

Title	The Not So Lonely Planet Guide
Summary / overview	In this collaboration activity, your students will consider how cultural difference might cause misunderstandings and create products to support visitors in better understanding their culture.
Theme(s)	Culture / tourism
Objective(s)	<p>Through this collaboration activity, partner schools and students will:</p> <ol style="list-style-type: none"> 1. Develop an understanding of how culture influences ideas of acceptable behaviour and communication, and how misunderstandings can arise because of cultural differences 2. Design some products to support intercultural understanding 3. Produce a range of published products which demonstrate cultural understanding; their skills in using Information and Communication Technology (ICT) and skills in English and / or Bahasa Indonesia
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	Studies of Society and the Environment (History and Geography); English (Reading, Writing, Speaking); Languages (English, Bahasa Indonesia); Anthropology
Duration	6 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	Tuning into tourism and cultural misunderstanding.	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop an understanding of how culture influences communication and behaviour. <p>How to begin? Begin by playing the 'Pandya and Chispa' role-play game with your students (see Resources link).</p> <p>Then, follow these processes to help debrief your students and work with them to develop a shared understanding.</p> <p>Discuss with your students De-brief and discuss the role-play with your students. Ask them how they felt and explore any difficulties with communication.</p> <p>Talk about some of your own travel experiences (or get them to share their own). Read some stories about cultural misunderstandings from the internet.</p> <p>Ask questions like:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What didn't people know? <input type="checkbox"/> What problems did they face? <input type="checkbox"/> What funny things happened? <input type="checkbox"/> How did they feel? <p>Ask your students to think about what visitors to their local area would need to know to have a good visit and avoid cultural misunderstandings. List these on the board.</p> <p>Culture shock You could further discuss the feeling of <i>culture shock</i> with your students (see Wikipedia link).</p>	<p>ICT Option:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikipedia <p>Non ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Open space needed for role-play. 	<p>Pandya and Chispa role-play is on p 41 and includes instructions on how to de-brief. http://www.peacecorps.gov/www/publications/bridges/pdf/BUILDingBridges.pdf</p> <p>Culture shock http://en.wikipedia.org/wiki/Culture_shock</p>	<p>There are lots of sites about cultural misunderstandings e.g. http://faculty.css.edu/dswenson/web/335ARTIC/CULTCOM.M.HTM</p> <p>OR</p> <p>http://www.adventistvolunteers.org/GettingReady/culturalMisunderstandings.htm</p>	<p>Pandya and Chispa could be adapted if necessary for cultural reasons.</p> <p>You and your students could talk about your own travel experiences or interactions with visitors from other cultures.</p>

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Week 2	Understanding culture shock and cultural misunderstanding. What can we do?	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be introduced to the concept of 'culture shock' <input type="checkbox"/> Brainstorm a range of possible additional products for a 'Not so Lonely Planet Guide' to support intercultural tourism in your local area. E.g. telling people how to dress or behave in particular situations. <input type="checkbox"/> Will be encourage to be creative e.g. they could produce radio skits or ads; comic strip scenarios; videoed role-plays; hint cards for visitors ... Use humour! <input type="checkbox"/> Share ideas with their partner class <p>How to begin? Have your students write a definition and compare with the Wikipedia definition.</p> <p>Bring tourist books and brochures into class, including some Lonely Planet guidebooks.</p> <p>Give your students time to look through them.</p> <p>Discuss with your students Discuss what your students think about the books and brochures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What information is included? <input type="checkbox"/> What information is missing? <input type="checkbox"/> How helpful is this information? 	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer with internet access <input type="checkbox"/> Programs like Inspiration to record ideas <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brochures <input type="checkbox"/> Books <input type="checkbox"/> Paper 	Culture shock http://en.wikipedia.org/wiki/Culture_shock	<p>Tourist bureau sites. Lonely Planet http://www.lonelyplanet.com/</p> <p>Inspiration® http://www.inspiration.com/</p> <p>Kidspiration® http://www.inspiration.com/Kidspiration</p>	<p>Focus on everyday things like knowing what to do when meeting people; being invited to a meal; giving a gift.</p> <p>If required, students could prepare information about local important sites (in addition to cultural materials).</p>

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Week 3	Planning our products	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan their work for the week. <p>What do we do next? Consider all the ideas that both classes have come up with.</p> <p>Assign jobs to individuals, pairs or small groups of students.</p> <p>Prepare an 'action plan' for checking by SMT and yourself, the teacher.</p> <p>Work with your SMT to establish processes and timelines to manage access to ICT and non-ICT resources.</p> <p>Get started Your students need to spend some time this week planning for the development of their product so that next week is a very productive one.</p>	<p>ICT Options :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Podcasts <input type="checkbox"/> Pamphlets <input type="checkbox"/> Posters <input type="checkbox"/> Postcards <input type="checkbox"/> Web pages <input type="checkbox"/> Action Plan can be done on computer using Word of Inspiration <p>Non ICT Option:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Action Plan can be done 			<p>A Student Management Team (SMT) can lead a discussion around what things should be included in their Not So Lonely Planet Guide.</p> <p>The SMT can take on the role of the editorial team.</p> <p>A huge range of products is possible both online and offline.</p> <p>An editorial team could be selected to edit others work and put together a single class Guide if desired.</p>

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Week 4	Creating your products	<p>In week 4, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin working on their projects. With support from you and the SMT or editorial team, as needed. <p>What needs to be done? If your students complete one product, they can work on another, join the editing team (or SMT) or design some advertising or cover design / illustrations for their 'Not so Lonely Planet Guide'.</p> <p>Recording their progress Your students could record their progress on a class chart or individual journal.</p> <p>They could also share draft or finished pieces in classroom displays, and share drafts through the Wikispace to ask for feedback or advice from their partner class if appropriate.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital camera or video <input type="checkbox"/> Audio recording e.g. Players <input type="checkbox"/> Cartoon creating sites <input type="checkbox"/> Scanners <input type="checkbox"/> Word processing of pamphlets and brochures <p>Non ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drawing <input type="checkbox"/> Cartooning <input type="checkbox"/> Writing 		<p>http://www.wikihow.com/Create-a-Comic-Strip</p> <p>ArtRage® http://www.ambientdesign.com/</p> <p>KidPix® www.kidpix.com</p>	<p>A range of digital products may be linked to the school website or be shared through the Wikispace, DVD or on CD-ROM.</p> <p>Non-digital products could be posted or scanned and shared through the Wikispace.</p>

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Week 5	Creating your products (continued ... this could take some extra weeks depending on product choice)	As for week 4.				<p>The number of weeks spent on this activity will depend on your timeline, student enthusiasm and the detail of the products they want to develop.</p> <p>Take as long as you and your students need to create an excellent product at the end.</p>

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Week 6	Product trials ... How well did we do?	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate their own products and those produced by their partner class. <p>How do the products vary? Looking at each other's Not So Lonely Planet Guide products, ask your students to list the cultural similarities and differences that they see.</p> <p>This could be done using a Venn Diagram (you can find an example of a Venn Diagram in the Resources section).</p> <p>What needs to be covered in the discussion Discuss (in class and/or through the Wikispace): <i>What would our partner class find most different or challenging if they visited us? And vice versa?</i></p> <p>Focus your discussions on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does culture influence behaviour? <input type="checkbox"/> What should people consider when interacting with others from different cultures? <input type="checkbox"/> Is cultural diversity a good thing? Why or why not? 		Venn Diagram http://www.globaleducation.edna.edu.au/globaled/go/pid/1833	Graphic organisers http://www.eduplace.com/graphicorganizer/ http://www.enchantedlearning.com/graphicorganizers/KWHL/	<p>It may be possible to publish some of the materials that students create, including their intercultural scenarios, in a real-life situation e.g. through tourist bureau sites or even the real Lonely Planet website!</p> <p>Possible extension activity: Have each class draw up multiple choice or true / false questions for an 'intercultural understanding' quiz to be shared in the Wikispace, so that students can test their understanding.</p>
Outcomes/ Outputs	<ul style="list-style-type: none"> <input type="checkbox"/> Students will understand how culture influences behaviour and how cultural misunderstandings may arise. They will better understand similarities and differences between our two cultures. <input type="checkbox"/> Products will include a range of tourist information products in the form of <i>Not So Lonely Planet Guides</i> (ICT or non-ICT). These may have potential to be published or shared in real-life contexts. 					