

BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	Let's Celebrate!
Summary / overview	In this collaboration activity, students will work with their partner class to develop an understanding of each others' culture through a study of celebrations, ceremonies, festivals and rituals.
Theme(s)	Festivals / ceremonies / celebrations and rituals
Objective(s)	Through this collaboration activity, partner schools and students will: <ol style="list-style-type: none"> 1. Build their understanding of culture and place through exploration of the place of ceremonies, celebrations, festivals and rituals 2. Develop and strengthen their partner relationships as they further develop their cultural understanding
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading, Writing), Studies of Society and the Environment (History and Geography)
Duration	5-6 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	A mystery artefact: Introduction to one traditional celebration, ceremony or ritual	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with you to select an important cultural artefact that they will send (via snail mail or image online on your Wikispace) to your partner school <p>The cultural artefact/s could be used for a celebration or ceremony e.g. Christmas, wedding, birthday party, funeral etc.</p> <p>Once a decision has been made Once the artefact has been chosen, and each school receives or sees an artefact, ask your students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the artefact using '<i>I think, I see, I wonder</i>' (a link to an example is in the Resources section for this week) <input type="checkbox"/> Make predictions about the event in which the artefact might be used, how it could be used and what it is for <input type="checkbox"/> Ask questions using text / the Wikispace / email or 'snail mail' about the artefact <input type="checkbox"/> Share myths or what they believe <p>Using the Wikispace The students can use the Wikispace to provide feedback to support or deny myths and predictions and to answer questions.</p> <p>Once the students have exhausted their questions, get each class to announce (via the Wikispace or another vehicle) what the artefact is and what its purpose and cultural importance is.</p> <p>Reflection time Spend some time with your students reflecting on this and reviewing their preconceptions....Ask them what they have learned through this activity.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace <input type="checkbox"/> Digital camera <input type="checkbox"/> Video camera <input type="checkbox"/> Voice/music recorder <input type="checkbox"/> Email <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail' mail 	'I think, I see, I wonder' template provided at: http://www.teachersdomain.org/assets/wgbh/echo07/echo07_doc_lpaieee/echo07_doc_lpaieee.pdf	Australia: http://lvillage.education.vic.gov.au/lv/beps/hp.nsf/Files/celebrations/\$FILE/australia.html	<p>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>Remember, there will be a significant time lag if 'snail mail' is used as the option for asking and answering questions about the artefact.</p>

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Week 2	Broadening knowledge of celebrations, ceremonies and rituals	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spend some time with your class brainstorming a list of ceremonies, celebrations and rituals that are important in your country <p>How to begin? Group your students according to their strengths and interests.</p> <p>Begin by placing the events from your brainstorming session, onto a digital or printed calendar.</p> <p>Sharing on the Wikispace Share the list with the other country via the Wikispace or email (or 'snail mail' if a non-ICT option is required).</p> <p>Ask the students from your partner school to pick events that they want to know more about and post any specific questions they have about it (they may use internet/books to broaden understanding first) on the Wikispace.</p> <p>What to do next? Once these questions have been posted, get your students to organise themselves into cooperative, mixed ability groups and allow them to select an event that they will be working on the following week.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Email <input type="checkbox"/> Wikispace <input type="checkbox"/> Internet <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' <input type="checkbox"/> Lists 			Try to ensure that 4 is the maximum group size and that you have organised groups with mixed abilities.

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Week 3	Delving deeper	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be asked to rejoin their group established in Week 2 and they will generate new and review questions on the cultural event they have selected <p>What needs to be done? In their groups your students need to establish the sort of information they should provide on the event for your partner school.</p> <p>Ask your students to discuss:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the specifics of the cultural event? <input type="checkbox"/> When is it held? Purpose? <input type="checkbox"/> What rituals are involved? <input type="checkbox"/> Are there key colours, music, costumes /clothing? <input type="checkbox"/> Is the event important to family, friends, cultural or religious groups, geographic area or community? <input type="checkbox"/> What is its history? <input type="checkbox"/> Has it changed over time? <input type="checkbox"/> What impact does it have on the local community (e.g. do shops close down?) 	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Email <input type="checkbox"/> Wikispace <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail' mail' 	Books, internet, members of own community.		

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Week 4	Creating a presentation: Sharing and building understanding	<p>In week 4, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work in their group on a presentation to communicate their event to their partner school <p>Discuss with your students the different forms of possible presentation</p> <p>Explore the various ways in which your students might like to present their findings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A shared writing task in third or first person in the Wikispace (new story each page), adding images, music, video clips etc <input type="checkbox"/> A photo story (photos, captions, story excerpts, music, personal drawings) <input type="checkbox"/> A hard copy or electronic diary <input type="checkbox"/> A package of artefacts with captions or voice recordings <p>Once they have decided on the medium, work can begin!</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace discussion forum <input type="checkbox"/> Software such as Photo Story <input type="checkbox"/> Digital camera <input type="checkbox"/> Video camera <input type="checkbox"/> Voice recorder <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' 	<p>Students might also like to have copies of books that develop understanding such as 'The Really Big Beliefs Project', which they can refer to in discussion with the other class. Search Google for more information.</p>		<p>Make certain each presentation is linked to the calendar of events in some way – it might be by date, or if done digitally, hyperlinked to the event on the calendar. It might also be referenced by name.</p> <p>This builds up an interesting and re-usable reference for the class and can also be used as a focus for language lessons.</p>

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Week 5	Reviewing the presentations	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the group presentations in both partner schools <p>Analyse, Discuss, Review You could use 'Circle of Viewpoints' to think from different perspectives (See Resources section).</p> <p>Ask questions Get your students to ask questions of at least two of the other groups that will encourage that group to build up the cultural story in their responses.</p> <p>Provide positive feedback on the Wikispace to at least two groups about their presentation.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discussion forum <input type="checkbox"/> Webcam <input type="checkbox"/> Discussion tool of the Wikispace <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' 	<p>Circle of Viewpoints thinking routine: the extra information provided on the site is very valuable: http://www.pz.harvard.edu/vt/VisibleThinking/html/files/03e_FairnessRoutines/CircleViewpoints/Routine.html</p>		<p>Your students should have a clear understanding of what is meant by <i>positive feedback</i>. If they don't, spend some time discussing how to give constructive, positive responses as opposed to negative ones.</p> <p>You could also refer to the Etiquette and Netiquette handouts that were provided in the <i>Getting Started</i> Project.</p>

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Week 6	Extension Activities	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share stories that deepen understanding of the event <p>Sharing The students may choose to share a personal story, a real story, a fable or legend.</p> <p>Ask the other group to share recipes, dance instructions, full versions of traditional songs and music and hold a local version of the event. Send comments, photos etc to the other group.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace <p>Non- ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Snail mail' 			<p>Another extension idea:</p> <p>Have students from the two schools form cooperative groups or pairs.</p> <p>Working in the wiki, have them develop a game together that is a combination of two games, one from each of their countries. Have them describe rules, playing equipment, how to win etc and then post the completed games to a finished page of the wiki for others to play them. Record the events using images and short video clips and post these to the wiki. Also have players of the new games comment on their enjoyment of the new games.</p>
Outcomes/ Outputs	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive calendar (or printed equivalent which can be digitalised) <input type="checkbox"/> Multimedia or hard copy presentations on celebrations, rituals and ceremonies, including sets of cultural artefacts 					