

BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	Games People Play
Summary / overview	In this collaboration activity, students will work in a partnership with an overseas class to develop understanding of each other's culture through a study of games, sports and recreation. They will create and share presentations on the group Wikispace.
Theme(s)	Games, sports and recreation
Objective(s)	Through this collaboration activity, partner schools and their students will: <ol style="list-style-type: none"> 1. Build an understanding of how the games, sports and recreation of a culture reflect that culture and reflect on the place of games, sport and recreation in their own culture 2. Develop and strengthen relationships between the two partner schools
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading, Writing, Speaking), Studies of Society and the Environment (History and Geography), Health and Wellbeing, Personal and Human Development and Physical Wellbeing
Duration	5 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	<p>What games do we play?</p> <p>Introduction to one traditional game or sport played in the other country</p>	<p>In week 1, your students will: Decide on a sport/game prominent in your country and students write their own instructions for playing it. These will be sent to your partner school.</p> <p>Where to begin? As a whole class, get your students to brainstorm the types of games or sports regularly played in their community.</p> <p>Small groups select a sport/game Break your students into pairs or small groups and get them to select a sport/game. Each group can then write a procedural text, outlining the rules/instructions for playing this game/sport.</p> <p>The aim is for the partner school students to try and play the game!</p> <p>Sending or posting the instructions Each group can then send via snail mail or post on the Wikispace their version of the rules and basic equipment for a game played in their country that is rarely played in the other (e.g. Australian Rules Football, Rugby, Tennis, Sepak Takraw).</p> <p>Before play Before trying to play the new game, you might ask the group to examine the instructions using <i>I think, I see, I wonder</i> (a link is in the Resources section of this activity) and record their thoughts.</p> <p>Playing up and taking shots Set up opportunities for all students to attempt the game at least once, taking photos as they play.</p> <p>These photos can be posted on your wikispace.</p>	<p>ICT Option: Wikispace discussion tool attached to the page of rules Digital or video camera</p> <p>Non ICT Option: 'Snail mail' or on paper to share later</p>	<p>You can find more information on '<i>I think, I see, I wonder</i>' at http://www.teachersdomain.org/assets/wgbh/echo07/echo07_doc_lpaieee/echo07_doc_lpaieee.pdf</p>	<p>For some useful hints on procedural writing, go to http://www.teachersash.org.au/feather/writingfun/writingfun.html (</p>	<p>It might be a good idea to begin with a focus on ice breaking and orientation activities.</p> <p>Work out the best way to present each week's work according to what is being produced and the timeline you have set for yourselves.</p> <p>The emphasis will need to be on simplicity and explicitness of instruction as they will need to remember that their audience's first language is not the language in which they are writing!</p> <p>It could also be a good idea to get your Student Management Team, if you have one, to review each</p>

						group's work before it's posted for clarity and expression.
--	--	--	--	--	--	---

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 2	Broadening	<p>In week 2, your students will: Spend some time reflecting and share these with each other and their partner class</p> <p>Reflecting on the Wikispace After the game has been played, encourage your students to reflect on their experiences playing the game and use: <i>'I used to think..., but now I think'</i> on the Wikispace.</p> <p>They might do this in writing or recorded voice.</p> <p>Share Share these with the other class, finishing with questions about the sport or game and its place in the other class' culture / everyday life.</p>	<p>ICT Options: Email The Wikispace (writing with images) to share reflections and images</p> <p>Non ICT Options: You could use 'snail mail'</p>			Gives your students at least two opportunities to write/speak – before and after the game.

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 3	Delving deeper	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review comments and questions . <input type="checkbox"/> One group will develop a short class presentation about the game that will answer questions and broaden the understanding of the other group. <p>What needs to be done Get groups in each class to develop sets of online questions posted onto the Wikispace or sent via email that will invite students in the other class to share more about games, sports and recreation in their culture.</p> <p>Students should carefully consider the data they want to collect when preparing questions (one word answers, yes or no, graded 1-5 responses etc).</p> <p>Making inferences Read the responses from the other class/group. and then ask students to make inferences about what that data says about the other culture.</p> <p>Post writing on the Wikispace Group students from the two classes and ask them to write, using a wikispace page, on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the place of sport, games, recreation in their cultures. <input type="checkbox"/> Have your students edit each other's work based on their own experiences and beliefs. <input type="checkbox"/> Encourage students to discuss why each edit is made. <p>Discuss with your students – building understanding What are the specifics? What rituals are involved? Are there key colours, music, costume /clothing? Is the event important to family, friends, cultural or religious group, geographic area or community? What is its purpose? What is its history? Has it changed over time?</p>	<p>ICT Options: Email Wikispace</p> <p>Non ICT Options: 'Snail' mail,</p>	Books, internet, members of own community etc.		<p>Have your class send artefacts that might build understanding of the game: websites cards posters, memorabilia stories written for the language level of the reader</p> <p>A small group might design a questionnaire for another small group and then just deal with that data or it can be done class v class. Make the most appropriate arrangement for the two classes.</p>

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 4	Games that I play / love	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> develop a presentation communicating an experience with a sport or game <p>Where do we start? Split your students into pairs and ask them to develop a small presentation to communicate a favourite or personal experience of a sports / game / or recreation event to the other class.</p> <p>Here are some ideas Brainstorm what your students might produce. Here are some ideas to help get you started: Undertake shared writing of an event in the third or first person in the Wikispace (new story each page), adding images, music, video clips etc Develop a photo story (photos, captions, story excerpts, music, personal drawings) Diarise the event electronically or on paper (from the lead-up to the finish) Prepare a package of artefacts with captions or voice recordings</p>	<p>ICT Options: Wikispace DVD CD Photo Story Email</p> <p>Non ICT Options: 'Snail mail'</p>			<p>Students might focus on a sports star or team, a day out with their family, a sport that they play, a sport that they follow, a game that they love playing, a game that younger children play, a game that teaches something.</p>

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 5	How are we the same and how are we different?	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on the activity and identify intercultural similarities and differences <p>Analyse the reflections Use '<i>what makes you say that?</i>' (there is a link to this in the Resources section) to reflect on similarities and differences between the two cultures in relation to sports / games / recreation based on all the work done.</p> <p>Have your students post both their ideas and their justifications to the other class for comment.</p>	ICT Options: Wikispace, discussion tool	http://www.pz.harvard.edu/vt/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html (What makes you say that?)		
Outcomes/ Outputs	<ul style="list-style-type: none"> <input type="checkbox"/> Presentations on games, sports and recreation and shared group wiki on the place of sport and games in their community <input type="checkbox"/> Questionnaires and graphs with interpretations 					