

Social Sciences

Identity, Cultural Practices, and Organisation

Introduction - follow your curiosity, it will lead you!

Waiting in a car for someone to return is a great way of exploring a topic for social science because you get to watch people! Pay attention, and you will notice many different ways people present themselves, there are reasons for this! You could also listen to the news or someone's conversation about events happening around the world and begin to wonder why this is happening. Whatever happens in your country or anywhere else in the world is all part of creating an identity and cultural heritage. Cultural heritage is an expression of how people live which is developed by its people and passed on from generation to generation. Culture and heritage influence every aspect of a person's life and helps shape their beliefs and values. Beliefs and values also become the influencing factors in shaping the differences we see in cultural practices.

As you explore other cultures, you will begin to understand the impact of your cultural heritage and what this means to you, your family, friends, and community.

First Framework (lesson)

1. Asking questions to identify a learning focus

You are about to start a social inquiry that will let you research and explore a topic that interests you. **Let curiosity lead you!**

You will have to:

- **Be a curious learner**
- **Ask questions** about the world around you
- **Think** about a cultural practice that has had an impact on you by making you feel surprised, shocked or curious
- Be a social science investigator, ask **"WHY"?**

Tasks

- **Choose** a cultural practice, or
- **Think** of an interesting social topic to study.

Ideas to get started

- **Think about a cultural practice** that makes you curious. It could be an interesting holiday or celebration that you don't know much about in your country.

- **Explore and think** about the many interesting and unique holidays around the world and decide if you would like to learn more about one of these.
- **Think about the history of your chosen cultural practice.** For example, you might be interested in why people from Tibet stick their tongue out to greet someone? Or what is the meaning behind the Māori hongi?
- **Think about the people around you.** Is there someone you know who has come from a country where schools are completely different to what you know in your country? Do you have a neighbour or a friend who has just moved to your country from a different country?
- **Think about an interesting place** that makes you curious - this could be in your country or beyond. The opportunities are endless!
- **Write notes about your initial thoughts**

Your learning coach (teacher) is there to help and direct you towards a really interesting topic. Talk to your family and friends for some inspiration too!

Optional Tasks

Explore your questions by using a mind map, a brainstorm, or a wonderings page.

It's a great way to keep track of your thoughts and discover the potential of where your inquiry can take you!

NOTE: You can find examples and resources within YouPlanIt Classroom to support your study. As a student, you have ongoing access to this resource as long as your teacher has created an account for you.

Second Framework (lesson)

2. Identity and cultural practices

You will be learning about cultural practices and understand why we have them. You will be learning about the purpose of the cultural practice, and how it looks today?

Think of yourself as a social sciences investigator.

Tasks

- **Ask your peers, teacher, family about your cultural practice** and find at least one other cultural practice
- **Find books, articles, websites, and people** that can help you understand more about cultural practices

- **Decide what is important from your reading** and findings of cultural practices

Understanding history is a very important part of understanding the cultural practices of our day. When you begin to see the differences in cultural practices you will be surprised at how much easier it is to understand people from different cultures. You become less judgmental and more understanding of why they do the things they do.

Remember to keep an open mind. The possibilities of what you might uncover are endless! You'll find parts that surprise you, shock you, or even confuse you!

NOTE: YouPlanIt Classroom can provide you with examples. As a student, you have ongoing access to this resource as long as your teacher has created an account for you.

Optional tasks

- **Create a comparison chart** to find the differences and likenesses of these cultural practices.
- **Experiment with a concept map or flowchart** again to begin to see the links between the past and the present. You could add to your initial brainstorm or mind map to see how your ideas are growing.

Third Framework (lesson)

3. Inquire

Your social inquiry will make you think deep and wide. You will find new information which can change the way you think about your world. **Follow your curiosity; it will lead you!**

Decision Making and Problem Solving

Here are some important tasks for you to think about

Thinking tasks

- Think about the potential causes and effects of an issue within your chosen culture. How did this cultural practice become evident and what are the effects of its practice on others, the environment, or the world?
- What is the best way to gather data from people who've had first-hand experience in your social issue? Could you interview someone? Who do you know that could help you out?
- How will you use this new knowledge?

Talk to the experts

The experts are people with a lot of knowledge in your field of interest. An expert could be in your school, in your community or overseas. Remember to be realistic and prepared - know what you want to ask, and what you want to get out of your interview.



- Record your ideas and new learning by writing or record it with a recording device.

Fourth Framework (lesson)

4. Now We Know

In your social inquiry, you have

- **asked questions**
- **made connections** between the past the present, and your own thinking,
- **researched**
- **made decisions and**
- **talked to experts.**

What are you going to do with all this new knowledge?

Tasks

- **Think** about how your learning could inform, entertainment and benefit your community.

A community is always at the heart of social sciences, whether this is a local community, global community or online community. When a community exists, people can share ideas and feel like they belong to a group.

- **Plan** your social action

Social action is all about going into your community to make a difference with your new learning. Remember that the difference you make doesn't have to be on a grand scale - even making a difference to one or two people's lives is a positive outcome.

Check the examples section within YouPlanIt Classroom to see examples of social action. You can find examples within YouPlanIt Classroom if you have an account.

Fifth Framework (lesson)

5. Tell the World

Congratulations!

You have finished researching, data gathering and implementing social action as a social sciences investigator. Now you can show off everything you have learned from your social inquiry and show your audience what this all means.

Think about the best way to present this information. It will be unique to you, so don't worry if your friend is presenting differently to you. It all depends on your ideas, resources, photos, materials and more.

Tasks

- Think about how you are going to present your information?
- Make sure that you are presenting something from each step of your social inquiry? That is up to you!
- Be creative and think outside the square.
- Think about the best way to get all of your learning across to your audience. One way of presenting does not fit all!

Possible ways to present your learning

- A website
- A PowerPoint presentation
- A documentary
- A poster
- A booklet
- Dance
- Banquet
- Song

Check the examples section for some platforms to help you create your presentation!

NOTE: You can find examples and resources within YouPlanIt Classroom to support your study. As a student, you have ongoing access to this resource as long as your teacher has created an account for you (the teacher does not need to be a paying customer).

Key Competencies for reflection, evaluation, or assessment

Key Competencies – Thinking

I thought critically about how my ideas and perceptions might stop me from exploring new ideas and ways of thinking about cultural practices. I have a clear understanding of the values and beliefs of other cultures which helps me to be more tolerant of differences.



Key Competencies – Thinking

I can make sense of the information I used in exploring different cultural practices and understand how beliefs and values held by a group or community help shape these.

Key Competencies – Thinking

I can reflect on my thinking, ask questions and challenge assumptions or perceptions to understand better how different cultures live, think and act.

Key Competencies – Using Language, symbols, and texts

I can confidently communicate my new learning through writing, talking and using images to convey ideas.

Key Competencies – Using Language, symbols, and texts

I am confident at using technologies to assist me in communicating my work in different and interesting ways.

Key Competencies – Managing Self

I am highly motivated and set realistic challenges for myself. I see myself as a capable learner who strives to be honest and authentic in all I do. I have a “can-do” attitude which enables me to achieve my goals.

Key Competencies – Managing Self

I have a good understanding of how to manage my time but also seek help from others when I feel I am not coping.

Key Competencies – Managing Self

I know when to act independently or when to follow and have strategies for meeting particularly difficult challenges.

Key Competencies – Relating to others

My new learning has shown me how to relate to others with respect and understanding. I can view differences as positive qualities we all can share.



Key Competencies – Relating to others

I have gained respect for other cultural practices by understanding how they shape people's belief and values and help them stay together.

Key Competencies – Relating to others

I am aware of how my words and actions affect others; this helps me to think carefully about what I say before speaking of another culture, and its values.

Key Competencies – Relating to others

I listen more carefully to others as a result of my new learning about cultural practices and recognise that people have very different views which are just as valuable as my own.

Key Competencies – Participating and contributing

I have a strong sense of belonging in this world by understanding my family's cultural practices and cultural practices held by others.

Key Competencies – Participating and contributing

I found a "common ground" of respect, belief, and values in the cultural practices I learned about and understand the importance of embracing diversity.

Please adopt your flair for writing and modify to suit your needs! We hope this will be helpful.