

# BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	<b>People Patterns</b>
Summary / overview	In this collaboration activity, partner school students share the things that they do outside school time, including leisure activities; and compare with their partner class. Through this project they will create a collage and writing to communicate what they do outside school time.
Theme(s)	Leisure / culture
Objective(s)	Through this collaboration activity your students will: <ol style="list-style-type: none"> <li>1. Produce a collage and writing to communicate the things that they do outside school, including their leisure activities</li> <li>2. View and read about after-school activities in the lives of their partner class and compare with their own</li> </ol>
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	Studies of Society and the Environment (History and Geography); English (Writing, Reading); The Arts (Visual Art)
Duration	4 weeks

## Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	Tuning in... What activities are important to us? What is a collage?	<p>In Week 1, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to explore the types of activities they each enjoy doing outside of school</li> <li><input type="checkbox"/> Develop a shared understanding of what is meant by a collage</li> </ul> <p><b>Think, Pair, Share</b> Begin by asking your students to silently list all the things that they like doing outside school. Then, encourage them to share with a partner, and then each pair share with another pair.</p> <p>Allow your students to update their lists if necessary.</p> <p><b>Sharing with your partners</b> Explain to your students that they are going to share their leisure activities and how they feel about them with their partner class – and find out that same information in return. They can use any medium, but it would be best to try and stay as visual as possible, so try using a mixture of montage/collage and writing.</p> <p><b>Getting the definition right</b> Share the definition of a collage/montage and do a Google image search to show some examples.</p> <p>Make sure your students know that they can collect any magazines, newspapers, photographs or information that will help them begin next week.</p> <p><b>Next week</b> Start creating the collage or montage.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Computer dictionaries to share the definition of collage or montage</li> <li><input type="checkbox"/> Use a search engine such as Google images to search on printed collage examples</li> <li><input type="checkbox"/> Datashow or Interactive Whiteboard could be used to display collages</li> </ul> <p>Non ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Books showing collage examples</li> <li><input type="checkbox"/> Dictionary</li> </ul>		<p>Wikipedia definition of collage <a href="http://en.wikipedia.org/wiki/Collage">http://en.wikipedia.org/wiki/Collage</a></p> <p>Google image search for 'collage'. <a href="http://images.google.com.au/images?hl=en&amp;q=collage&amp;btnG=Search+Images&amp;qbv=2">http://images.google.com.au/images?hl=en&amp;q=collage&amp;btnG=Search+Images&amp;qbv=2</a></p> <p>Global collages <a href="http://www.globalcollage.com/fresh_start/collage_index.html">http://www.globalcollage.com/fresh_start/collage_index.html</a></p>	<p>Collect your students' lists of leisure activities for next week.</p> <p>Students may use ICT to create digital collages, but collections of materials will still help them with their artwork and writing.</p> <p>Encourage your students to spend the time between now and next week thinking about and planning, informally, their collage.</p>

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Weeks 2 and 3	Creating a collage and writing about leisure activities	<p>In weeks 2 and 3, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create their collages and write a personal account to explain their collage</li> </ul> <p><b>Begin the collage/montage by</b> Giving your students their list of leisure activities and ask them to star the most important or most enjoyable ones. They will need to choose images to represent each of the activities they do.</p> <p><b>Ask your students</b> How could they indicate which activities are more important to them in the collage? List the ideas on the board and discuss. (Answers include the size, number, colour or position of the image).</p> <p><b>Explain to your students</b> When they are ready to start assembling, they should first share their collage with at least one student and with you, to ask for feedback. Consider:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How effective is the collage artistically?</li> <li><input type="checkbox"/> Can you 'read' the collage to see what leisure activities are represented and which ones are most important?</li> </ul> <p><b>What do we do next?</b> Ask your students if they would like to make any changes after hearing the feedback; if so make those changes.</p> <p><b>What needs to be done?</b> When finished, your students should write a personal statement to explain their work and their leisure activities by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introducing themselves</li> <li><input type="checkbox"/> Explaining their artistic decisions e.g. symbols, colours, placement used</li> <li><input type="checkbox"/> Explaining how they feel about their leisure activities</li> </ul>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Digital cameras may be useful to provide images which can be used in either digital or paper-based collages</li> <li><input type="checkbox"/> Drawing software can be used to create digital artworks e.g. ArtRage®, KidPix®</li> </ul> <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Backing paper or card</li> <li><input type="checkbox"/> Scissors</li> <li><input type="checkbox"/> Magazines</li> <li><input type="checkbox"/> Newspapers</li> <li><input type="checkbox"/> Materials</li> <li><input type="checkbox"/> Pencils</li> <li><input type="checkbox"/> Paints</li> <li><input type="checkbox"/> Inks</li> <li><input type="checkbox"/> Glue</li> </ul> <p>Writing can be done on computer or paper.</p>		<p>ArtRage® <a href="http://www.ambientdesign.com/sign.com/">http://www.ambientdesign.com/sign.com/</a></p> <p>KidPix® <a href="http://www.kidpix.com">www.kidpix.com</a></p>	<p>Explain to students that the images they choose need to be arranged in the most effective way. If they are creating paper-based collages, they should not glue anything down until all is ready.</p> <p>Encourage creativity and experimentation.</p>

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Week 4	Sharing with the partner class	<p>In week 4 your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share the collages/montages with your partner class</li> </ul> <p><b>Explain to your students</b> That the collages are going to be shared first, to allow each class to try to interpret them before they read the personal statements.</p> <p><b>Think, Pair, Share</b> Allocate each student one partner collage to review, recording their ideas on the proforma provided.</p> <p>Your students can review as many collages as they wish.</p> <p>Where students have reviewed the same collage as someone else, ask your students to compare interpretations.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Do we all 'see' the same things?</li> <li><input type="checkbox"/> Why might our interpretations differ?</li> </ul> <p><b>Ask your students</b> To nominate three collages they think are most effective and say why. Discuss.</p>	<p>ICT Options: Digital collages can be shared by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uploading to the 'Image album'</li> <li><input type="checkbox"/> Emailed as attachments</li> <li><input type="checkbox"/> Burning onto CD-ROM and posted</li> </ul> <p>Share paper collage by;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scanning and emailing</li> </ul> <p>Non ICT Options: Paper collages can be shared by:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Posting to partner school</li> </ul>	CollageReview_ActivitySheet.pdf		Your students can work in pairs or small groups, with a focus on providing constructive feedback and criticism.

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Week 5	Read all about it	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be given personal statements from their partner class and asked to match it to a collage/montage</li> </ul> <p><b>How to complete this activity</b> You could do this a number of ways:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> allocate one collage and personal statement to each student, or</li> <li><input type="checkbox"/> withhold the name of the collage makers and see if your students can match the personal statements to the collages.</li> </ul> <p>It is important that you give your students time to read and view as many statements as possible.</p> <p><b>Making comparisons</b> Your students need to make comparisons taking the following into consideration:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Overall, what are the similarities and differences in leisure activities for Australian and Indonesian students?</li> <li><input type="checkbox"/> What might cause these similarities and differences?</li> <li><input type="checkbox"/> If you went to the partner school, which leisure activities you would like to try, and why?</li> </ul> <p>Share your ideas with your partner school.</p>	<p>ICT Options: The personal statements could be shared through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> <li><input type="checkbox"/> Image album</li> <li><input type="checkbox"/> Printed</li> </ul> <p>Ideas can be shared through:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Wiki</li> <li><input type="checkbox"/> Skype</li> <li><input type="checkbox"/> Text messaging</li> <li><input type="checkbox"/> Email</li> </ul> <p>Non ICT Option:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post original hard copies</li> </ul>			<p>Consider sharing your own and your partner class's collages and associated writing in some way with your school community.</p> <p>E.g. At assembly, on the school intranet; or as a display.</p>
Outcomes/ Outputs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will find out about similarities and differences in Indonesian and Australian students' leisure activities.</li> <li><input type="checkbox"/> Outputs will include collage images and personal written statements about leisure activities.</li> </ul>					