

# BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	A Life Well Lived
Summary / overview	We all look at age and ageing differently. In this collaboration activity, partner school students will investigate attitudes towards and community involvement, of older members in their community; This includes representation in the media to develop an appreciation of individual history and value the wisdom, knowledge and skills developed.
Theme(s)	Individual history / how society can represent and value different groups / building preferred futures
Objective(s)	Through this collaboration activity, partner schools and students will: <ol style="list-style-type: none"> <li>1. Gain an insight into the way older community members are perceived currently and through history</li> <li>2. Investigate the media representation of ageing and community elders</li> <li>3. Develop an understanding of the value any individual can add to their community</li> </ol>
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	Studies of Society and the Environment (History and Geography), English (Reading, Writing, Speaking and Listening), Media Studies
Duration	6 weeks

## Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	What is old and ageing and why do we perceive these in the way we do?	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with you to explore their preconceptions about age and ageing</li> </ul> <p><b>The objective</b> The objective of this collaboration activity is to identify how the elderly are perceived and to address any misconceptions about the value and place of older people in the community.</p> <p>It will also help to debunk any ideas that older people have never experienced exciting life events.</p> <p>Remind your students that there will be a requirement to interview an older community member in this collaboration.</p> <p><b>Begin by:</b> Asking your students to create a Mindmap of what they think is meant by old and ageing (see the Resources section for links to free online Mindmapping tools).</p> <p>Urge your students to reflect that every day, every one is getting older....and to identify when this is considered a good thing and then a bad thing (for example, when you're old enough to drive or vote and bad once those wrinkles start to appear).</p> <p><b>Pose questions and challenge assumptions</b> Pose some interesting questions and explore the underlying rationale for their answers:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is ageing different for females and males?</li> <li><input type="checkbox"/> When is old enough too old?</li> </ul> <p><b>Gaining an overview</b> Your students will gain an overview of existing attitudes through discussion, and then explore these more deeply with their partner school through the Wikispace, teleconferencing etc (whatever ICT resources are available to you).</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> <li><input type="checkbox"/> SMS texting</li> <li><input type="checkbox"/> Telephone</li> <li><input type="checkbox"/> Yahoo Messenger</li> <li><input type="checkbox"/> Email</li> <li><input type="checkbox"/> Shared web-based document</li> <li><input type="checkbox"/> A recording device will be helpful, if your students have access to one, when the interviews take place</li> </ul> <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 'Snail mail'</li> </ul>	<p>Online collaborative free Mindmap tool <a href="http://www.mind42.com/">http://www.mind42.com/</a></p>	<p><a href="http://www.centrelink.gov.au/">http://www.centrelink.gov.au/</a></p> <p><a href="http://www.nsw.nationaltrust.org.au/treasureslist.html">http://www.nsw.nationaltrust.org.au/treasureslist.html</a></p> <p><a href="http://www.craftaustralia.com.au/LivingTreasures/index.php">http://www.craftaustralia.com.au/LivingTreasures/index.php</a></p>	<p>This activity may take more than one week. Feel free to expand into 2 or 3 weeks if you have limited time or want to delve more deeply into the discussions about preconceptions and society's views.</p> <p>The use of images or access to film etc may be key to clarifying understanding of differences.</p> <p>The language used will be very important in dealing with the material to avoid cultural misunderstandings.</p> <p>You might like to arrange visits to or from appropriate members of your community before beginning.</p> <p>Interview questions may need translation.</p> <p>Interview questions may be given to interviewees for them to write a response if appropriate.</p>

		<p><b>How did things come to be this way?</b> Encourage your students to try and work out what or who might have influenced the development of their attitudes:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Family</li><li><input type="checkbox"/> Community</li><li><input type="checkbox"/> Religion</li><li><input type="checkbox"/> Popular culture</li><li><input type="checkbox"/> Friends</li><li><input type="checkbox"/> Books</li><li><input type="checkbox"/> Films</li><li><input type="checkbox"/> Magazines</li><li><input type="checkbox"/> Billboards and</li><li><input type="checkbox"/> Other media</li></ul>				
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Week 2	Culture and media does old	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyse how age is portrayed in some popular media</li> </ul> <p><b>Where does “old’ come from?</b> In week 1, you asked your students to reflect on how they have come to perceive age and ageing in the ways they do.</p> <p>Spend some time this week focussing on particular media sources (add to the list here to find appropriate sources from your own community).</p> <p><b>Popular media</b> Brainstorm with your students different movies / stories where age is identified as a positive or negative thing.</p> <p>You could draw on <i>Teenage Mutant Ninja Turtles</i>, <i>Kung Fu Panda</i>, <i>Driving Miss Daisy</i>, <i>The Bucket List</i>, <i>The Lord of the Rings</i>, <i>The Sword and the Stone</i>, <i>The Dark is Rising</i>, <i>The Twits</i>, <i>George’s Marvellous Medicine</i>, <i>Little Red Riding Hood</i>, <i>Harry Potter</i> etc. The list could be endless!</p> <p><b>Analysing portrayals of ageing</b> Once the list has been generated, ask your students to analyse these portrayals more deeply.</p> <p>Here are some questions they can consider:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How were the character/s depicted? (e.g. Master Oogway and Master Shifu in <i>Kung Fu Panda</i>, Master Splinter in <i>TMNT</i>, Gandalf in <i>Lord of the Rings</i>, Merlin in <i>The Sword and the Stone</i>, Uncle Merriman in <i>The Dark is Rising</i>, Mr McGoo cartoons, Mt and Mrs Twit in <i>The Twits</i>, Granny in <i>George’s Marvellous Medicine</i>, Granny in <i>Little Red Riding Hood</i>, Albus Dumbledore in <i>Harry Potter</i>)</li> </ul>		<a href="http://www.asc.vic.edu.au/Work%20skills/A%20DOPT%20A%20GRA%20NDPARENT.htm">http://www.asc.vic.edu.au/Work%20skills/A%20DOPT%20A%20GRA%20NDPARENT.htm</a>	TMNT is Teenage Mutant Ninja Turtles	Ensure that the media your students choose is appropriate to their own cultural context. Of course, there will be specific Indonesian movies/texts that will need to be analysed here.

		<ul style="list-style-type: none"><li><input type="checkbox"/> Encourage your students to share a range of representations and discuss the accuracy of the representation or the purpose behind why a character has been represented as they have been.</li><li><input type="checkbox"/> If those characters were living in your community, would the community benefit? If so, how?</li></ul>				
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Week 3	Gaining a more useful definition: Who is old? What does old mean?	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Need to determine what 'old' means and gain a shared understanding across both partner schools</li> </ul> <p>Your students can work individually or in pairs to find answers to the following questions.</p> <p><b>Identifying common ground</b> As your students work through this, an extra layer of analysis should take place as they start to identify similarities and differences in definitions and perceptions across both partner schools. Collaborate to ensure understanding is clear in both partner schools.</p> <p><b>Questions to get your started</b> Here are some questions to help get you started (as well as drawing on the work you have done in the earlier weeks of this collaboration):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the criteria for determining someone as old?</li> <li><input type="checkbox"/> What does <i>being old</i> mean?</li> <li><input type="checkbox"/> What is ageing? How is ageing portrayed in each country/community? (For example, does it equate with the getting of wisdom and gaining in stature in the community or does it mean no longer looking good, being redundant, having less value, being a burden?)</li> </ul> <p><b>What can we learn from these perceptions?</b> If there are differences in perceptions and portrayals of age and ageing across the two different schools – work with your students to identify what can be learned from this.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> </ul>			<p>It might be useful to post these questions on the Wikispace and have students from both partner schools working collaboratively online to come up with the answers.</p> <p>Your students could even brainstorm the questions themselves, using these here simply as a guide.</p>

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Week 4	Finding out for real	<p>In week 4, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin preparation for an interview they will need to conduct with an older person in the community</li> </ul> <p><b>Working collaboratively</b> Your students need to identify who they might interview for this task.</p> <p>They could approach a family member, school representative, religious figure or community leader.</p> <p>Urge your students to think beyond their immediate circle, so that a wider range of experiences can be gained from this activity.</p> <p>Encourage the students within your class to work collaboratively and with the students from the partner school to develop a series of interview questions (see the sample interview questions handout).</p> <p><b>Getting organised</b> Your students need to interview people identified as 'old' in both locations of both partner schools.</p> <p>They can interview and record responses, take photographs or collect artefacts (if permitted) as preparation for the <i>Biography</i> activity next week.</p>	<p>The interview can be conducted in person or by utilising one of the following –</p> <p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Telephone</li> <li><input type="checkbox"/> MP3 player</li> <li><input type="checkbox"/> Cassette recorder</li> <li><input type="checkbox"/> Mobile phone</li> <li><input type="checkbox"/> Digital camera</li> <li><input type="checkbox"/> Digital video</li> </ul>	Sample interview questions – see AgeingInterview_ActivitySheet.pdf		<p>Spend a little time with your students discussing the difference between open and closed questioning (open – leads to more detailed answers, closed questions usually have a <i>yes</i> or <i>no</i> answer).</p> <p>Make sure required permission is given to use the interviewee's picture and materials for publishing.</p> <p>Do not use any full names or any details that will identify.</p> <p>This activity may take more than a week as it will depend on your students' access to time to prepare and conduct the interview.</p> <p>If your students decide to work in a cross-school group, ensure that they are well matched in terms of age, interest and enthusiasm so the partnership is a productive one.</p>

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Week 5	Building Biographies	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Build a biography for each person interviewed including pictures</li> </ul> <p><b>Correct procedures</b> Your students must make sure that the information in the biography is portrayed in a way that is culturally sensitive.</p> <p>The biography must only contain information and pictures that the interviewee has approved.</p> <p>It is important that you explain to your students that they must obtain consent from all interviewees if they wish to publish their stories in print or on the Wikispace or on the internet</p> <p><b>Making comparisons</b> Have your students take a closer look and compare the requirements of your partner school.</p> <p><b>Sharing on the Wikispace</b> Encourage your students to publish biographies that have permissions obtained on the Wikispace and celebrate the lives that are described.</p>	<p>ICT Option:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> </ul>			<p>Cultural sensitivity is key here. Your students need to ensure they are aware of any issues or sensitivities within their (and your partner school) community.</p>

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 6	What does it mean to you?	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group and summarise interview responses and share with your partner group</li> </ul> <p><b>Analyse the responses</b> Your students will work in collaboration with members of their partner group to analyse the responses, and develop a summary that is representative of each area.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What conclusions can you draw about how older citizens are valued in your community?</li> <li><input type="checkbox"/> How do you feel about what you discovered?</li> </ul> <p><b>Revisit the Mindmaps</b> Revisit the Mindmaps created by the students in week 1.</p> <p>Ask your students to update their Mindmaps using different colours and shapes.</p> <p>Your students can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> add a reflective writing piece explaining how their understanding has developed through the course of the unit, and what they now think</li> <li><input type="checkbox"/> share the Mindmap and writing with their partner school</li> </ul> <p><b>Possible extension</b> If you have time, the following activities might good to further extend your students:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students write an autobiography using their genuine history to the present day</li> <li><input type="checkbox"/> From the present day forward, students write about their preferred future, considering the steps they will need to take to make it achievable</li> <li><input type="checkbox"/> Look at programs such as Adopt a Grandparent or Living Treasures (conduct an Internet Search for more information)</li> <li><input type="checkbox"/> Develop an action plan to create a program in your local area</li> <li><input type="checkbox"/> Students work with older citizens, or visit and /or help them</li> <li><input type="checkbox"/> Review plan and assess the activity and student attitudes and understanding</li> </ul>	ICT Options: Wikispace			

Outcomes/ Outputs	Students will understand the concept of aged, and how being aged may differ between countries and cultures. The outputs will include: <ul style="list-style-type: none"><li><input type="checkbox"/> Mindmap/brainstorm</li><li><input type="checkbox"/> Biographies</li><li><input type="checkbox"/> Reflective writings</li></ul> (All of which may be housed in the Wikispace).
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