

BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	Animal Mania
Summary / overview	In this collaboration activity, partner school students are encouraged to become experts on animal topics and to share information about their country and their animals. The information developed will be combined to create a cross-cultural body of knowledge on animals.
Theme(s)	The importance of animals from a human perspective / culture / environment
Objective(s)	Through these collaboration activities, partner schools and their students will: <ol style="list-style-type: none"> 1. Identify the animals found in a different country 2. Gain an understanding of how animals are viewed in a different culture 3. Learn how to use online and technology strategies to communicate and collaborate
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	Environmental Science, Studies of Society and the Environment (History and Geography), Information and Communication Technology (ICT)
Duration	6 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
<p>Week 1</p>	<p>Getting to know you activities</p>	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exchange school information and images as well as student information including likes and dislikes, hobbies and family composition including pets <p>What pets do you have – write in haiku Mention family pets or farm animals and how students feel about them or the function they perform within the family, as a lead into the topic.</p> <p>Getting started Get each student is to write a quick poem (such as a haiku with 5 syllables, 7 syllables, 5 syllables).</p> <p>For example: Cats</p> <p style="padding-left: 40px;"><i>Cats eat sleep cuddle Couldn't live without my cat Purring meowing</i></p> <p>Post the poems Post these poems either on the Wikispace or send them via email or 'snail mail' (if you're going to send the traditional way, encourage your students to spend some time decorating the page).</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace <input type="checkbox"/> Email <input type="checkbox"/> Online display of images with comments capacity <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' 			<p>The topics support the differentiation of the project for a variety of ability or age groupings.</p> <p>Communicate with your partner teachers to create student pairs/groups.</p> <p>Fewer or more topics can be used depending upon the size of groups required.</p>

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Week 2	Animals in our lives	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spend time discussing any differences in perceptions of animals as pets that might have emerged across your partner schools <p>Now it's time for facts Get your students to spend some time exploring the animals found in their region and in your country.</p> <p>Ask your students to brainstorm what animals are found in their region, considering all contexts. For example:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coat of Arms <input type="checkbox"/> Advertising <input type="checkbox"/> Farming <input type="checkbox"/> Endemic fauna <input type="checkbox"/> Introduced species <p>Share with your partner school Using the shared Wikispace, share the list with your partner school, addressing some of the following categories:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pets <input type="checkbox"/> Animals as helpers <input type="checkbox"/> Animals as providers of materials (e.g. wool, leather) <input type="checkbox"/> Animals as food <input type="checkbox"/> Endemic, dangerous or endangered animals <input type="checkbox"/> Animals in culture, festivals, religion, language and stories <p>Combine the lists Encourage students from both partner schools to work together to further investigate one of these chosen headings.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Topic list and students assigned are listed on a wiki page 			<p>The brief for each group is to become experts in their topic and collect or create resources such as images of an animal in the context they are studying. This will become part of the final output.</p> <p>This activity may take more than one week.</p>

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Week 3	Become an expert	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Research their topic using all resources available <p>What needs to be done? Students research their topic collaborating with their group to develop a cross-cultural information pack which is representative of both geographical locations</p> <p>Discuss with your students – building understanding Before the research begins, encourage your students to prepare by posing questions, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do we need to know? <input type="checkbox"/> How might we find the information? <p>A bi-lingual glossary Collect terms for a bi-lingual glossary of animal names, parts or descriptions. Students can add to the list on the Wikispace.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encyclopaedias (digital) <input type="checkbox"/> Digital image banks <input type="checkbox"/> Websites <input type="checkbox"/> CD based media <input type="checkbox"/> Recorded interviews <input type="checkbox"/> Visit, phone or email identified organisations such as museums and cultural centres <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hardcopy texts like advertising <input type="checkbox"/> Scripts <input type="checkbox"/> Art illustrations, <input type="checkbox"/> Reference books <input type="checkbox"/> Encyclopaedias (hardcopy) 			<p>Use any research sources available to you.</p> <p>You might also find it useful for partner students to provide each other with research resources.</p>

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Week 4	Become an expert continued	<p>In week 4, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students begin compiling their information for their negotiated output <p>Here are some ideas Brainstorm what your students might produce.</p> <p>This list will help to get you started:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A podcast with associated images <input type="checkbox"/> A Wikispace page <input type="checkbox"/> Slideshow <input type="checkbox"/> Photo Story 	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer with microphone <input type="checkbox"/> Applications such as Audacity, Photo Story <input type="checkbox"/> Access to Slideshare or SlideRocket <input type="checkbox"/> Wikispace 		<p>www.slideshare.net</p> <p>www.sliderocket.com</p>	

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Week 5	Create your final piece of work	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create or complete their presentation in their chosen or negotiated format <p>Uploading to Wikispace Completed outputs (podcasts, slideshows, information pages etc) can be uploaded to the Wikispace.</p>				You can get the early finishers to complete the glossary.

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Week 6	Presentations R Us	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose a group member to present their group's work in their geographical class. . <p>Sharing feedback Your students will receive feedback from class members – from both partner schools.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comments on Wikispace <input type="checkbox"/> Email <input type="checkbox"/> SMS <input type="checkbox"/> Phone <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' 			Ensure your students are aware and culturally sensitive when providing feedback to each other.
Outcomes/ Outputs	<ul style="list-style-type: none"> <input type="checkbox"/> Students will learn about the fauna of their region/ country and the partner region/country and the impact of animals upon the societies of both <input type="checkbox"/> Students will create a Wikispace entry of animal related information using a variety of media including a bi-lingual glossary 					