film clip shows scenes from a youth conference held in Sydney in 2006. Fadi, the organiser, welcomes young people from different backgrounds and sets up discussion groups. There is a focus here on young male and female Muslim and non-Muslim participants sharing their concerns on issues ranging from communication in their families, to problems at school and with the police. The organisers explain that although they expected more young people to come, they are pleased with the attendance and the progress of the day.

Australia has a growing population of Muslims, a large number of whom live and practise the Islamic religion in Sydney. The young Muslims who have organised this conference are trying to cross the boundaries that exist between Muslim and non-Muslim Australians, made more complicated through misunderstanding and miscommunication. They are seeking to find common ground between themselves and the other young participants and wish to challenge some of the stereotypes about Muslim youth that exist in Australian society.

Values spotlight
The youth conference focuses on the important values of understanding and tolerance in a diverse community. It highlights how positive action can increase respect and empathy and break down stereotypes.

Notes on activities
The activities around stereotypes are very challenging and require care and sensitivity in their implementation. Students need to be reminded of the importance of respecting the feelings of their peers. The following website provides some suggestions about ways to talk about stereotypes with young people:
www.zinkthezebra.org/snav/204/page.htm

The Isabellas: The long march – No clouds in the sky
This film clip comes from a documentary that explores the experiences in Australia of a young Chinese refugee, Chen Xiang Liang. Chen arrived in northern Australia by boat along with 56 other Chinese people and was placed in the Port Hedland Detention Centre. Chen revisits the detention centre and recalls his first experiences being there. Images of barbed wire and blue sky lead us to think about boundaries and freedom.

In recent decades, Australian governments have tried to prevent people arriving in Australia illegally. Special centres have been set up to detain people who do and who are usually seeking asylum, or protection. While the refugee or asylum seeker is in detention, the government investigates their history and whether their claim for asylum is genuine. Once this has been proven, the asylum seeker is allowed out into the community on a special visa. Many Australians have reached out to refugees like Chen – writing letters to them, visiting them in the detention centres and making friends with them once they are released.

Values spotlight
No clouds in the sky focuses on the experience of seeking asylum, a community’s need for security, and the need to determine true refugee status. It highlights the values of freedom, inclusion and compassion.

Notes on activities
Discussions about refugees may not be as fraught as in past years but it can still be a sensitive topic. In some school communities there may be many students with refugee backgrounds. These students may or may not find it helpful to share their experiences – certainly it would be of benefit for other students to hear their stories. You might let students with such backgrounds know what you are planning and provide them with an alternative task if they don’t wish to participate.
Bitter herbs and honey – Bullying at school

This film clip shows a re-enactment of a Jewish boy being bullied by two other boys in the playground of a primary school in the Melbourne suburb of Carlton in the period just after the WWII. The bullies run away when the boy’s mother appears. The voice-over is that of Jewish writer and immigrant Serge Liberman describing a similar episode on his first day of school in Australia.

Many Jewish refugees, some of whom were survivors of Hitler’s concentration camps, and most of whom had lost everything of material value, arrived in Australia hoping to make a better life. They wanted to maintain their Jewish identity by keeping their religion, culture and traditions. However, this made them highly visible and targets of abuse and discrimination. The press and Returned Services League (RSL) led an anti-Jewish refugee campaign, arguing that they would take jobs and housing away from ex-servicemen and their families. The Australian Government then introduced a number of measures to limit Jewish immigration.

Values spotlight

Bullying at school focuses on the experience of bullying. It highlights how a lack of the values of tolerance, inclusion and empathy towards cultural difference can lead to a person exerting power over another, resulting in social and emotional harm.

Notes on activities

This clip is emotionally compelling. Students may identify with the experience very strongly. The first two activities are deliberately not personal in nature. They are also designed to develop understanding of a bully rather than simply demonising him/her.

Most students will have had some experience of bullying. You need to be prepared to provide them with extra support on site if they find the topic traumatic. The following are excellent Australian websites that provide additional support.


Further information about the ‘Five whys’ can be found at:
Looking for Alibrandi – Nonna’s spy ring
This film clip shows the clash between Josie and her grandmother, Nonna Katia over values and culture. On her way to her grandmother’s house after school, Josie imagines that she is surrounded in the local street by elderly Italian women whom she calls ‘Nonna’s spy ring’. At Katia’s house, the two have an argument, with Katia ordering Josie to leave her house. As she leaves, Josie meets Michael who, although she has never met him, is her father.

Josie is a second generation Australian teenager from an Italian immigrant family. She is required to go to her Nonna’s house each day after school. She feels stifled by the expectations of her Nonna and her Nonna’s friends, and imagines that she is being spied upon and judged for her behaviour. Josie’s Nonna holds traditional ideas about how young people should behave which have been formed by the culture into which she was born. Josie stands up against what she considers to be old fashioned and irrelevant boundaries in the Australia of today.

Values spotlight
Nonna’s spy ring shows how differences between generations can become barriers in relationships. It shows the difficulty of accepting and managing the different values in cultures. It highlights the need for positive values such as tolerance and understanding in building respect between the generations.

Notes on activities
There are two aspects of the theme Boundaries that emerge as important in these activities. Firstly, there are the boundaries that exist between those whose hearts are still in the ‘old’ culture and those who are part of the ‘old’ culture by birth but whose hearts are in the new world. And, secondly, there are the boundaries that exist between the generations, regardless of the complications of cultural background.

All students should be able to participate in discussion related to the second aspect of boundaries.

Bringing it together
In Bringing it together, teachers assist students as they synthesise and compare new knowledge, feelings and beliefs with prior knowledge, experience, feelings and beliefs. In this way, students are able to understand the ‘big ideas’ behind a theme and to make conclusions about what they have learnt. They are able to reflect on their learning, and explore and justify their values in relation to the theme.

Notes on activities
Defining boundaries: Return students to the mind maps they created in Getting started. This activity is designed to assist students to synthesise what they have learnt about Boundaries and to reflect on the values they have explored. You may want them to discuss their revised mind maps in small groups. They could also display these, or add them to an assessment portfolio as evidence of their learning.

Values and actions: Ask students to return to their values definitions they completed at the beginning of the theme. The activity has been designed as an individual task to be shared with the whole class. However, you may wish to do this with the whole class only.

The importance of boundaries: The ranking strategy supports students to clarify their values in ranking statements according to how strongly they agree with them.

Boundaries in your life: Students may wish to reflect on these questions in written form in their WordFile or notebook or through structured discussions with others. For example, you could institute the following talk strategies.

Talking sticks
The person holding the stick takes a turn to speak, then passes this on to the next person in the group.

Talk tokens
One coloured token in used when a students wishes to ask a question of another student; one coloured token is used when a student wishes to make a statement about what another student has said.
Reflecting on what you have learnt about boundaries: The ‘Connect, extend, challenge’ strategy (Harvard Project Zero www.pz.harvard.edu/index.cfm) allows students to consider each of the resources provided as it relates to them on a personal level; as it extends their thinking about the numerous boundaries people encounter in life; and as it links to larger issues related to becoming a member of a family, peer group, nation and global world. This thinking strategy is particularly useful for synthesising what has been learnt; when students have tuned in to and discovered new knowledge, beliefs and feelings about a particular topic and are needing to make connections between these and previous knowledge, beliefs and feelings. The strategy can be applied in small group and whole class situations or can be used individually.

**Connect/extend/ challenge**
A routine for connecting new ideas to prior knowledge

<table>
<thead>
<tr>
<th>Connect</th>
<th>How are the ideas and information presented connected to what you already knew?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extend</td>
<td>What new ideas did you get that extended or pushed your thinking in new directions?</td>
</tr>
<tr>
<td>Challenge</td>
<td>What is still challenging or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?</td>
</tr>
</tbody>
</table>

**Going further**
In Going further, teachers help students to apply their new knowledge, skills and attitudes in other contexts, enacting the values and intercultural understanding they have explored, making choices, and developing the belief that they can be active and informed participants in society.

**Notes on activities**
A story about boundaries: For information on how to help students create digital stories, go to:
Educational uses of digital storytelling www.coe.uh.edu/digitalstorytelling/
Digital storytelling at Montclair State University http://electronicportfolios.org/digistory/
Tech head stories – Key Digital Storytelling resources http://tech-head.com/dstory.htm

Removing boundaries: You may need to scaffold students with this activity by revisiting the activity on stereotypes. You may also need to devote considerable class time for students to complete these activities in a meaningful way.

Boundaries in your life: An important feature of values positive education is the encouragement of some form of personal action. It is useful for students to develop an awareness of their own capacity to make small – or significant – changes in their own lives to promote positive change. You may need to guide students through the questions that are raised here so that they can create a meaningful plan of action.