



# Harmony Day

## Lesson Ideas

These curriculum-linked, Harmony Day-themed lesson ideas and activity sheets offer a range of learning experiences for primary and middle years students.

### Broad learning outcomes

Using this curriculum material will assist students in achieving the following broad learning outcomes:

- Students will learn about the meaning and significance of Harmony Day.
- Students will be exposed to and learn about key Harmony Day themes such as immigration, cultural diversity and acceptance.
- Students will recognise ways in which they can contribute to Harmony Day, their community and beyond.

### English

- Students to write a poem describing what diversity means to them.
- Students to learn more about their classmates by completing the '**Classroom Diversity**' activity sheet. Try to ensure that students talk to a wide range of classmates. If the students already know each other well, this activity can be made more interesting by adding a time limit.
- Students to use their word knowledge to unscramble the words on the '**Harmony Day Word Scramble**' activity sheet.
- Students to write an argument with the title, 'Life is much more enjoyable when we live in harmony with others'.
- Students to discuss with a partner: 'The Prime Minister asks you to select a person who has made a significant contribution to community harmony in Australia. Whom would you select and why?' Report back to the class.
- Students to use the '**Synonyms and Antonyms**' (*NEW for 2017*) activity sheet to collect a range of words which can be used to write a poem or song about Harmony Day.



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### Mathematics

- Students to research the current population of the world and graph the projected growth over the next century.
- Students to research the counting systems used in different countries. How do they compare with those used in Australia?
- Students to survey and then graph the cultural diversity of their class. Include, where appropriate, data on students' cultural backgrounds, religious backgrounds and languages spoken. How does this compare to the cultural diversity of Australia as a whole?

### Science

- Students to discuss 'The balance of nature'. What is harmony in nature? How do humans contribute to this balance?
- Students to map the countries of origin of five famous scientists (such as geologists, physicists, biologists, astronomers, chemists or others).

### Humanities and Social Sciences (History, Geography, Economics and Business, Civics and Citizenship)

- Students to research the history of immigration in Australia, including their own family origins.
- Students to research how a particular country or culture has contributed to Australia throughout history. How has this affected the way we live in Australia today?
- As a class, students to discuss what the word 'culture' means. Individually, students to complete the '**My Culture**' activity sheet. When students have finished, discuss the advantages and disadvantages of defining people based purely on culture.
- Students to research the approach of different countries to environmental issues, such as renewable energy.
- Students to design a plan for a town centre to facilitate a harmonious multicultural community. What facilities could students include to ensure all residents are actively involved in their community?
- Students to mark on a world map where they, their parents/caregivers and their grandparents were born. Use a different colour to represent each category.



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- Students to discuss or hold a debate using one of the following statements:
  - ‘A united society is the best form of national security’.
  - ‘Immigration benefits all Australians’.
  - ‘Cultural diversity is good for Australia’.
- Students to identify local ethnic or cultural groups in their area and consider how they contribute to the community.
- Students to complete the ‘**Cultural Diversity – PMI**’ activity sheet (*NEW for 2017*). Once they have recorded their own ideas they could also interview a family or community member.

### The Arts (Dance, Drama, Media Arts, Music, Visual Arts)

- Students to copy the design of some flags from various countries onto pieces of fabric and display them around the classroom or school.
- Students to research the artistic heritage of a particular country or culture. How has it influenced contemporary art?
- As a class, students to make some musical instruments. Investigate ways of playing them in harmony. How does this reflect the idea of harmony in society?
- Students to design a piece of Harmony Day art to be displayed on the school website or in the newsletter.
- Students to investigate how well media sources such as websites, television and radio reflect the cultural diversity of the Australian community.

### Technologies (Design and Technologies, Digital Technologies)

- Students to investigate how digital technologies contribute to the creation of harmony in the community. Consider social media as well as programs (*such as computer and tablet borrowing services*) that help people to interact and stay connected.



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## Health and Physical Education

- Students to discuss what the term 'respect' means to them and how they demonstrate respect for others and themselves in their lives. Students then complete the '**Cape of Respect**' activity sheet.
- Students to research some sports that are popular in other countries but are rarely played here. Have a 'multicultural' sports day.
- Students to learn some dances from other cultures. Perform one that is the class favourite.
- Students to investigate the different types of foods eaten in Australia today (including Indigenous foods), then research the foods' countries of origin. Students record their findings on the '**International Chef**' activity sheet.
- Students to design and create a special 'orange' menu for Harmony Day.
- Students to reflect on the idea that all people have similarities and differences by comparing themselves with a classmate on the '**Classmate Comparison**' activity sheet (*NEW for 2017*).

## Languages

- Students to learn to write the words 'Harmony' and 'Day' in as many different languages as possible, then incorporate these into a poster.
- Students to research the words for 'culture', 'diversity', 'friendship', 'unity', 'love', and 'respect' in various languages.
- Students to investigate internationally recognised peace symbols.
- Students to discuss which language/s they would like to learn and why.