Title	Getting Started
Summary / overview	This is the first collaboration activity every school in the BRIDGE Project should undertake. It involves setting the project up at school and then embarking on the first round of activities with your partner school.
Theme(s)	Establishing your relationship with your partner school.
Objective(s)	Through the Getting Started activities partner schools will: 1. establish the ground rules for acceptable behaviour and safe and ethical use of technology with their students and inform colleagues within your school about the project 2. build on prior knowledge and introduce students to their partner school and 3. begin collaborating and sharing information about each other.

Organisational details

Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading and Writing), Information and Communications Technology (ICT), Studies of Society and the Environment (History and Geography), Arts
Duration	7 – 8 weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
Week 1	Setting the ground rules	Partnering with an international school is an exciting opportunity! **First phase** This is the first and very important phase of your BRIDGE Project relationship and it's about setting the ground rules for your continuing relationship as well as developing an understanding of your partner school's context and requirements. As you near the end of this *Getting Started* Collaboration Activity (in weeks 6 – 8), work together with your partner school colleague to decide the next collaborative activity you'll work on. **Spread the word** Now that you're part of the BRIDGE Project, share your enthusiasm with other staff and your students and try to gain ownership and understanding within your school. Try not to go it alone. In the next phase of the project, another staff member at your school will come on board anyway, so talk with your colleagues and encourage them to join with you as soon as they can. Identify the class(es) you will work with in the collaboration activity. Interest will be infectious. Publicise your involvement and keep people updated on developments.			http://www.bridge.edu.au	Privacy is a crucial issue to consider at all stages of your project participation. It's also important to keep the wider school community, especially school leaders, other teachers and parents informed throughout. This will help to allay any fears or concerns people might have and also help to share and celebrate the great work you'll be doing!

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Week 2	Getting the parent community on board	Soon after you start, make sure that the parents of your students are informed about your class' participation in the BRIDGE Project. **Informing your parent community** This can be done through informal discussions with parents, a notice in a prominent area in the school, a letter that goes home or an article in the school newsletter or on the school website. Outline the type of information that will be shared with the partner school such as student work (stories, letters, photographs, art work, audio and video recordings), which may include basic information about the students and their families. If anyone is feeling uncomfortable about their child being involved in the project, spend some time with them allaying their fears. Here is a sample start to a letter: *Our school has been selected to be involved in the BRIDGE Project. This will involve our school developing a relationship with an <Australian / Indonesian> school and will involve our students and teachers <insert class details> communicating with each other and collaborating on some projects.* *Our partner school is <insert school name and a short description of the school such as its location, size and languages spoken there>. This is an exciting opportunity for our students to connect with students from <Australia/Indonesia>.* *Our participation will involve…..<provide details>.*				It's also a good time to get your parents to sign any permission forms that will allow you to use work samples, writing and images of their children in your projects and on the BRIDGE website.

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Week 3	What do you know and what can you find out?	Introduce the BRIDGE Project to your students, explaining the exciting opportunities the project offers to establish relationships and work with students in your partner school.
		
		Work with your students to find out as much information as you can about the country, region, city, language and culture of your partner school.
		
		Group brainstorming
		Spend some time brainstorming together and then follow up with more detailed group work.
		
		Think about breaking your students into small groups and allocating or asking them to select an area of interest.
		
		Areas could include:
		    Culture (language(s), dance, music, art, performing arts)
		    Sports
		    Geography
		    History
		    Government
		
		Creating a display
		Create a section of your classroom or a noticeboard in the school that can be devoted to this student discovery. Give your students the opportunity to present their findings visually and to display these for the rest of the class or school to see.
		
		As your partnership progresses, you can add artefacts to the display and create new displays focused on activities you share together that demonstrate new and developing understandings of each other.
				See Sample KWL Chart GettingStartedKnowWhatLearn_Activity.pdf on BRIDGE website		Work with your students to explore their prior knowledge about the country and identify the things they would like to learn.
						
						You could use various strategies like a KWL (What I Know, What I Want to Know, What I have Learned) graphic organiser to do this. See sample KWL Chart.

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Week 4	Etiquette and Netiquette	Communicating with others, whether using snail mail or electronic media, has rules and behavioural expectations. It will be important for you to establish guidelines for acceptable behaviour for your students in their communication with their partner school or buddy. Outline your expectations clearly, or even negotiate a set of expectations with them and publicise these around the classroom, so that your students clearly understand how they should treat each other. (Refer to the Etiquette and Netiquette Handout for more information.) **Safety and Ethical considerations when using the internet** Safe and ethical use of email and the internet in your classroom is a considerable concern for most teachers and often a worry for many parents. While we try to balance development of student responsibility and information literacy, we also need to ensure that we have strategies in place to deal with unacceptable use of these technologies. Issues of safety and acceptable usage need to be addressed before your students access the computers and in the initial stages of the developing your BRIDGE relationship. **Acceptable Use Policies** Your school, or another school in your area or region may already have Acceptable Use Policies (AUP) in place to outline the expectations of students using computers and sanctions for unacceptable usage. These sorts of policies cover issues of privacy and copyright, as well as the types of searches conducted, websites visited and email content sent and received. There are no quick or easy answers to deciding what is 'safe' and 'unsafe' for children communicating or collaborating internationally. As a teacher, you will need to use your professional judgement and exercise your own cultural awareness of what is acceptable and in line with your school's policy approach about how best to handle these issues for your own students. If your school has an AUP, share it with your partner school and discuss how you might need to customise it to meet both schools' policy approaches. Signing an AUP will help your students to understand their rights and responsibilities that will influence their involvement in the BRIDGE Project.		*Etiquette and Netiquette handout* GettingStartedNetiquette_Resource.pdf *on BRIDGE website*		Students should use school or class email addresses rather than their own private email addresses. Students should not provide personal details such as their home address. It is important that your students are aware that communication with their BRIDGE partner should not include inappropriate or illegal content or inaccurate and misleading information. If you are publishing any student work, comments or ideas, ensure that you are always aware of privacy and avoid publicising yours or your students' personal details. Under Copyright laws, children own their own work.

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Week 5	Getting Started: the first task for you and your partner school	**Wikispace autobiographies** Pair up your students and ask them to begin by writing short, snappy autobiographies which include information like their age, gender, family, cultural background, nickname, interests, hobbies, sports, music preferences and a few funny stories. These autobiographies could be posted on the Wikispace. Ask their partner to review the writing before it even goes to the Student Management Team (SMT) – if you have one (see the *Getting Started* checklist). Then, it's time to type it up or redraft it so it is ready for sending off (or posting online). The autobiographies can be merged together into one word document, which can easily be printed off and mailed or attached in an opening email. **What happens next?** The aim may then be for you and your partner colleague to link up or buddy students with similar interests (or who sound like they might benefit from being linked with a particular student etc). The following weeks have suggested beginning activities to undertake with your partner school.	Wikispace Email Hard copy letters sent to each other via snail mail	*Getting Started Checklist* GettingStartedCheckliskk_Resource.pdf *on BRIDGE website*		When you send or receive emails or attachments such as presentations or images, ensure you have up to date virus protection software as viruses can easily be passed on by email. Monitor your students' use of the technology by reviewing their input yourself or establishing a class Student Management Team (SMT). You may even consider using filtering software. All correspondence between your schools needs to reflect cultural awareness, respect and appreciation.

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Weeks 6 - 8	Get creative, get connected	**Synchronous or asynchronous?** Over the next few weeks, allow the creative juices to flow! The types of activities you can undertake with your classes are only restricted by your imagination and the communication tools to which you and your partner school have access. These activities can occur synchronously or asynchronously. When communication is asynchronous it does not occur in real time (right here, right now): there is a delay in receipt of and response to communications. Wikis, discussion boards, emails, weblogs, hardcopy snail mail are generally asynchronous. When communication is synchronous it occurs in real time: texting/SMSing, live chat, organised live streamed video, some chat room messaging, videoconferences and teleconferences are all synchronous. Your ability to undertake activities, which are synchronous or asynchronous, will depend on your access and your partner school's access to the different communication technologies as well as the time zone differences of your partner school (there is a ~4 hour time zone difference between Indonesian and Australian schools). Your students could even SMS each other with questions and tabulate the responses in graph form. **Developing understanding** To help you in your planning, why not suggest that your students ask their partner school and write about: Where they live and what they do on the weekend; Their families and pets; Their favourite foods, sports, books or movies; Their hopes for the future – tertiary education, a career, etc; or, Key attractions in their community– the beach, the mountains, volcanoes etc **Other ideas to get moving at school and together** You can choose to do as many of these activities as you and your partner teacher decides. You will also need to agree on the time you both want to dedicate to these activities before moving onto other collaborations.	Wikispace Texting/SMS on mobile phone Email Snail mail Chat		Go to the I*EARN, Oz projects and e-Twinning websites for more ideas: www.iearn.org http://ozprojects.edna.edu.au http://www.etwinning.net/	If your class is developing presentations which use images or text from other sources such as a third party, it is important that issues of copyright and intellectual property are considered. Always cite sources. **What's next?** Now that you're nearing the end of the *Getting Started* collaboration activity, work with your partner school colleague to check out what other collaborations are available on the BRIDGE Project website and see what interests you both the most! Sustaining long distance relationships needs commitment and care – so stick at it and good luck!

		Concentrate on making your shared Wikispace detailed and exciting Create a mural and post images of it in the image gallery or in your Wikispace Chronicle 24 hours of a day in a student life – using either digital images or narrative in your Wikispace Draw a picture of the view they see outside their window, scan and post it online Collate a *My School, My Country* kit and assemble souvenirs, postcards, maps, photos and writing from your school and post it to your partner school.				

Outcomes/ outputs	The products of this stage will depend on the tasks you undertake with your partner school. Try to ensure that the work you do has a focus that also involves your students producing something – whether it be on the Wikispace or in hard copy version.
	
	Early wins will keep them motivated and enthusiastic.
	
	Also:
	    Create a central display space for the BRIDGE Project
	    Involve parents and school leadership
	    Make your Wikispace exciting and dynamic