

CULTURE CLUB

LEARNING OUTCOMES

The member will be able to:

- demonstrate awareness of the varying cultures co-existing in Australia;
- demonstrate an increased knowledge of their individual cultural heritage;
- demonstrate an increased knowledge of the cultural heritage of others in their group and/or community.



BADGE REQUIREMENTS

1. Investigate your own family history.
2. Research and present the findings of your cultural heritage to the group.
3. Investigate at least one other culture and its impact on Australia (not a culture that has already been presented in requirement 2).
4. Consider the impact of multiculturalism in Australia.
5. Participate in an event that celebrates Australia's multiculturalism.

There is a similar requirement in the
Adventurer/Sunbeam
'It's a small world' badge.





Teaching ideas



1. Investigate your own family history.

To investigate our own history a good place to start is our family tree.

Members are to research their family, back at least three generations. This will include members, their parents and their grandparents. Include name, date of birth, date of death (if applicable), place of birth, occupation, date and place of marriage and offspring for each person on the tree.

Photos (or copies) of family members and any interesting information about them may be included, e.g. when and how they came to Australia.

Encourage members to investigate beyond three generations if possible, e.g. they may have convict ancestry.

Speaking with older family members will help members to discover more about their individual heritage. Genealogical websites will also help members find their ancestors and some details about them.

Members could present their findings in a variety of ways or use **Handout 1**.



2. Research and present the findings of your cultural heritage to the group.

Members are required to discover their individual cultural heritage and present their findings to the group. Cultural groups in your community may provide information, as well as libraries and family members.

The following elements should be researched and presented:

- Language
- Clothing
- Customs
- Food
- Art
- Music
- Dance
- Religion
- Handicrafts
- Position on the world map

Encourage members to be as creative as they wish in their presentation. This might include a PowerPoint presentation, performance of national music or dance, teaching a few basic phrases of language, posters, visit to a cultural site (e.g. religious site), assistance from a family member or a written report for the corps newsletter.

Where members share a cultural heritage they can work on this requirement together.

Activity

Make a graph of the cultural heritage of the members of your group. You may like to include photos of your members displayed according to their cultural heritage.

Discuss the significance of this graph with your group. What impact do these results have on how your group functions and works together?

Teaching ideas



3. Investigate at least one other culture and its impact on Australia (not a culture already presented in requirement 2).

Members should investigate at least one of the many cultures co-existing in Australia. This should not be a culture presented in requirement 2.

Local libraries, councils and community groups may be of assistance, as well as the Internet. Members should use the same elements in requirement 2 (i.e. language, clothing etc).

Members should research the following – the culture's impact on Australia (e.g. food, religions), any local migrant services, why and/or how the culture came to be in Australia.

Members may work in pairs or small groups, particularly if the group is large. Each group may investigate a different culture. You may have groups present their findings to each other.



4. Consider the impact of multiculturalism in Australia.

Don't spend too much time on this section of the badge.

It could involve a discussion using some of the following topics, though you can add your own:

- Economic impact – consider effect of imports and exports
- Population growth, employment and housing
- Impact on faith and values
- Tolerance and integration
- Citizenship requirements

Another idea is to have a debate with teams of 2-3 members each. Suggested statements for debate are:

- Multiculturalism is better than mono-culturalism
- English should be a pre-requisite for Australian citizenship or
- Australian values are a pre-requisite for Australian citizenship



5. Participate in an event that celebrates Australia's multiculturalism.

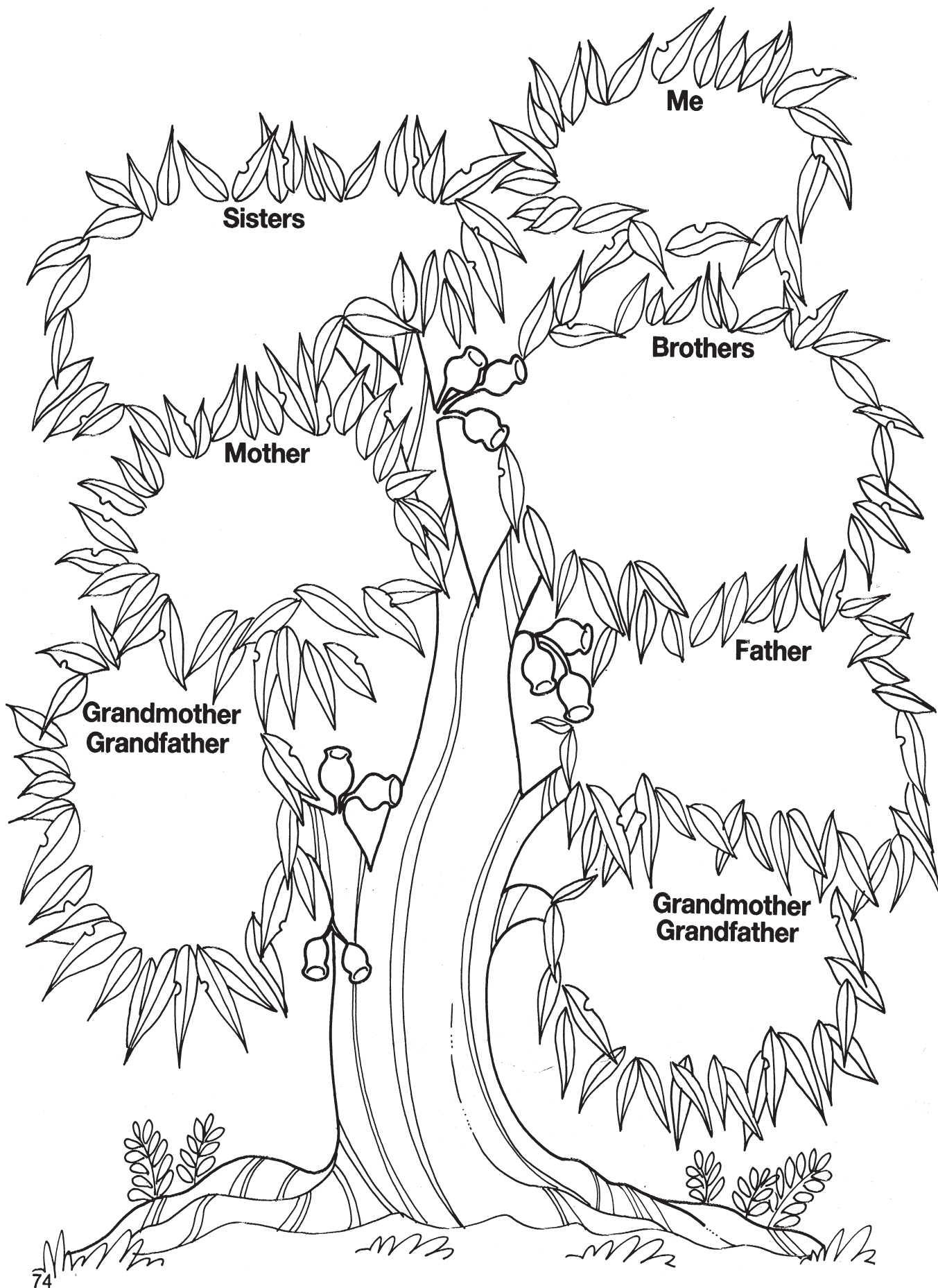
There is a similar requirement in the Adventurer/Sunbeam badge 'It's a small world' and leaders may like to work together on this requirement.

There may be organisations in your local community who conduct multicultural festivals or celebrations. Contact an organisation to research how your group could be involved. One suggestion is for the Guards/Rangers to provide a barbecue, make damper, perform a bush dance or sing some Australian songs. Alternatively your members could participate by sampling food from other cultures or watch demonstrations, e.g. dancing. Members whose heritage is non-Australian and who actively participate in multicultural celebrations with their cultural group will pass this requirement automatically.

Some organisations to contact regarding festival information include:

Harmony Day	www.harmony.gov.au/
CWA International Day	www.cwaofnsw.org.au/100087.php
United Nations Day	www.un.org/depts/dhl/unationsday/
Local councils	

Handout 1 - Guards/Rangers



Add small photos (if available) and any information (e.g. occupation date of birth/death) of family members.

Devotional ideas



- 1. Title:** Who is my neighbour?
Bible: Luke 10:25-37
Thought: Everyone is my neighbour
Supplies: Bible

Jesus was a great story teller. He told many stories to help people understand his message. The story of the Good Samaritan teaches us that all people are our neighbours and it is important for everyone to care for each other, especially those in need.

The parable of the Good Samaritan easily lends itself to drama. Use members and leaders to act out the story as it is read aloud. Be sure that no-one is hurt during the 'beating up' scene.

Explain that the Jews and Samaritans really despised each other so this is what makes the action of the Samaritan traveller so outstanding. Ask the group to consider how they might translate the story to modern Australia – what nationality might a 'Samaritan' be today?

Ask the group to consider what lesson the parable teaches. Accept all responses without judgement but be sure they understand that Jesus taught that we should be kind and accepting of everyone, even those whom we might consider our enemy.

Challenge members to consider teens they know of who are ostracised, ridiculed or rejected, and how they might be a 'neighbour' to these people.

Pray asking God to help us be a friend and neighbour to everyone we meet.

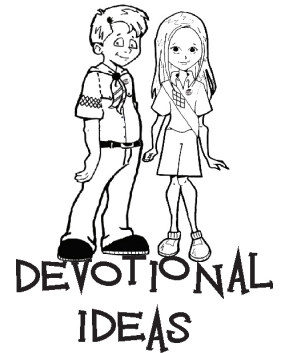


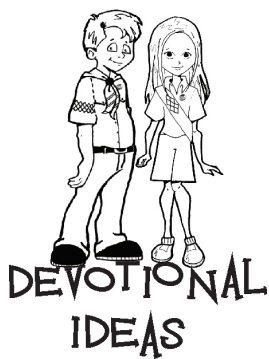
- 2. Title:** The Golden Rule
Bible: Luke 6:27-36
Thought: How to turn enemies into friends
Supplies: Bibles

Distribute Bibles to members. They may work in pairs if preferred. They are to read the passage and create a list of ways they can make friends of enemies. The lists should be worded positively and in members own words. You may like to challenge older members further by asking them to think of examples.

Invite members or pairs to share their responses with the group. You may like to create one list from everyone's responses.

Briefly discuss how verse 31 and Guard/Ranger Law number 3 can apply to today's multicultural Australia and how we treat people of other cultures.





Devotional ideas



3. Title: God accepts everyone

Bible: Acts 10:9-35

Thought: God has no favourites

Supplies: Condensed version of the reading, pictures or an artist to draw whilst story is being told

This is quite a long reading so instead of reading the story, tell it in your own words. If you know an artist/cartoonist they could prepare pictures of some of the main points. Alternatively, the artist could draw a relevant picture (e.g. Peter talking to Cornelius) as the story is told.

Ask the group the following questions to ensure they understood the point of the story (give small prizes for correct answers if you wish).

- Who is the main character? (*Peter*)
- What did he see in his vision? (*verses 11, 12*)
- What did the vision mean to Peter? (*God has no favourites verse 28*)
- What is the name of the man who wanted Peter to come to visit him? (*Cornelius verse 22*)
- Why did Cornelius send for Peter? (*verses 30-33*)
- What lesson did Peter learn from the vision and meeting Cornelius? (*verse 34*)

Prior to these events Peter was very single-minded – he believed that Jesus had only come to Earth for Jewish people. The vision and meeting with Cornelius – who was a Roman soldier – showed Peter that God accepts everyone ‘who fears Him and does what is right’.

Does God expect me to remember this? (Allow time for responses.) We should also be accepting of other people – they may be different to us but they are loved and valued by God. God has no favourites.

Close with a prayer of thanksgiving that God accepts us all.