Teaching Resource

Youth Stories Project: Cultural and Linguistic Diversity

Table of Contents

Background Information

This resource was created as part of the Youth Stories Project: Cultural and Linguistic Diversity. The aim of the Project was to work with young people to develop autobiographical stories that represent their everyday experiences of linguistic and cultural diversity in contemporary Australia. The Project also aimed to unpack their cultural identities by asking them to reflect on the different ways that they learn within and outside of formal education contexts. The project objectives were:

- To strengthen the capacity of young people and their school communities to promote, support and celebrate diverse linguistic and cultural identities.
- To engage productively with the linguistic and cultural diversity of schools and their local community.
- To encourage the exchange of diverse cultural knowledges, histories, experiences, languages and cultures.
- To trial the use of Aboriginal pedagogical perspectives in intercultural and mainstream contexts.

The Project was designed to empower and strengthen cultural and social bonds by providing students with tools and skills to strongly and proudly identify their cultural selves. An important aim was to provide students with a platform to not only appreciate and learn about themselves but also to learn from the stories of others.

The Project Team

- Dr Rosie Roberts, Lecturer, School of Communication, International Studies and Languages, University of South Australia
- Larissa Pickalla, teacher and Indigenous student support officer (formerly at the University of South Australia and University of Southern Queensland)
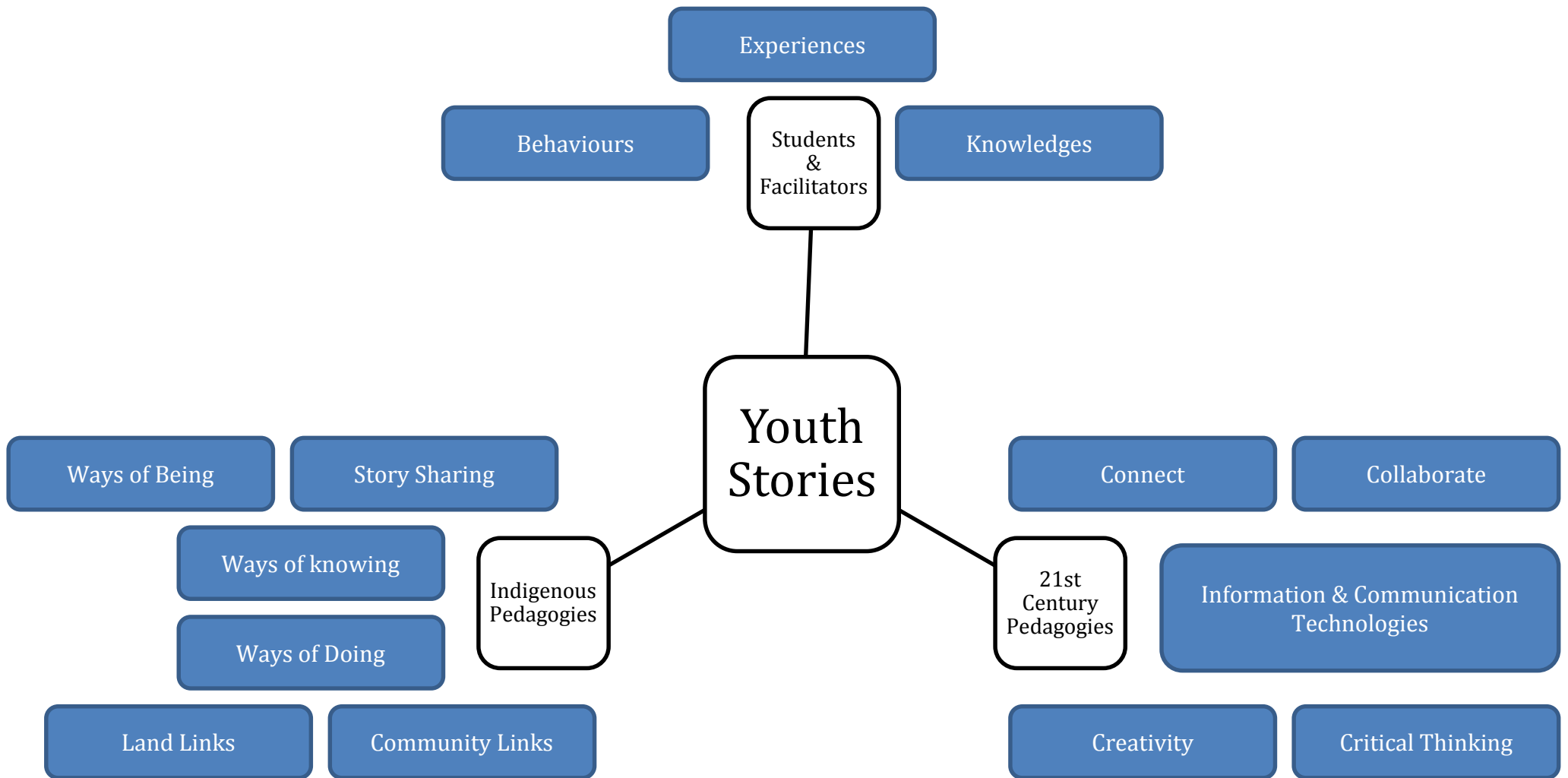
Pedagogy

Students were asked to 'deconstruct' themselves by critically reflecting on their own cultural standpoints. They also examined their own cultures in relation to others, identifying differences and points of connection. Gregory Whitby's *21st Century Learning* framework (e.g. developing students' critical thinking, problem solving and cross-cultural skills and encouraging collaboration, reflection and deep thinking) were applied practically in terms of the teaching and learning activities, which took place within the workshops. Yunkaporta's (2009) Aboriginal pedagogical framework involves eight interconnected pedagogies centred on narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.

As the project evolved the following elements were key to the success:
- Scaffolding became essential.
- Opportunities for students to create and have flexibility in their learning pathway.
- Multiple ways to connect, collaborate, engage and express understandings.
- Storytelling, land links, non –linear learning, learning maps, community links, deconstruct/ reconstruct.

Using Whitby's (2007) understandings of 21st Century Learning, digital storytelling is used as the medium through which students can develop their own short autobiographical texts (written, film, cartoon, photo narrative etc.) that can be made publicly available through the Web. Digital stories transform "everyday experience into shared public culture" balancing "the personal with the universal and making them universally accessible" (Burgess 2006, p. 210). However, while the digital story is a key Project outcome, the process is just as important. The conversations and dialogue that occurred with and between students in each group through the workshop activities were just as important as the story itself. If we focus entirely on the outcome of the story we risk reducing and fixing their complex and often fragmentary lives to the information presented at the end of the sessions. Students are encouraged to explore the process of learning as much as the end product.

```
                          ┌─────────────────┐
                          │   Experiences   │
                          └─────────────────┘
        ┌─────────────────┐   ┌───────────┐   ┌─────────────────┐
        │   Behaviours    │   │ Students  │   │   Knowledges    │
        └─────────────────┘   │     &     │   └─────────────────┘
                              │Facilitators│
                              └───────────┘

                              ┌───────────┐
                              │   Youth   │
                              │  Stories  │
                              └───────────┘
```

Experiences

Behaviours — Students & Facilitators — Knowledges

Youth Stories

Ways of Being | Story Sharing

Ways of knowing

Ways of Doing

Land Links | Community Links

Indigenous Pedagogies

21st Century Pedagogies

Connect | Collaborate

Information & Communication Technologies

Creativity | Critical Thinking

Visual Map of Pedagogical Elements

Curriculum Links
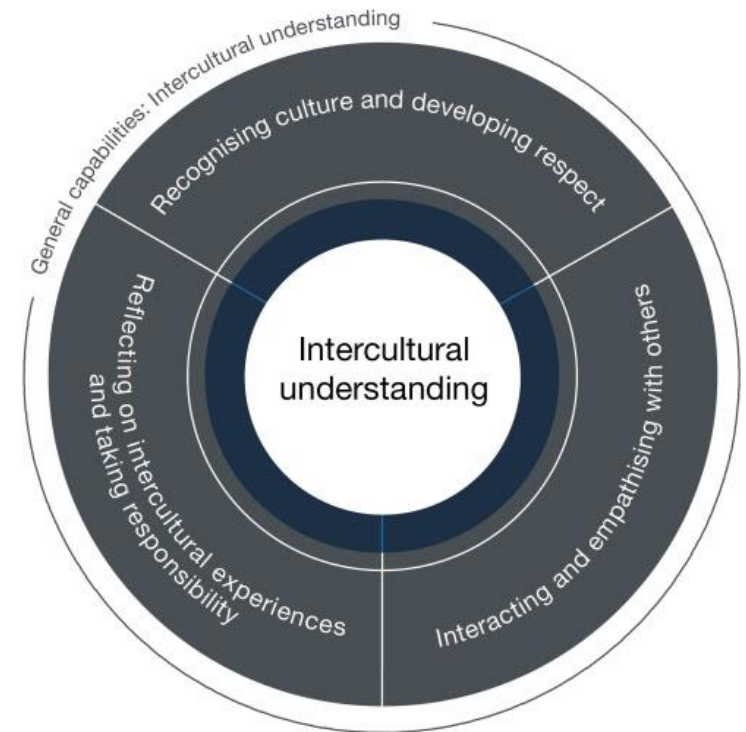
Australian Curriculum

The key ideas for Intercultural Understanding are organised into three interrelated elements in the learning continuum.

Recognising culture and developing respect

This element involves students identifying, observing, describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others.

Students move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them. Students recognise and appreciate differences between people and respect another person's point of view and their human rights. In developing and acting with intercultural understanding, students:

- Investigate culture and cultural identity;
- Explore and compare cultural knowledge, beliefs and practices;
- Develop respect for cultural diversity.

Australian Curriculum 2016

Interacting and empathising with others

This element involves students developing the skills to relate to and move between cultures through engaging with different cultural groups, giving an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious.

Students think about familiar concepts in new ways. This encourages flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identify with others' feelings, situations and motivations. In developing and acting with intercultural understanding, students:

- Communicate across cultures;
- Consider and develop multiple perspectives;
- Empathise with others.

Reflecting on intercultural experiences and taking responsibility

This element involves students developing the capacity to process or reflect on the meaning of experience as an essential element in intercultural learning.

Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own behaviours and responses to intercultural encounters and to identify cultural influences that may have contributed to these. Students learn to 'stand between cultures', reconcile differing cultural values and perspectives and take responsibility for their own behaviours and their interactions with others within and across cultures. In developing and acting with intercultural understanding, students:

- Reflect on intercultural experiences;
- Challenge stereotypes and prejudices;
- Mediate cultural difference.

Learning Areas

The Youth Stories Project addressed the following learning areas, which is reflective of the diverse cohort of students who attended these workshops. Students whom attended these workshops range in year levels from Year Seven to Year Ten.

Recognising culture and developing respect

Level 5 **Typically by the end of Year 8, students:**	**Investigate culture and cultural identity** Explain ways that cultural groups and identities change over time and in different contexts	**Explore and compare cultural knowledge, beliefs and practices** Analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts	**Develop respect for cultural diversity** Understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities
Level 6 **Typically by the end of Year 10, students:**	**Explore and compare cultural knowledge, beliefs and practices** Critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time	**Develop respect for cultural diversity** Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	

Interacting and empathising with others

Level 5 **Typically by the end of Year 8, students:**	**Empathise with others** Imagine and describe the feelings and motivations of people in challenging situations	**Consider and develop multiple perspectives** Assess diverse perspectives and the assumptions on which they are based
Level 6 Typically by the end of Year 10, students:	**Empathise with others** Recognise the effect that empathising with others has on their own feelings, motivations and action	

Workshop Overview and Learning Activities

There are some important notes for implementing these learning activities. Whilst the workshop activities outlined below are viewed as linear, their implementation is a non – linear and circular process. Some of the activities are often used more than once, as this allows facilitators and students to engage with what is being presented and to gradually take students from superficial levels to deeper levels of understanding and reflection. Learning activities are interwoven with students working individually as well as collaboratively. The learning activities are designed to explore aspects of an individual's self-awareness and their connections with others, often using simple questions such as; why, when, how. By doing this students are encouraged to constantly reflect, share and create. As a facilitator, many of the learning activities will require you to share examples.

Some rules for the workshops (discussed with students before we began)

▶ There will be times when we need to speak and we will need you to listen, there will also be times when you need to speak and we need to listen.

▶ Ask lots of questions.

- ▶ If you feel uncomfortable and do not want to share all the time that's ok, just let us know.
- ▶ Have lots of fun and do your best.

Brief Overview for students

- ▶ Opportunities to learn about your own cultures and the cultures of others because understanding who we are is important for how we connect and relate to others.
- ▶ Create pieces of work which represent you and how you want to be represented (Digital Stories)
- ▶ We will explore our ways of knowing, our ways of being and our ways of doing.
- ▶ By doing this we start to understand who we are.

Throughout the next few days

- ▶ We will work together as a big group but also in small groups and on your own.
- ▶ There will be opportunities to record yourself and your thoughts, draw, create visual pieces and even make videos.
- ▶ Please write your name on each piece of paper you use.

Day 1.

Learning Activities	Facilitator Notes / Resources	Time (be flexible)
Introduction (Let's Get Started) Activity: Superheroes Form groups of four. Grab a big piece of paper and make a poster.	**Key Concepts** - Self-awareness and self-value	10 – 15mins

Poster Title: The Fantastic Four
 	
What needs to be included on your poster:
  ▪ Each group members name and where they are from
  ▪ Draw your superhero
  ▪ Tell us your superhero power
  ▪ Explain how each of your powers support the other powers in your group
 	
Whole Group: Create a concept map of all the superpowers in the group of students. Discuss ideas and notions of difference. This can be done on a whiteboard at the front of the room.
	Discussion on the types of superpowers, variation and differences.
	  - Why difference is good?
	  - Looking for the positives of being different
	  - Explore how being different can complement others
	  - What are some of the feelings we feel when we meet people who are different?
	
	This activity is also helpful to understand what moral values and maturity levels students are at/ or have.	

Learning Activity M & M Game (Yarning Circle)
 	
  • Get into small groups (3-4 people in each)
  • Each person take as much or as little as you like from the bowl (but don't eat it yet)
  • For each piece of candy you took, you will have to answer a question, depending on its colour
	Key Concepts
	
	This activity has two core focuses, the first being an introduction to the 'yarning circle' and secondly familiarizing ourselves with each other.
	
	Feel free to ask questions which are linked to the local community and land
		5min – 10min

Ok let's start - someone chooses a colour and states the question, go clockwise in taking turns to answer **RED:** something about yesterday **ORANGE:** something you do well **YELLOW:** something about your childhood	Other questions you may wish to consider including • What are your expectations for participating in this project? Students are asked to engage with concepts such as • Active listening • Connecting with others	

Learning Activity: Understanding how we learn
 	
On a sheet of paper write your name and tell us how you learn best. It might be a combination of these things (you don't just have to pick one)…
I learn best
  ▶ by reading, writing and discussing
  ▶ by working with patterns, classifying and categorising
  ▶ by using visuals, drawing and colouring
  ▶ by touching and moving to process knowledge through my bodily senses (e.g. a PE game that teaches parts of speech)
  ▶ through rhythm and melody
  ▶ through sharing and cooperating
  ▶ through having time and space to work alone and reflect
	Key Concepts
	
	This activity is about creating a mind map and students visually mapping their own learning processes. This is important activity as it explores how students will manage and develop their digital stories. The depth level of this activity as with most activities will vary dependent on the students
	
	As the facilitator you will provide examples and your own map for students to clarify understanding of the task.
		10 -15mins

▶ Through exploring the natural world and living things ▶ Through thinking about questions that don't have clear answers		
Working on 'Our Digital Stories' • Research the ICT and multimedia platform you want to use to present your 'Digital Story'. • Create a rough plan of the elements you want to include in your story • What resources will you need to create and complete your 'Digital Story' Now that we have some information, let's have a look at some tools we can use to share our stories. Show students some examples of creative work from similar projects • Cartoon/ animation • Short videos/documentary • Poetry / short story • Photo narrative • Object narratives		30 - 40mins
Learning Activity: Developing our stories ▶ Everyone take a piece of big paper and find some space. ▶ Write down / or draw your favourite place in the whole world. ▶ If you could take an item to this place with you write down /draw what item (thing) you would take to your favourite place.	**Key Concepts** People and places are important because they are part of who we are; they are part of our stories. Your favourite place, the two people you would take there	10 -15mins

13

▶ Now write or draw two people you would take with you to your favourite place. ▶ Write a short paragraph explaining your decisions.	have meaning and you are taking them with you for a reason. These three things influence you and your culture or what we like to call your 'cultural being'	
Learning Activity: Create a cultural map of ourselves Students will begin to develop their own culture concept map. • Provide students with butchers paper and markers (or students can continue with the same paper from previous activity). Complete activity individually but in conversation with peers. Students will work through the different stages (the many layers of themselves) to develop a deeper understanding of themselves **Stage 1.** Students answer the following and write on their cultural map • Name • Family • Friends • Hobbies / Interests • What is the most important thing in the world to you? • Favourite Places	**Key Concepts** Draw a diagram on the whiteboard to get students started. This would be your (Facilitators cultural map) • Show students some examples from other students (on the web) of culture concept maps. • Show them the digital mind mapping software that we will be using throughout the workshops. Student will use this information as with all learning activities to develop their 'Digital Stories' Using the work of Karen Martin and Tyson Yunkaporta	30mins

Stage 2. • What would be your top three rules for living? Top three for learning? • How did you learn your values? Where did they come from? Students think about their answers and add to cultural map		
Learning Activity: Getting to know each other • Find someone in the room to interview who you haven't worked with before • You will ask them some questions to learn more about them and then swap roles and they will ask you questions • Take notes, write key words or draw a picture to remind you of what they answered • Then look at both of your responses and find some similarities and differences Give the student you interview the piece of paper to use for their 'Digital Story' Facilitator to commence whole class discussion on cultural difference, connecting and relating to people.	**Key Questions to ask** Some questions to ask each other: 1. What is your **name**? 2. Where have you **lived**? 3. What **languages** do you speak? 4. Why is **your language** important to you? 5. What do you **enjoy doing** in your spare time? 6. What is something you think you're **good at**? 7. What makes you the **happiest**? 8. What is a **challenge** that you have faced in your life? 9. If you were an **animal** what would you be and why? 10. How would you **describe your personality**? 11. What are two of your **favourite memories**? 12. What is one of your **funniest memories**?	30 -40mins

	13. What were the **similarities and differences** between your answers? 14. What was something you didn't expect or that you **found interesting in their answers**?	
Learning Activity: Yarning Circle (end of the day) Find a space where everyone can sit in a circle. Outside the classroom, under a tree is often a good place. Ask students open-ended questions about today's learning activities. **Example questions** • What did you find interesting today? • Could you tell me about what you found challenging today? • Describe to me some of the feelings you experienced today? • Tell me something you found out about a fellow student that you did not know?	**Key Concepts** Other Questions you may wish to include • What did you enjoy the most during today's workshop? • What did you enjoy the least during today's workshops? • In what ways is this program useful to you (this might be in relation to your study, your life outside of school or your future goals)?	15 – 20mins

Prepare for Day 2.

Students

1. Find some photos or pictures that you like of you, your favourite place, your favourite people and your favourite things (items) and bring them in, if you can.

2. Bring in an object from home that is important to you. Or bring a photo of it if you can't bring it into class.

3. Interview your family about your cultural heritage and about their memories of you. Write down or record (if you have a phone) their responses.(See hand out)

- Tonight, ask your friends/family members outside of school about your cultural heritage.

For example, what is their favourite memory of you growing up? Do you remember the same events differently or the same? What important historical information/experiences can your family members tell you about your family?

- Every region of the world has a special story, and every family comes from a region or culture that will seem very different and interesting to others. What do you know about your grandparents? Your great-grandparents? Have you ever asked what your grandparents did for a living, or how they came to settle in a certain part of the world?

- There will always be something about your childhood that will seem unique to others. You just have to step outside your life for a moment and address the readers as if they knew nothing about your region and culture.

- It is possible that one event or one day of your life made such a big impact that it could be used as a theme in your story.

Day 2.

Learning Activities	Facilitator Notes / Resources	Time
Introduction (Let's Get Started) Activity M & M Game (Yarning Circle) - Get into small groups (3-4 people in each) - Each person take as much or as little as you like from the bowl (but don't eat it yet)	Time will depend on how the conversations develop. Feel free to ask questions which are linked to the local community and land. When appropriate ask students 'why, how or when' in relation to their story.	5min – 20mins

• For each piece of candy you took, you will have to answer a question, depending on its colour Ok let's start someone chooses a colour and states the question, go clockwise in taking turns to answer **BLUE:** something you learned last week **BROWN:** something you can't live without **GREEN:** something you watch/listen to After you have answered the questions and share some information you may eat your coloured M & M's		
Learning Activity: Create a cultural map of ourselves Review your mind map, now that you have discussed and interviewed your family about your cultural heritage and about their memories of you add to your mind map. **Think about** • What are your main cultural practices, your ways of expressing your culture (e.g. singing, sport, events, and rituals)? How do these cultural practices impact on the way you do your work?	**Key Concepts** Students work on what they created on Day 1. Building the depth of their cultural map This will be used for their 'Digital Stories' Using the work of Karen Martin and Tyson Yunkaporta	25 -30mins

Working on 'Our Digital Stories'	25 – 35mins

- Create a storyboard for your 'Digital Story'.
- Think about and organise content for 'Digital Story'. What images or scenes will be use?
- Think back to the work you have now done.

   E.g. superhero power, working as a team, interviewing each other and your family, thinking about people, places and things

A storyboard breaks down the story you are going to tell into smaller parts. You can include pictures and text to remind you of each topic.

- It's a draft so you can add and change things before you make your final story
- You don't need to worry if your drawings are not realistic, stick figures are fine

Developing a storyboard

- Take a sheet of butcher's paper and fold it in halves 3 times making 8 boxes.
- Number each box on your storyboard.
- Decide what the key information is you want to put in your story (using all the work you have done so far).
- Then decide in what order the events/information in your story are going to appear.
- Make a list of the main events/information of the story in the order they will be presented.
- What images (photos or drawings), videos, sound (you talking), text are going to accompany each page of your story?
- On your butchers paper draw what is happening in each part of your story in a separate box.
- Add other information to each box (what colours will you use, what will the images be?)

Resources Students may choose to use a storyboard ICT software or a big piece of butcher's paper.		
Learning Activity: Objects / personal symbols - Spend 5-10 minutes in small groups (with facilitator) writing notes about an object that has special symbolic meaning for you. It might be a gift from someone you love, an award of which you are proud, a souvenir from a place you miss, a childhood toy you still treasure, a family photograph, whatever. - Ask student to give their name, present the item they brought, and, in a minute or two, tell the group the story behind that item. - Describe the object, appealing to the senses as appropriate and giving specific details. Also explain what it symbolizes for you.	**Key Concepts** Explain that you want to recognize and value the life experiences and knowledge they bring to the classroom. Ask students to consider: - Why did you choose this object? - How did you come to have this object/ what is its history/story behind it? - Why is it significant to you? - What does it symbolize? - What memories does it hold? - What feelings does the object raise for you?	20 -25min
Learning Activity: Word it Out Student work on the computer and access website ' Word it Out' or 'Word Cloud'	**Key Concepts**	10 – 15mins

- Make a list from your interviews (and your family interviews) of the all the words that describe you and your culture (leaving out the joining words) - Come up with a list of as many words as you can (try to have at least 15 words) - Make sure you include your name as one of the words	We will come around and help you make and save your 'word it out' - Facilitators will need to support students with saving their work. - The key idea for this activity is for students to develop a key list of words and characteristics which reflect their own culture.	
Learning Activity: Yarning Circle (end of the day) Find a space where everyone can sit in a circle. Outside the classroom, under a tree is often a good place. Ask students open-ended questions about today's learning activities. **Example questions** - What did you find interesting today? - Could you tell me about what you found challenging today? - Describe to me some of the feelings you experienced today? - Tell me something you found out about a fellow student that you did not know?	**Key Concepts** The end of the day 'Yarning Circles' offer facilitators and students the opportunity to stop, pause and reflect on day's activities. This is also an opportunity to for students to drive discussion	15 -20mins

Day 3.

Learning Activities	Facilitator Notes / Resources	Time
Introduction (Let's Get Started) Activity: Speed Speaking • Stand in two lines facing each other. • The person at the start of the your line starts by saying a word (any word you can think of) to the person next to them • Repeat this until the last person • This is repeated until you get to the last person who tells everyone the whole sentence	**Key Concepts** This activity explores students creativity and active listening skills	5mins
Working on 'Our Digital Stories' This time is dedicated to students to self-direct their project of creating their Digital Stories. Facilitator's role is to observe, ask questions of students as they are developing their 'Digital Stories' for the purpose of depth of awareness. However be mindful that students may only want to share to certain level and this is ok. Using open ended questions and be genuinely interested in students' stories is best way to go about supporting students.		1.5hr - 2hrs
Learning Activity: Community / Land	**Key Concepts**	20 -25mins

Take students outside and ask the following questions. Students answer by moving to the area that corresponds with their answer (how they feel) Once students have moved to the area, get students share there answers and why with each other. What we are trying to tease out is the relationship between knowledge, experience and behaviour. Specifically where we get our knowledge from, how we have experienced something or someone and then how this then effects our behaviours. **Questions / Options** • Saltwater / Freshwater • Hot climate / Cool climate / Freezing climate • Fur / Feathers / Fins / Hair • City / Bush / Country	This activity explores the relationship between knowledge, experiences and behaviours. It is important to note that this activity can be bring out cultural judgments and stereotypes based on students different answers. Debriefing at the end is needed to reinforce the notion of cultural difference as different and not right or wrong. Other scenarios can be localized to local community and land area	
Working on 'Our Digital Stories' This time is dedicated to students to self-direct their project of creating their Digital Stories. Facilitator's role is to observe, ask questions of students as they are developing their 'Digital Stories' for the purpose of depth of awareness. However be mindful that		1.5hr - 2hrs

students may only want to share to certain level and this is ok. Using open ended questions and be genuinely interested in students' stories is best way to go about supporting students.

Learning Activity: Yarning Circle (end of the day)	Key Concepts	10 -20mins
Find a space where everyone can sit in a circle. Outside the classroom, under a tree is often a good place. Ask students open-ended questions about today's learning activities. **Example questions** • Tell me about process of developing your story • What did you think you did well? • Explain some of the challenges you faced and how you solve them • What did your learn about yourself and others? • What would you change about the delivery of this workshop for next time?	The end of the day 'Yarning Circles' offer facilitators and students the opportunity to stop, pause and reflect on day's activities. Design and ask students to complete an evaluation form.	

Day 4: Presentation of Digital Stories

- School to organise a short presentation whereby students can present their stories to an audience (this could be school, or classes, or parents or combination)
- Schools could then develop this to be a digital exhibition

Alternative Activities / Ideas

Here are some activities you may wish to include / substitute or use as alternatives to support students developing content for their 'Digital Stories'

[An important friend] Think about a friend who has been an important part of your life. How did you become friends with this person? Think about when you met, what you did, and how your friendship grew. Write a story about this friendship. Give enough details to tell the reader about this friendship.

[Favorite place] All of us have a favourite place where we get to do what we want. It could be an indoor place, an outdoor place, or even an imaginary place. What is your favourite place? Write a story about what you get to do in your favourite place. Give enough details in your story to show your favourite place and what you get to do there.

[Special adventure] All of us have had a special time or adventure in our lives. It could be anything such as a visit with a friend or relative, a party you went to, or a game you watched or played. Or it could be something completely different. Write a story about a special time or

adventure that you have had. Give enough details in your story to show what it was like and what made it so special.

[An important person] Think about people you know or have met. Choose ONE person who has made a big difference in your life. Write about that person AND describe his or her positive effect on your life.

[Childhood Event] Choose a vivid time from your childhood. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable.

[Lightbulb Moment] Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with. Write a narrative that tells the story of your movement toward understanding. Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand.

[Achieving a Goal] Think of a time when you achieved a personal goal. Tell your readers about the story of how you met your goal. Be sure that your readers understand why the goal is important to you.

[Being a Teacher] Teaching someone else how to do something can be rewarding. Think of a skill that you've taught someone else how to do. Think about the events that made up the process of teaching the skill, and narrate the story for your readers.

[Personal Rituals] Describe a personal ritual that you, your friends, or your family have. Narrate the events that take place when you complete your ritual so that your readers understand the steps that the ritual includes and why you complete them.

[Standing Up] Choose a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs. Think about the details of the event and write a story that tells about what happened. Your narrative should show your readers

why you decided to make a stand or try something that took nerve, give specifics on the events, and share how you felt after the event.

[Disagreeing] Think of a time when you disagreed with a decision that had been made and did something about it. Write a paper that narrates the events that occurred -- from the decision that was made to your response. Be sure that your paper gives enough details that your readers understand why you disagreed with the decision and why you felt that your response was appropriate.

[Sensory Experiences] The five senses allow us to perceive whatever is tangible, or concrete. A sensory experience is something we can taste, touch, smell, see, or hear. Include at least TWO details that appeal to each of the FIVE senses.

[Personal Metaphors] Make a list of metaphorical comparisons. Think, "If I were an animal, what kind of animal would I be?" For each item, write the general LABEL and then your specific comparison. Be realistic, be somewhat honest, and be able to explain your choices.

Animal	Musical Instrument	Food	Cartoon or Comic Character	Natural Phenomenon
Car	Geometric Shape	Season of the Year	Movie	Type of Building
Article of Clothing	Piece of Furniture	Television Character	Fragrance	Plant
Day of the Week	Song	Color	Appliance or Machinery	Word

[Unfinished Sentences] Complete each of the following sentences by expanding them into short paragraphs. (Ways of Knowing, Being, Doing, Valuing)

- Where do you belong?

- Who do you belong to?
- Where are your ancestors from and how do you connect to them?
- How will the knowledge you learn in this life be passed on and to whom?

[Source: Narrative Writing Prompts, http://facultad.bayamon.inter.edu/gcruz/Classmat/GEEN%202311/..%5C..%5CNarrative%20Writing%20Prompts.htm]

Reading References and Resources

These resources will provide good background knowledge for engaging and implementing the teaching resource.

- Karen Martin's Way of Knowing, Ways of Being and Ways of Doing

http://eprints.qut.edu.au/7182/1/7182.pdf

- Tyson Yunkaporta

http://8ways.wikispaces.com/

http://researchonline.jcu.edu.au/10974/4/04Bookchapter.pdf

- 21st Century Learning Pedagogies

http://edorigami.wikispaces.com/21st+Century+Pedagogy

http://www.teachthought.com/the-future-of-learning/a-diagram-of-21st-century-pedagogy/

https://globaldigitalcitizen.org/critical-21st-century-skills-every-student-needs

Project-based **learning** for the **21st century**: **Skills** for the future

- Yarning Circles

http://www.isrn.qut.edu.au/pdf/ijcis/v3n1_2010/Final_Bessarab_Bridget_IJCIS.pdf

- Cultural Intelligence and Capabilities

http://learnline.cdu.edu.au/commonunits/cuc107/