



**BRIDGE**  
AUSTRALIA-INDONESIA SCHOOL PARTNERSHIPS

Title	My Story, Your Story
Summary / overview	In this collaboration activity, partner school students will explore their own stories and work together to define folktale, legend and myth, retell popular stories and share with their partner class, identifying similar themes. The final output will be a co-authored story.
Theme(s)	Storytelling
Objective(s)	Through this collaboration activity, partner schools and students will: <ul style="list-style-type: none"> <li>1. Hear/read/see stories from another country/culture and collaboratively write a story</li> <li>2. Develop an understanding that stories from other cultures have similar themes</li> <li>3. Understand the difference between folktale, legend and myth and create their own stories</li> </ul>
Organisational details	
Languages	English / Bahasa Indonesia
Subject Area(s)	English (Reading, Writing, Speaking and Listening), Studies of Society and the Environment (History and Geography), Information and Communication Technologies (ICT)
Duration	6+ weeks

Project description

Week	Focus	Activity(ies) description	ICT / non ICT tools to support the collaboration	Resources	Useful links	Hints
<p>Week 1</p>	<p>Define and find</p>	<p>In week 1, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop an understanding of folktales and their place in cultural awareness and cohesion</li> </ul> <p><b>Start by....</b> Discussing with your students the meaning of the words <i>folktale, legend, fable, myth</i>.</p> <p>Brainstorm and agree upon an appropriate definition of each.</p> <p><b>Post on the wiki</b> Share these definitions with your partner school students using the shared Wikispace (or other ICTs as listed).</p> <p>The aim is to work towards a commonly agreed and understood definition.</p> <p><b>Find examples</b> Encourage your students to work together to find examples of these types of stories within their own culture.</p> <p>You can also use the library or Internet sources to find folktales, legends, and myths.</p> <p><b>What's next?</b> During the coming week, ask your students to think about the sorts of stories they've heard in their family and local community. They may like to interview a local storyteller or community elders etc to learn local stories and have some prepared for class next week.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> <li><input type="checkbox"/> SMS texting</li> <li><input type="checkbox"/> Telephone</li> <li><input type="checkbox"/> Email</li> <li><input type="checkbox"/> Shared web-based document</li> <li><input type="checkbox"/> Recording devices (such as MP3 players)</li> <li><input type="checkbox"/> Dictionary online</li> <li><input type="checkbox"/> Wikipedia</li> </ul> <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 'Snail mail'</li> <li><input type="checkbox"/> Local publications</li> <li><input type="checkbox"/> Dictionary</li> </ul>	<p>Online collaborative free mindmap tool <a href="http://www.mind42.com/">http://www.mind42.com/</a></p>	<p><a href="http://www.astronomy.pomona.edu/archeo/Other%20student%20web%20sites/Alex%20N%20Smith/aborigines/stories.htm">http://www.astronomy.pomona.edu/archeo/Other%20student%20web%20sites/Alex%20N%20Smith/aborigines/stories.htm</a></p> <p><a href="http://www.dreamtime.net.au/">http://www.dreamtime.net.au/</a></p> <p><a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a></p>	<p>Older/advanced students may benefit from an analysis of the structure and the characters of such stories. You could discuss the different text structures of the different genres.</p> <p>Local stories may need some translation to make them accessible to the partner class.</p> <p>The final output is a co-authored story that can then be published and made available to younger grades as a classroom resource.</p> <p>Students may choose to illustrate the story digitally or traditionally.</p>

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Weeks 2 - 4	Choose and share	<p>In weeks 2-4, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw on work they have completed in week 1 and in between the classes. This is a time for sharing stories.</li> </ul> <p><b>Sharing the stories within your class</b> Allow your students to share their stories with the class – either in small groups or with the whole class.</p> <p>As they share the story, the group will need to agree upon the definition of the genre of the story and identify the:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Theme</li> <li><input type="checkbox"/> Moral / lesson or social teaching</li> <li><input type="checkbox"/> The hero</li> <li><input type="checkbox"/> The villain</li> <li><input type="checkbox"/> The complication and</li> <li><input type="checkbox"/> The solution</li> </ul> <p><b>Sharing the stories with your partner class</b> The next step is to share these with your partner class.</p> <p>Your students can use whichever technologies are most appropriate, but try and get them to think outside the box.</p> <p>Their stories could be presented as:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Podcast audio plays</li> <li><input type="checkbox"/> Puppet shows filmed digitally</li> <li><input type="checkbox"/> Animations / claymations</li> <li><input type="checkbox"/> Hard copy picture books</li> <li><input type="checkbox"/> Large print books (for an audience of younger or lower literacy readers)</li> <li><input type="checkbox"/> Comic strip</li> <li><input type="checkbox"/> Comic book</li> <li><input type="checkbox"/> Powerpoint presentation etc</li> </ul> <p>Once your students have decided on the medium for their story, this will influence whether the story can be posted on the Wikispace or sent via 'snail mail' to your partner school.</p>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> <li><input type="checkbox"/> SMS texting</li> <li><input type="checkbox"/> Telephone</li> <li><input type="checkbox"/> Email,</li> <li><input type="checkbox"/> Shared web-based document</li> </ul> <p>Non-ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 'snail mail'</li> </ul>			<p>Remember, you will have already discussed and decided upon the most appropriate ICT communication methods with your partner school and this will inform how your students will share their stories with your partners.</p> <p>The length of time required for this particular activity will be dependent on the amount of time you have and the complexity of the story product your students want to create. If you have time, you could also explore <i>fairy tales</i> in each other's culture. You could also make this fun by getting your students to create their own <i>fractured fairytales</i> which parody the original story, such as <i>Elcerinda and the Hairy Frogmother</i>.</p> <p>However, if the students are going to do this, they will need to ensure they demonstrate appropriate cultural sensitivity and awareness.</p>

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Week 5	Analyse and compare	<p>In week 5, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read or share the stories from their partner class</li> </ul> <p>Over the past weeks your students would have worked feverishly to create their own story product.</p> <p>Finally, they will get to share their stories.</p> <p><b>Sharing the story</b> You will find your students are very excited when it's time for them to review each other's work!</p> <p><b>Focus</b> Let your students enjoy the moment and also encourage them to focus on the text (as this will help them further develop their critical literacy skills) by asking them to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the story type/genre</li> <li><input type="checkbox"/> Theme</li> <li><input type="checkbox"/> Moral / lesson or social teaching</li> <li><input type="checkbox"/> The hero</li> <li><input type="checkbox"/> The villain</li> <li><input type="checkbox"/> The complication and</li> <li><input type="checkbox"/> The solution</li> </ul> <p><b><i>Analysing similarities and differences</i></b> Once the stories have been reviewed, discuss with your students the similarities and differences that have emerged from sharing the stories.</p> <p>Create a page on the shared Wikispace to identify these similarities and differences and urge your students to discuss the reasons underlying this with their partner class.</p>	<p>ICT Option:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wikispace</li> </ul>			The method of sharing will depend on the communication method most appropriate to you.

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Week 6+	Your students as authors	<p>In week 6, your students will:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work individually, in pairs or small groups (either within your school or with their partner school students) to create their own stories</li> </ul> <p><b>Where do we start?</b> Ask your students to decide if they would like to work alone, in pairs or small groups (within your school or with partner students).</p> <p>Roles, timelines, deliverables need to be agreed upon within the group.</p> <p><b>Then, follow these steps.....</b> These steps will help to keep your students on track to producing an excellent outcome:</p> <ol style="list-style-type: none"> <li>1. Each group can identify the moral or social message they want to convey</li> <li>2. A story board or story plan needs to be completed: <ul style="list-style-type: none"> <li><input type="checkbox"/> Who are the audience? (the age of the audience will influence the way the language is used, and how the story is presented)</li> <li><input type="checkbox"/> Who are the characters?</li> <li><input type="checkbox"/> Where is the story set?</li> <li><input type="checkbox"/> What is the complication/puzzle/challenge that will take place?</li> <li><input type="checkbox"/> What is the resolution?</li> <li><input type="checkbox"/> What is the take home lesson?</li> </ul> </li> <li>3. The students then work together collaboratively to write the story</li> <li>4. The challenge is that the story needs to work and be understood in both partner communities, possibly without the need for cultural translation</li> <li>5. Publish this story in a format that allows its future use (for example by younger grades) – in any medium they choose (as per the earlier story)</li> </ol>	<p>ICT Options:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Try to use the Wikispace as a central point of collaboration and planning</li> </ul>			<p>Again, the amount of time you need to complete this activity is wholly dependent on your timetable and the enthusiasm and ideas of your students.</p> <p>Once the stories are completed, post them onto the Wikispace and encourage your students to provide constructive and friendly feedback on the stories.</p>
Outcomes/	Students will learn about Indonesian and Australian folk stories, myths and legends. Outputs will include:					

Outputs

- a range of collected stories, with identified themes, and co-authored stories which could be added to the *Building Bridges* Anthology