

CURRICULUM CONTEXT

Level: Middle years

Curriculum area: Cross-curriculum

Who cares?

This resource encourages students to critically analyse the way that values are embedded in the images that surround us. By selecting images to represent the value of 'care', students will look at the ways different groups of people are typically portrayed.

Since 2004, the Australian Curriculum Studies Association has organised the National Values Education Forum on behalf of the Commonwealth Government. These conferences provide an opportunity for stakeholders and teachers from all states and territories to share ideas about best practice in values education.

Background

While teachers have been working with values education for many years, the Commonwealth Government has supported the specific teaching of values education in schools since 2004. Extensive funding has been provided to encourage best practice in schools and nine Values for Australian Schooling has been identified. These are:

- Care and compassion
- Doing your best
- Fair go
- Freedom
- Honesty and trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, tolerance and inclusion.

In her introduction to the book *Teaching Values*, Leonie Rowan discusses the complexity of teaching values in Australian schools. One of the challenges is recognising that the meaning of a term might vary between different people and different historical contexts. Using the example of 'care and compassion', Rowan notes that this term is often represented in different ways in relation to men and women, or in relation to rich and poor. She encourages teachers to use texts that allow all students in their class to be able to see themselves represented as displaying each value under discussion.

This resource assists teachers to be aware of the strengths and limitations of texts and to fully explore ideas or values under discussion.

Learning outcomes

Students will:

- Develop a Y chart for the concept of 'care'
- Appreciate the different meanings 'care' can have for different people
- Select images to represent the value 'care'
- Analyse the value representations and power relationships depicted in images
- Reflect on the notions of stereotypes and social inclusion

References

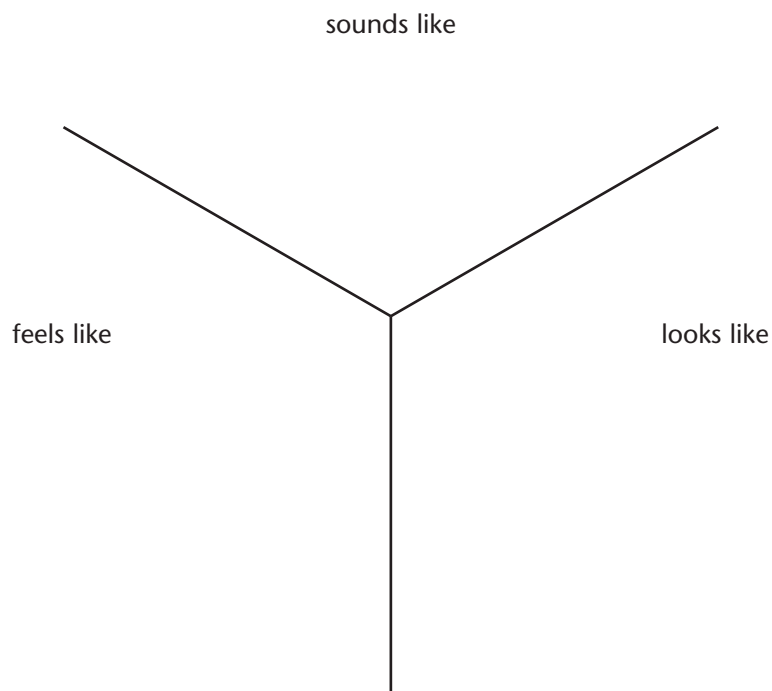
Leonie Rowan, Judy Gauld, Jennet Cole-Adams and Andrew Connolly, *Teaching Values*, Primary English Teaching Association, 2007
Values for Australian schooling website <http://www.valueseducation.edu.au/values/>

LEARNING SEQUENCE

Getting started

Introduce the concept of 'care' by asking students to think of a recent experience where they displayed care towards another person and a recent experience where they received care. Ask students to share these experiences with a partner.

Using the students' experiences as a stimulus, complete a class Y chart, like the one below, about care: What does care sound like? What does it feel like? What does it look like?



Encourage students to describe care from the point of view of the giver and the receiver.

Students at work

1. Divide students into groups of three and ask each group to locate images that represent some aspect of care. They may search on the internet or look through magazines and advertising catalogues.
2. When each group has selected three images, ask them to number the images. As a group, students should complete the *Who cares?* worksheet, discussing the questions and recording their responses to each image.
3. When each group has finished this activity, display the images from the whole class in one place. Allow students time to look at the collection and encourage them to look for similarities and differences. Use the following questions to guide a class discussion about who is represented in the images.
 - How would you describe the people who are showing care in most images? In what ways are they the same?
 - How would you describe the people who are receiving care in the images? In what ways are they the same?
 - Do the images suggest that the people who are 'kind and giving' belong to particular groups in the community e.g. females?
 - Are there groups from the community who are not shown as demonstrating care? (Think about age, gender, race/ethnicity, appearance.)
 - Do the images present a stereotype of people who give/need care? If so, do you think that this is an accurate reflection of how society works?
 - What are the implications of using stereotypes? What effect can they have on our understanding of society?

Concluding activity

Ask students to create their own image where the people giving or receiving care are not from the groups traditionally, or stereotypically, portrayed as care-givers/receivers. They may choose to do a drawing or painting, take a photograph, or create a collage of images from other sources.

WORKSHEET

Student name(s)			
	1. Who is showing care in this image? Why do you think they are giving care?	2. Who is receiving care? Why do you think this has happened?	3. Describe the people who are in this image? (Think about age, gender, race, body type.)
Image 1			
Image 2			
Image 3			

Look at the people giving care in each of the three images. In what ways are they the same? In what ways are they different?
