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# Section 1—Introducing *Snapshots*

## Aims

The section aims to:

- provide an opportunity for participants to reflect on current practice regarding the teaching of the studies of Asia in the junior and middle primary school in their state/territory/school
- introduce and examine the *Snapshots of Asia* series and demonstrate its usefulness in raising the profile of and introducing junior and middle primary school students to Australia's neighbouring Asian countries
- introduce three ways of planning curriculum units suggested in the *Snapshots of Asia: Teacher Guide*

## Introduction

The *Snapshots of Asia* series consists of six non-graded big books and a *Teacher Guide* which invite teachers and students to explore their current knowledge and extend their understandings of China, Indonesia, Japan, Korea, Thailand and Vietnam. They are designed specifically for use with junior and middle primary school students.

The big books in the *Snapshots of Asia* series provide a visual and textual 'snapshot' of each of the countries in an enlarged format so that teachers can introduce the information to students by reading and discussing the information together as a group. The *Snapshots Teacher Guide* provides additional information and suggestions for classroom activities relating to the text.

The *Snapshots of Asia* series can be used by teachers and students in a number of ways when planning curriculum units, specifically:

- selecting the country as a starting point
- selecting a topic as a starting point
- selecting skills and concepts as starting points.

## Planning for Delivery

Photocopy overheads

Prepare multiple copies of handouts

For the jigsaw activity, decide:

- whether participants will work individually, in pairs or small groups
- which teaching ideas will be considered
- which topics will be considered

## Expertise Required

Familiarity with *Snapshots of Asia* series including the *Teacher Guide*

- Resources Required
- Overhead projector and pens
  - Whiteboard and pens
  - Pens and paper
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- Adequate numbers of the *Snapshots of Asia* big books and the Teacher Guide

## **Bibliography**

Refer to Resource 1.6

## Delivering the Section

### 1. Introduction

Show OHT 1.1: ‘Workshop Aims’ and briefly outline the aims of the section.

### 2. Develop a Quiz

This is a non-threatening, collaborative and enjoyable way of introducing some country-specific information.

Ask participants to form pairs. Cut up list of countries on **Resource 1.1: ‘List of Countries for Quiz’**, fold them and put them in a bowl or envelope. Ask participants to select one of the countries featured in the *Snapshots of Asia* series: China, Indonesia, Japan, Korea, Thailand and Vietnam from the bowl or envelope and using the appropriate text, develop a quiz question. Record the question on the whiteboard. Find a new partner, pick a new country and then develop and record another question. Once all the questions have been written on the board, ask the whole group to answer the questions. Check responses. How would you introduce this type of activity to students?

**Resource 1.2: ‘Possible Quiz Questions’** contains some possible quiz questions and the answers.

### 3. Reflecting on Current Practice

Ask participants to reflect on current practice regarding the teaching of studies of Asia in the junior and middle primary school in their State/Territory/school by considering the questions on OHT 1.2: ‘Reflecting on Current Practice’.

Ask participants to share their responses. You may like to note them on a whiteboard. This should stimulate a discussion about the need for high quality non-stereotyped commercial materials and the reasons why studies of Asia may not traditionally have been taught to students at this level.

### 4. Introduction to the Big Books—Consider, Read and Brainstorm

Distribute **Resource 1.3: ‘Introduction to Snapshots’** and one of the big books to each pair. Before reading the text and the series, ask each pair to consider the questions relating to ‘Before Reading the Text/Series’ in view of the country featured in their text. Participants list their responses on **Resource 1.4: ‘Responses to Introduction to Snapshots’**.

Show OHT 1.3: ‘Text Features’. Allow participants time to read the books, considering their specific text features, then ask them to share the features they have identified. List participants’ responses on OHT 1.3.

Likely responses to the identifiable text features will include:

- the student caricature acting as a host for the book
- text boxes utilising a range of different informational text types
- fact files containing simple facts based on the various topics
- focus questions to initiate discussion of topics and reflect on students’ own experiences
- repetitive rhyming questions to focus on images
- supporting photographs, diagrams, designs, maps and illustrations.

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Note that for teachers to support students in reading the big books, it is important that they explain their structure. The incorporation of a range of factual text types, often on the same page, needs explicit explanation, as do the use of conventions such as index pages, technical terms and glossaries.

Encourage participants to familiarise themselves with a number of the big books. Show **OHT 1.4: 'Features of the *Snapshots of Asia series*'**, asking participants to consider the common features relating to the *Snapshots of Asia* series. List participants' responses on **OHT 1.4**.

Through this exercise it is envisaged that participants will learn that while each big book explores a single country, as a series the books:

- have a common set of topics
- use repetitive language, layout and common frameworks
- introduce students to a variety of informational text forms
- help students explore the connections between Asia and their own experiences
- provide a strong foundation for further inquiry and investigation.

(Alternatively, if participants are already familiar with the *Snapshots* texts, this 'Introduction to the Big Books' activity using **OHTs 1.3 and 1.4** could be suggested as a way of looking at the text features of the texts/series with teachers unfamiliar with the text.)

Having examined the text features of the big books, ask participants to consider the questions relating to After Reading the Text /Series on **Resource 1.4**.

Lead a discussion about the impact that reading a text can have on the reader's prior knowledge. As readers we bring a range of experiences, background knowledge and feelings to the text which may be confirmed, modified or challenged as a result of our reading. Teachers and students need to develop the understanding that they bring particular views of the world to the reading of texts and that these views are partial and evolving.

Explain that **Resource 1.3** contains questions which teachers can use with students to encourage a critical analysis of the texts.

Lead a discussion about the sorts of contextual understandings which may be embedded in the texts. List participants' responses on the whiteboard under the heading 'Contextual Understandings'.

All texts embody particular views of the world and students need to develop the skills to critically analyse the context in which texts are created.

Discussion points may include

- socio-economic groups portrayed and not portrayed
- how they are portrayed—both in written and visual form
- how the background of the authors, illustrators and photographers might impact on their contributions
- the constraints of the concept of a snapshot of a country.

Discussions with students would, naturally need to be age appropriate.

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Complete the discussion by asking what participants think are the most valuable features of the series and why. Participants may like to make a note of these ‘selling points’.

#### 5. **Introduction to the Teacher Guide—Three Ways of Planning**

Show **OHT 1.5: ‘Planning Approaches’** and describe the three methods of planning curriculum units described in the *Teacher Guide*.

The *Snapshots Teacher Guide* provides additional information for teachers and suggestions for classroom activities relating to the texts. It describes how the *Snapshots of Asia* series can be used in a number of ways when planning curriculum units. Teachers will make planning decisions based on their students’ learning needs and interests.

#### 6. **Generic Ideas from the Text and Beyond the Text—A Jigsaw**

The *Teacher Guide* contains generic teaching and learning ideas, some of which are a direct response to the text and others which take the learning beyond the text. The ideas can be used across all six books and can be adapted to suit different teaching and learning purposes.

Display **OHT 1.6: ‘Exploring Teaching Ideas’**, distribute **Resource 1.5: ‘Adapting Teaching Ideas’** and explain that in this jigsaw activity, participants will explore one of the generic teaching ideas in depth and then participate in a sharing session where their findings are exchanged, allowing the group to build up a larger picture of the possible uses of the ideas. Allocate a teaching idea, country and topic for exploration to each participant.

Ask participants to read the description of the specific teaching idea from the *Teacher Guide* and attempt to adapt the teaching idea to meet different teaching and learning purposes. Let them know that their responses will be shared with the group.

(Depending on the number of participants, workshop leaders may decide:

- that participants will work individually, in pairs or small groups
- to use further teaching ideas from the *Teacher Guide*
- to use other topics from the big books.)

Lead participants in a sharing session. They should be asked to describe the teaching idea and its application when planning a country specific study and a topic specific study from the *Snapshots of Asia* series. Participants are to be encouraged to take note of useful suggestions made by others.

Some of the teaching ideas will be more readily adapted to different uses than others. The activity is designed to encourage participants to think broadly about the use of the teaching ideas and to select activities which best suit their teaching purposes and their students’ learning needs.

#### 7. **Reflecting on State/Territory Curriculum Documents**

It may be appropriate to include a discussion with participants of the potential of the *Snapshots of Asia* series in supporting students to meet the learning outcomes from relevant State or Territory curriculum documents and the national benchmarks.

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## Workshop Aims

- **to provide an opportunity for participants to reflect on current practice regarding the teaching of the studies of Asia in the junior and middle primary school in their State/Territory/school**
- **to introduce and examine the *Snapshots of Asia* series and demonstrate its usefulness in raising the profile of and introducing junior and middle primary school students to Australia's neighbouring Asian countries**
- **to introduce three ways of planning curriculum units suggested in the *Snapshots of Asia* Teacher Guide**

## **Reflecting on Current Practice**

**How are the studies of Asia currently taught at the junior and middle primary level in your State/Territory/school?**

**What contemporary resources do teachers commonly use when teaching junior and middle primary school students about the studies of Asia?**

OHT 1.3

## **Text Features**

**What text features of the big book can you identify?**

OHT 1.4

## **Features of the *Snapshots of Asia* Series**

**What features do you identify which relate to the series?**

## **Planning Approaches**

**The three suggested methods of planning described in the *Teacher Guide* are:**

- **selecting the country as a starting point**
- **selecting a topic as a starting point**
- **selecting skills and concepts as starting points**

## Exploring Teaching Ideas

<b>Teaching Idea</b>	<b>Country</b>	<b>Topic</b>
That's a fact board (p 9)	China	Families
Text innovation (p 10)	Indonesia	Environment
What text is that? (p 10)	Japan	Celebrations
Travel brochures (p 12)	Korea	Transport
Word level activities (p 13)	Thailand	Cooking
Guest speakers/Letters (pp 13–14)	Vietnam	Leisure

## Resource 1.1

## List of Countries for Quiz

<b>China</b>	<b>China</b>
<b>Indonesia</b>	<b>Indonesia</b>
<b>Japan</b>	<b>Japan</b>
<b>Korea</b>	<b>Korea</b>
<b>Thailand</b>	<b>Thailand</b>
<b>Vietnam</b>	<b>Vietnam</b>

Resource 1.2

# Possible Quiz Questions

1. The currency in this country is called *won*. \_\_\_\_\_
2. This country adjoins Cambodia, Laos and China. \_\_\_\_\_
3. Where the people are the world's number one consumers of comic books. \_\_\_\_\_
4. Students in this country do eye massage exercises every day at school. \_\_\_\_\_
5. A country famous for water puppetry. \_\_\_\_\_
6. This country comprises over 13,000 islands. \_\_\_\_\_
7. The majority of the population of this country is Muslim. \_\_\_\_\_
8. A country where elephants are sometimes used for transport and hauling logs through forests. \_\_\_\_\_
9. The country that has the world's largest volcano. \_\_\_\_\_
10. The country where gun powder was first invented. \_\_\_\_\_
11. The country where T'aekwondo began over 2,000 years ago. \_\_\_\_\_
12. In this country the national anthem is played in cinemas at the start of every movie. \_\_\_\_\_

**Answers:**

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|------------|--------------|--------------|--------------|
| 1. Korea   | 4. China     | 7. Indonesia | 10. China    |
| 2. Vietnam | 5. Vietnam   | 8. Thailand  | 11. Korea    |
| 3. Japan   | 6. Indonesia | 9. Japan     | 12. Thailand |

### Resource 1.3

## Introduction to Snapshots

### Before Reading the Text

What do you know about this country?

Where did you learn this?

What are some of the common images of this country that you have seen?

Where might these images be seen?

Why do you think this series is called 'snapshots'?

How do you think this may affect what the authors have included/excluded from the texts?

### After Reading the Text

What new things have you learned?

Has this changed or challenged your previous knowledge?

Who/what is presented in the text?

Why do you think they have been included?

Who/what has been excluded?

Why do you think this may be so?

How do you think the fact that the authors are Australian has influenced the texts?

Who/what is in this picture?

What is this picture telling you?

How is this picture telling you this?

**Resource 1.4**

**Responses to Introduction to Snapshots**

**Before Reading the Text**

Things I know about \_\_\_\_\_

Where I learnt them

**Before Reading the Series**

Why do you think this series is called 'Snapshots'?

How do think this may affect what the authors have included/excluded from the texts?

**After Reading the Text**

How has reading the text changed or challenged your previous knowledge?

**After Reading the Series**

What decisions do you think the authors had to make when writing given that the texts are 'snapshots' of Asia?

**Resource 1.5**

**Adapting Teaching Ideas**

Read the description of a teaching idea in the *Teachers Guide* and adapt it:

- to make it specific to one of the countries in the series
- to make it specific to one of the topics in the series.

**Teaching Idea:**

Country Specific	Topic Specific

**Resource 1.6****Bibliography*****Access Asia: Primary Teaching and Learning Units 1996, Curriculum Corporation, Carlton, Victoria***

Includes a unit on animals in Asia relating to topic on the environment. 'Jataka Tales' contains further folk tales. Indonesian Wayang plays and anklung music relating to the arts. A general unit on chopsticks relates to cooking. The unit on Chinese New Year supports the topic on celebrations. 'Indonesia Counts' and 'Troy Starts School in Japan' have information on school. There are general topics on life in Japan and Korea and one on Korean folk games which relates to topic on leisure. While some of these units are written for upper primary students, teachers will use useful background information.

***Brewer, W (comp) 1995 Many Flowers, Curriculum Corporation, Carlton, Victoria***

Asian folk tales. Includes folk tales from Korea, Japan, China, Indonesia and Thailand.

***Hamston, J, Pigdon, K & Woolley, M 1995 To Market, Curriculum Corporation, Carlton, Victoria***

Includes case studies on Honey, a girl from Thailand, Yukiko, a girl from Japan and Tan, a boy from Vietnam. Includes information on cooking; shopping in different types of markets; the Japanese New Year and Vietnamese Tet celebrations; and transport used to get food to market.

***Hegarty, M & Stephens, M 1995 Images, Curriculum Corporation, Carlton, Victoria***

Includes information on performances in Indonesia, China, Thailand and Vietnam. Information on costumes from Indonesia, Japan, China, Thailand, Korea and Vietnam. Information on puppets from Indonesia, Vietnam and Japan.

Topic specific information relating to the arts, leisure and celebrations.

***Kiernan, J 1995 60°–170° East, Curriculum Corporation, Carlton, Victoria***

Includes wall map of Asia, regional map cards, challenge cards, a cities of Asia tour game and a teacher information brochure giving an overview of the historical, cultural and geographical nature of the Asian region. Includes some country specific information on all countries and investigates the topics including cities, trade, festivals and religion.

***Lewis, R 1997 Vietnam: Young People, Old Country, Curriculum Corporation, Carlton, Victoria***

A curriculum resource which explores families, places, celebrations, history, geography, economics and politics in contemporary Vietnam.

***Murdoch, K 1997 Classroom Connections, Strategies for Integrated Learning, Eleanor Curtain, Armadale, Victoria***

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Provides a repertoire of strategies designed to aid teachers in implementing an integrated curriculum.

**Watson, R 1995 *School's Out!* Curriculum Corporation, Carlton, Victoria**

Includes case studies about Madoka, a girl from Japan and Sarit, a boy from Thailand. Also information on leisure activities.

**Watson, R Asano, Y & Ward, D 1995 *Our Home*, Curriculum Corporation, Carlton, Victoria**

Includes information relating to families; the environment and architecture. Includes information on homes in Japan, Indonesia and Vietnam; water and recycling in China and an earthquake in Japan.