

BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

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| Title | Healthy Us, Healthy Me |
| Summary / overview | These collaboration activities encourage students to ask: <i>How healthy is my community? How can my community's health be improved?</i> By working cooperatively to develop a health campaign and run and evaluate that campaign, students in both partner schools will be urged to lead by example within their school community. |
| Theme(s) | <input type="checkbox"/> Community health and impact on the individual <input type="checkbox"/> Who has the responsibility for an individual's health – individual or government? <input type="checkbox"/> Causing community change |
| Objective(s) | <p>Through this collaboration activity, partner schools and their students will:</p> <ol style="list-style-type: none"> 1. Develop an awareness of what is considered good health and the health of their local community and become active participants in addressing a health issue personally and/or in their community 2. Develop an understanding of the role each individual can play in maintaining good health, and how they can influence the health of their community 3. Work towards an understanding of health issues across two different cultures |
| Organisational details | |
| Languages | English / Bahasa Indonesia |
| Subject Area(s) | Health and Well Being / Health and Interpersonal Development / Human Development / Intrapersonal Development / Media and Information Literacy / Information and Communications - Technology |
| Duration | 6 - 8 weeks |

Project description

| Week | Focus | Activity(ies) description | ICT / non ICT tools to support the collaboration | Resources | Useful links | Hints |
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| <p>Week 1</p> | <p>What is a healthy community?</p> <p>Is your community healthy?</p> | <p>In week 1, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Decide on the criteria to identify a healthy community, and assess their community against them <p>Start with a brainstorm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Start by brainstorming and discussion (face to face /online) what makes a healthy community? <input type="checkbox"/> Students will develop the criteria they will use to analyse the health of their community, focusing on elements such as water quality, rubbish disposal, availability of medical services, smoking, drinking, diet, student lunches etc <input type="checkbox"/> Publish the criteria on the Wikispace <input type="checkbox"/> Students investigate their local community, analyse information and assess health levels against their criteria <input type="checkbox"/> The information, analysis and assessment of the health of their community is published on the Wikispace by the partner schools. <input type="checkbox"/> Formats may include graphs, charts, lists, descriptions and photos <p>Begin a reflective journal</p> <p>Your students could begin a reflective journal on the Wikispace to record their own learning throughout the project.</p> <p>Encourage your students to provide feedback to each other on their Wikispace page through the comments feature.</p> <p>Glossary</p> <p>Develop a Glossary Page to support vocabulary acquisition (on the Wikispace).</p> | <p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recording <input type="checkbox"/> Email <input type="checkbox"/> SMS <input type="checkbox"/> Skype voice or similar to enable clarification of information and understanding <input type="checkbox"/> Co-developed Wikispace page for community assessment criteria and communication and subsequent analysis and possible online discussion <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' | <p>'How to' for Wikispaces on the BRIDGE website</p> | <p>http://www.who.int/features/2003/04/en/index.html</p> <p>http://www.wpro.who.int/sites/dhp/</p> <p>May end up a useful site</p> | <p>Community may mean school community, or the wider community.</p> <p>Use interviews with classmates or members of the local community if no searchable data is available.</p> <p>Ask local authorities for available information and data.</p> <p>Find and share local websites that will support the investigation.</p> <p>Assign suited students (perhaps from the SMT) to growing the glossary page as new words, concepts or variations are encountered.</p> <p>The student reflective journal can develop into a Student group Wikispace reflective journal.</p> |

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| Week 2 | <p>How do your communities compare?</p> <p>Identify the major issues</p> <p>Establish cross-school student working groups</p> | <p>In week 2, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In small groups analyse the data / information received from your partner school <p>Discuss with your students The similarities and differences and identify the most important common/different issues for each school community.</p> <p>Small groups select a health issue Break students from both schools into groups of 4-6. (However, see the Hints section for some considerations before you do this.)</p> <p>Ask these students across the two partner schools to select a health issue which they will investigate further.</p> <p>The student groups then develop appropriate tools (including survey and interview questions) to gain baseline data from both communities.</p> <p>Post findings on the Wikispace Encourage your students to post the issues identified and the data gathering tools on the shared Wikispace.</p> <p>Students continue to maintain their reflective journal, recording additional ideas and thoughts.</p> | <p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace <input type="checkbox"/> Email <input type="checkbox"/> SMS <input type="checkbox"/> Skype voice or similar to obtain additional information or explanation <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' | | | <p>Establishing groups across the two partner schools will help to forge stronger relationships and build understanding.</p> <p>Be careful when establishing the groups and work closely with your partner school teacher to ensure students are matched well in terms of interests, ages, enthusiasm etc. (For instance, this may not work as well if one school has Year 7s and the other has Year 10s.)</p> |

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| Week 3 - 4 | <p>A common issue, a common approach</p> <p>Plan a campaign as a group</p> <p>Create your campaign</p> | <p>In weeks 3 – 4, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> After researching their health issue in their student group, develop a proactive campaign to address this issue in their community <p>Planning a campaign as a group Working in their cross school teams students will need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree on the best media vehicle for the campaign (Online? Posters? Flyers? Etc) <input type="checkbox"/> Gain the required permissions to enable the campaign to be run (Principal, or appropriate delegate, local council or appropriate organisation) <input type="checkbox"/> Storyboard the campaign <input type="checkbox"/> Write scripts/text/articles <input type="checkbox"/> Plan images <input type="checkbox"/> Identify guest speakers (if needed) <p>Posting reflections Students can maintain their reflective journal on the group Wikispace and use it to record additional ideas and thoughts.</p> <p>Developing the campaign Student groups create the elements of the campaign which may include: posters / brochures / videos / etc</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present elements for approval if required <input type="checkbox"/> Reproduce approved items for display or distribution, submit articles for newspaper/newsletter <input type="checkbox"/> Organise talks at assembly, within class groups or in any other organised forum/location by guest speakers or participating students | <p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace page as the collaborative tool <input type="checkbox"/> Email <input type="checkbox"/> Digital camera <input type="checkbox"/> Google Docs or similar <input type="checkbox"/> SlideRocket, Slideshare or similar <input type="checkbox"/> Image editing software (such as Irfanview) <input type="checkbox"/> Paint software or art supplies <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' | <p>Look at existing campaigns in the local community or on the web and ask:</p> <p><i>What media types are used?</i></p> <p><i>How are they used?</i></p> <p>Brochures, posters from local health authorities or other health agencies such as World Health Organisation or UNICEF might be useful.</p> | | <p>Leverage local media such as magazines and newspapers, school newsletters.</p> <p>Use shared documents such as in Google Docs to enable the collaborative development of advertising materials in the time available.</p> <p>If students do not collaboratively create the campaign materials, there must be an exchange so both partner schools have the materials.</p> |

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| Week 5 - 6 | Run your campaign | <p>In weeks 5 – 6, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin their health campaign <p>Starting the campaign A comprehensive plan needs to underpin your students' campaign, so ensure they have a schedule of 'events' and media. Here is a list that might help you:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display items <input type="checkbox"/> Present talks at assembly, within class groups or in any other organised forum/location <input type="checkbox"/> Raise awareness of the campaign <input type="checkbox"/> Work within your family and with friends <input type="checkbox"/> Make any changes to your behaviour <input type="checkbox"/> Collect feedback and personal stories from others <input type="checkbox"/> Use the Wikispace to record what happened during the campaign, any comments or feedback received | <p>ICT Options</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace | | | <p>A program of events and strategies will help your students to time (and be accountable for) their campaign strategies.</p> |

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| Week 7 | <p>Wrap up the campaign</p> <p>What happened?</p> | <p>In week 7, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the success of the campaign <p>Gauging the success of the campaign Reflection and identifying successes and challenges will help your students to build a more successful campaign next time.</p> <p>As them to reflect on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Which elements of the campaign did or did not work for their community? <input type="checkbox"/> Why? <input type="checkbox"/> Have students seen a change in behaviour? To what degree? <input type="checkbox"/> Will any behavioural change be long lasting? <input type="checkbox"/> How might you find out? <input type="checkbox"/> Post the analysis on the Wikispace <input type="checkbox"/> What similarities are there with your partner school? <input type="checkbox"/> What differences? <input type="checkbox"/> Have cultural differences changed what happened from your community to your partner school community? | | | | Use the materials, group journal entries and the campaign information on the Wikispace in the review. |
| Outcomes/ Outputs | <p>Students will learn what is a healthy community, what contributes to that health, and the role of education in changing community health.</p> <p>Students will create:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Wikispace that contains all data, analysis and vocabulary <input type="checkbox"/> A health campaign and all materials for a campaign (posters, brochures etc) <input type="checkbox"/> A reflective journal and group reflective Wikispace | | | | | |