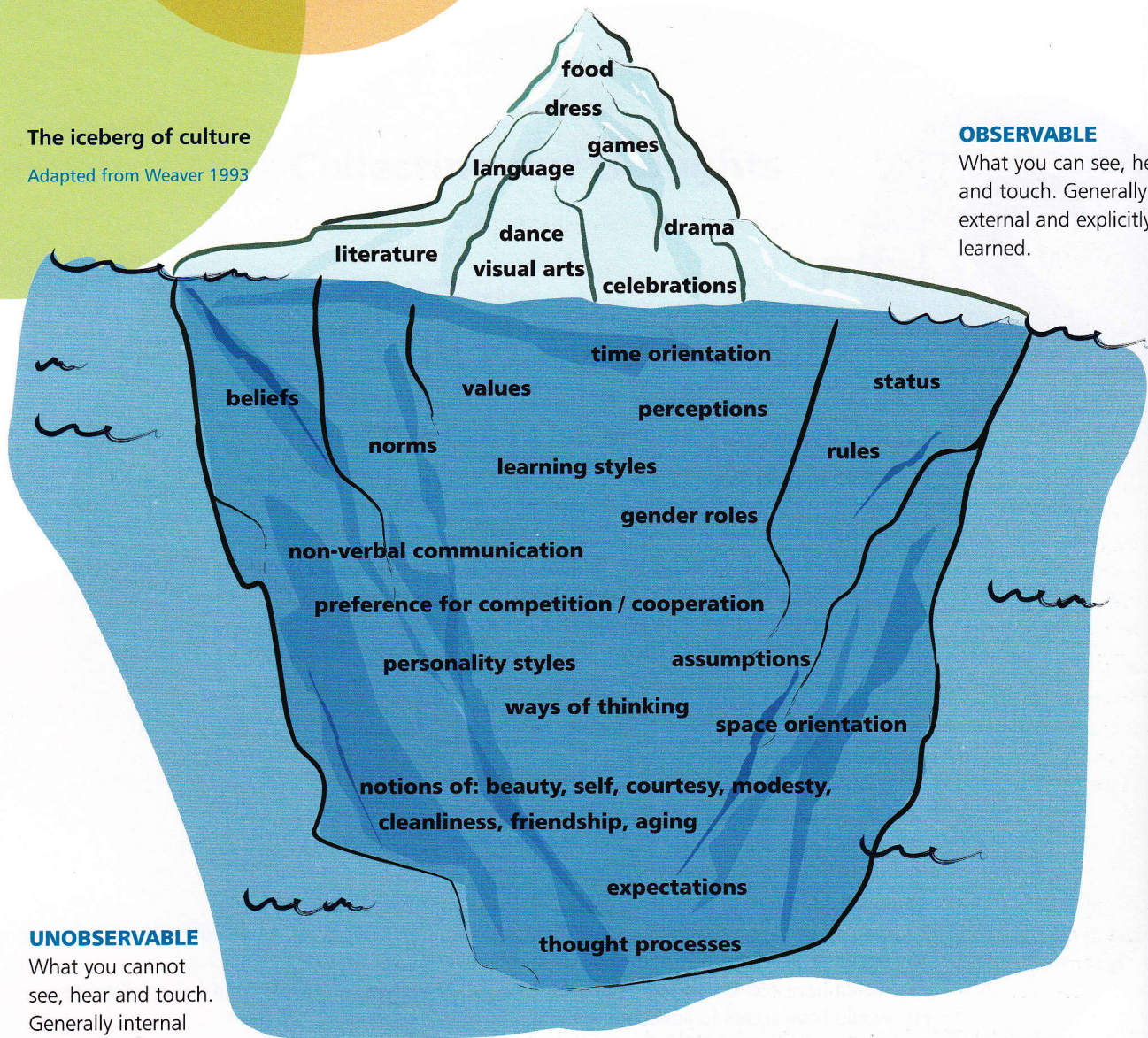


## The iceberg of culture

Adapted from Weaver 1993



Children's cultural understandings also help to form the basis of their identity; how they see the world and how they fit into it. As Kress (1988, pp 12–13) explains:

'Individuals grow into a culture that is fully established, has complex sets of values and classifications, and sets of rules and permissions. To the individual these codes may appear usual, normal, natural; and s/he accepts them as the way the world is, as the proper picture of human nature, and all that there can be. Having mastered the complexities of the culture, life is then conducted in the grooves provided by that particular culture.'

Teaching with a global perspective seeks to promote a positive attitude in children towards their own cultural identity and to provide them with the knowledge, skills and understandings they need to move beyond their cultural 'groove'. Children come to understand that they have a shared identity and a shared humanity as a member of a local, national and global community. In the process they develop a positive regard for the cultural identities of others.

**This chapter** suggests ways for young learners to explore culture and identity through the focus areas, 'Me and my family' and 'How we view things'.