

BRIDGE

AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	The Cooking Show
Summary / overview	This collaboration activity focuses on traditional foods of the respective countries involved. Partner school students will be required to make their own cooking shows.
Theme(s)	Food / culture / writing
Objective(s)	<p>Through this collaboration activity, partner schools and students will:</p> <ol style="list-style-type: none"> 1. Develop an awareness of the different traditional foods of Australia and Indonesia 2. Identify film techniques and the ability to reproduce film techniques relevant to the task 3. Develop the ability to work more productively in a group and follow instructions relevant to food and food handling 4. Understand Procedural Writing
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading, Writing, Speaking and Listening), Languages Other Than English, Food Technology, Information and Communication Technology (ICT)
Duration	8 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	Traditional Foods: What makes food traditional to a country?	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore the traditional foods of yours and your partner school's country <p>Brainstorm to start Brainstorm the traditional foods of your students' country. Make a long list on the board.</p> <p>What do we mean by <i>traditional</i>? Discuss with your students what makes a particular food 'traditional'.</p> <p>Create a list of criteria.</p> <p>Here are some ideas to get you started:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The ingredients available in the area <input type="checkbox"/> The ways in which the food is cooked <input type="checkbox"/> The lifestyle of the country (this includes customs and traditions) <input type="checkbox"/> The significance around the particular food - Is it used in a particular ritual? <p>Homework task before next week Encourage your students to consider their favourite traditional food and to find a recipe.</p> <p>They will need to write a brief explanation as to why the recipe is their favourite traditional food (e.g. a special recipe passed down from grandmother).</p> <p>Ask your students to post the recipe and their brief explanation on the shared Wikispace.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace 			<p>When brainstorming and creating 'lists', you could also get your students to post these ideas on the Wikispace if you have easy access.</p>

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Week 2	Recipe Book	<p>In week 2, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on collating the recipes they have collected during last week's activity and for homework <p>Sharing the recipes Once your students have decided on their traditional food and have a recipe for it, they should share this with the class.</p> <p>You may find some interesting and entertaining discussion will emerge as the stories around the food emerge.</p> <p>These stories should accompany the recipes in the collated hard copy or digital recipe book.</p> <p>Get your Student Management Team (SMT) to lead the process If you have an SMT, now is a good time to start them leading the work in your classroom.</p> <p>Start by Allocating roles within the SMT (more than one student can perform each role):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will be the BRIDGE Project coordinators? <input type="checkbox"/> Who will ensure that activities are completed? <input type="checkbox"/> Who will report back to you and the class? <p>Allocate some planning time to the SMT.</p> <p>Tell them what is required in this (or other) collaboration activities and ask them how they would like to lead the activities. In this case, the activity requires your students to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write their own recipes with a brief explanation as to why they chose it as their favourite food <input type="checkbox"/> Collate all the class recipes into a recipe book (online, electronically or in hard copy) <input type="checkbox"/> Send these or post them onto the Wikispace so the recipe books can be shared with your partner school <p>What's next? In a couple of weeks, students from your class and your partner class will be performing their own 'Cooking Shows' using the recipes collated in these recipe books.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computers <input type="checkbox"/> Internet required <input type="checkbox"/> Wikispace <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper, pens, pencils 			<p>The recipes may need to be translated.</p> <p>This activity may take longer than one week. The length of time will be dependent on your access to technology, student enthusiasm and your other class work.</p> <p>Whether or not the recipes need to be translated is completely up to you and your partner school teacher.</p> <p>If you decide on translating, ensure that the translations are clear and accurate.</p> <p>Using students as leaders in projects helps to take the pressure off you, but also helps to keep the work student-focused and student-driven. You will find more detail on SMTs in the BRIDGE Participants Guide.</p>

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Week 3	What about Cooking Shows?	<p>In week 3, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aim to identify features, language and film techniques that are used in the 'Cooking Shows' in each partner school's country <p>What to look for Once you have brainstormed with your students the cooking shows they know about, discuss with them what they need to look for when watching samples of these shows.</p> <p>Features to look for include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Camera shots <input type="checkbox"/> Inclusion of music <input type="checkbox"/> What is shown and <input type="checkbox"/> What they think might be cut out <input type="checkbox"/> The language that is used by the presenter <input type="checkbox"/> How the explanations are given <input type="checkbox"/> Use of humour <p>What do your students do next? As they are watching the sample shows, your students need to begin thinking how they would like to portray their own show.</p> <p>They will also need to work together (or with the SMT if you have one), to decide how they will present the show.</p> <p>Will it be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Videotaped? <input type="checkbox"/> Photographed? <input type="checkbox"/> Written as a storyboard if they don't have access to technology? <p>Next week... Next week is planning, so your students need to have some idea of what they would like to do and how they would like to present it.</p>		<p>A cooking show needs to be taped from the TV to show the students.</p> <p>Australian Cooking shows you might look at are: 1. <i>Huey's cooking adventures</i> 2. <i>The Cook and the Chef</i></p> <p>Indonesian Cooking Shows you might look at are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Khasanah Kulinar</i> <input type="checkbox"/> <i>Momosak Gersama</i> <input type="checkbox"/> <i>Selera Nusantara</i> 		<p>Spending this week reviewing Cooking Shows also allows time for any hard copy recipe books to be sent and to arrive if sent by 'snail mail'.</p>

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Week 4	Cooking Shows Planning #1	<p>In week 4, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Form groups to develop their cooking show <p>Groups choose their recipe Each student group needs to choose which recipe from the Recipe Book they would like to cook. Your students might even choose a recipe from their partner school.</p> <p>Drawing on from last week's activity, your students need to plan how they will film or record their cooking show.</p> <p>How long? The Cooking Show is a short one and shouldn't go for more than 3 minutes!</p> <p>Begin the script Every good show needs a plan.</p> <p>Your students will need to work together to plan their show, to allocate tasks.</p> <p>Encourage your students to decide upon who will be:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the director <input type="checkbox"/> camera person <input type="checkbox"/> actor(s) <input type="checkbox"/> script writer(s) etc <p>The next important step is writing the script: give your students time to start this and ask them to report back on their progress at the end of the class.</p> <p>What's next? Encourage your students to continue discussing the show in between this week and next week's activities so that they come to next week's session ready and prepared to go.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer for writing scripts <input type="checkbox"/> Internet access <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collated recipe books <input type="checkbox"/> Paper and pens for writing scripts 			<p>It is up to you how you form your student groups. However, try to incorporate a mixture of abilities and learning styles and ensure that students understand what is expected of them, the timeline in which they are to complete the tasks and how they will be assessed.</p> <p>When choosing their recipe, please note that students need to consider if they are able to access some of the ingredients and how long the actual cooking would take.</p>

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Week 5	Cooking Shows Planning #2	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have time for further planning and may also begin filming <p>If some groups are ready to film, then they should use this time to do so.</p> <p>Allowing appropriate space for filming Your students might like to do an 'outside' or on-location shoot.</p> <p>They will need to consider:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Camera shots <input type="checkbox"/> Sound <input type="checkbox"/> Lighting 	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital camera <input type="checkbox"/> Video camera 			<p>If your students are planning to film a different location – other than your classroom – ensure you have the necessary permissions from both your school and parents to do so.</p>
Week 6	Cooking Shows Filming	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin filming or taking photos for their cooking shows <p>What method? Your student groups should already have decided what will be shown, how it will be recorded and where it will be done.</p> <p>This is the first step in recording the show.</p> <p>Your students may not complete the show this week, but all groups should be well into their performances by the end of this activity.</p> <p>See previous week for comments on location of shoot.)</p>				<p>Please note that this could be a difficult logistic exercise. It could also be completed outside of school hours where the students do the cooking and filming at home.</p>

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Week 7	Cooking Shows Editing	<p>In week 7, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work together in their groups to refine and edit their show <p>They need to be working together to create the final product.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computers may be required <input type="checkbox"/> Software such as Movie Maker or Photo Story 			The amount of time needed for editing and refinement is dependent on the amount of detail your students might want to inject into their show.
Week 8	Sharing Cooking Shows	<p>In week 8, your students will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> If possible, and access for both partner schools allows it, peer-assess the shows from the opposite country. This will involve placing the Cooking Shows on the shared Wikispace <p>Reflection Spend some time with your students reflecting on what they have learned about traditional foods and how they differ in each country.</p> <p>They may be spurred on to try new foods they didn't even know existed before!</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wikispace 			It is a good idea to discuss with your students how they might assess and feed back to their partner school students.
Outcomes/ Outputs	<ul style="list-style-type: none"> <input type="checkbox"/> Students will produce a recipe book and cooking show 					