

BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	Making a Difference
Summary / overview	The aim of this collaboration activity is to encourage discussion about issues that matter to young people and to consider ways in which young people can feel empowered to make a difference.
Theme(s)	Community Service and Community Awareness
Objective(s)	Through this collaboration activity, partner schools and students will: <ol style="list-style-type: none"> 1. Become more aware of the lives of others and what we can do to make a change 2. Develop an understanding of how advertising can target an audience and bring about a likely change in perspective
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading, Writing, Speaking and Listening), Studies of Society and the Environment (History and Geography)
Duration	8 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	What matters to me?	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be articulating and sharing what they value and considering a scenario where they might be compelled to give this up <p>The aim The aim of this task is to help them develop insight and empathy with others in different situations from their own.</p> <p>The scenario Pose the following scenario to your students: <i>If you had to give up something really important to you, in order to save someone from poverty, what would you give up?</i></p> <p>Discuss Explain to your students that the thing they give up can be a skill, a talent, or something materialistic but they must give it up forever and it cannot be transferred.</p> <p>Questions for your students As a whole class, get your students to brainstorm the types of things that they would consider giving up.</p> <p>Here are some questions to help get you started:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What would you give up? <input type="checkbox"/> Provide an explanation as to why this item is so important to you <input type="checkbox"/> Provide an explanation as to how giving up this item will affect their own lives <input type="checkbox"/> Provide an explanation as to how you will cope without the item <p>The list could cover a range of issues including poverty, the economy, the environment, education, health.</p> <p>Spend time categorising Spend some time with your students, categorising the list. You might find that a particularly pressing environmental issue (such as burning off forests) is impacting on your students and yet they also have to weigh up the issues of employment and income.</p> <p>This could be a weighty discussion.</p> <p>List the categories in the classroom and then on the Wikispace.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace <p>Non-ICT Option:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper, pen, pencils 			<p>This activity may be quite confronting to some of your students.</p> <p>Be sensitive to any previous life experiences they may have and allow them to respond to the scenario from another's perspective, and not their own, if this would help them to be more comfortable.</p>

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Week 2	What matters to me? #2	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collate the responses into each question category and send this information electronically to your partner school <p>Sending or posting their responses Each student will share via email or post on the Wikispace the one thing that they have chosen to give up and why it is so important to them.</p> <p>They will give an explanation of how this will affect them and how they will cope.</p> <p>Delve deeper into differences If significant differences appear across the two schools, delve more deeply into why they might exist.</p> <p>These are useful and often profound cultural insights that could be gained.</p> <p>What matters most Once you have determined what matters most to them, what they will give up and what they would not want to give up, then pose these questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>How might your values and priorities differ from those of your partner school?</i> <input type="checkbox"/> <i>Why do you think this could be the case?</i> <input type="checkbox"/> <i>What does this tell you about cultural differences and the sorts of things different cross-country organisations need to consider when they enter a country to provide help and support?</i> <input type="checkbox"/> <i>How badly could things go wrong if you weren't culturally aware and sensitive?</i> 	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Email <input type="checkbox"/> Wikispace 			

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Week 3	What matters to me? #3	<p>In week 3, your students will:</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify the similarities and differences between the students' responses from Australia and Indonesia <p>Making comparisons</p> <p>Ask your students to spend some time reflecting:</p> <ul style="list-style-type: none"><input type="checkbox"/> Overall what are the similarities and differences in the things that students chose to give up?<input type="checkbox"/> What might cause these similarities and differences?<input type="checkbox"/> What are students more likely to give up?				

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Week 4 - 7	Production time	<p>In weeks 4 – 7, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the most common response, design an advertising campaign directed at students to get them to be more community minded and prepared to help those in need <p>Things to consider The advertising campaign can include brochures (use publisher), TV advertisements (using movie maker and photo story), a radio advertisement (Use Audacity) and posters (use publisher).</p> <p>Students can work in groups but encourage the class to have a similar focus.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Publisher <input type="checkbox"/> Movie Maker and Photo Story <input type="checkbox"/> Audacity <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poster <input type="checkbox"/> Pamphlet <input type="checkbox"/> Flyers 			

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Week 8	Share and reflect	<p>In week 8, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Send their advertising campaigns to your partner school and reflect on the campaigns they produced and share their understandings on the effect the ads had <p>Posting the advertising campaigns The students post their advertising campaigns on the Wikispace or email it to their partner school.</p> <p>Each partner school will offer peer assessment of the advertisements they receive.</p> <p>Discuss advertising impact In an open class discussion ask your students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What did they think of the ads? <input type="checkbox"/> Did the ads affect them in anyway? <input type="checkbox"/> How did they feel when they watched the ads? <p>Sharing on the Wikispace Encourage your students to share their feelings and ideas about the advertisements on the Wikispace.</p> <p>Have them comment on an advertisement made by at least one in the partner school and one in their own.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Email <input type="checkbox"/> Wikispace 			
Outcomes/ Outputs	<ul style="list-style-type: none"> <input type="checkbox"/> Students are to produce brochures and other advertising campaign paraphernalia to encourage their peers to 'Make a Difference'. 					