

JOURNAL OF THE ASIA EDUCATION
TEACHERS' ASSOCIATION



ASIA

Volume 45, No 3 September 2017



Celebrating 40 Years – Valuing cultural diversity and promoting
intercultural understanding in a networked world



Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

AETA Executive

President	Pauline Sheppard
Vice President	Ross Mackay
Secretary	Jenny Curtis
Treasurer	Judith Pilch
Editor	Diane Dunlop

AETA Committee Members

Dr Susan Bliss	Christine Cigana
Marcia Rouen	Jill Carroll
Sharon Moran	
Cec White - Advisor and Assistant to Executive (co-opted member)	

Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – www.aeta.org.au/journals.

Please send to:

The AETA Journal Editor
GPO Box 2393
Sydney NSW 2001

ISSN 1832-6870

© Copyright 2017

Material may be used for classroom use only, unless permission is granted by the Editor.

The copyright of individual authors remains with the author. If inadvertently we have breached copyright, we apologise.

Publication design and layout: Wallula Munro



ASIA

Journal of the Asia Education Teachers' Association

Volume 45, No 3 September 2017

<u>From the Editor's Desk.....</u>	<u>4</u>
<u>Visual Literacy - Emojis, Cartoons and Infographics [F - 12 Literacy], by Dr. Susan Bliss.....</u>	<u>5</u>
<u>Turkey - Literacy Based Lesson [Stage 3 English], by Chris Cigana, Killara High School.....</u>	<u>32</u>
<u>Luang Prabang - A World Heritage Case Study (The Value of Landscapes & Landforms) [Stage 4 Geography], by Ross Mackay - Goulburn High School.....</u>	<u>35</u>
<u>Media Literacy: Some Ideas and Strategies [Stages 2-6], by Dr. Jennifer Curtis.....</u>	<u>52</u>
<u>Visual Literacy in the Studies of Asia Using Picture Books [Stages 1 - 3], by Adrienne Haddow.....</u>	<u>61</u>
<u>Inferential Comprehension Reading for Students [Stages 3 - 6], by Chris Cigana - Killara High School.....</u>	<u>73</u>
<u>Tai Chi - Connecting Health, Mind and Body. PDHPE Strand 4: Lifelong Physical Activity [Stage 5 - Year 10], by Hannah Binks - Goulburn High School.....</u>	<u>83</u>
<u>Box or Bag: Wide Reading Report in English [Stage 2 - 4], by Chris Cigana - Killara High School.....</u>	<u>98</u>
<u>Literature Study on "Dragon Keeper" by Caroline Wilkinson [Stage 3 English], by Adrienne Haddow.....</u>	<u>100</u>



From the Editor's Desk

In the LITERACY STATEMENT for The Australian Curriculum it states, "Literacy encompasses the knowledge and skills students need to access, understand, analyze and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area."

All teachers are responsible for teaching the subject specific literacy of their learning area, they need a clear understanding of the literacy demands and opportunities of their learning area and need to use

appropriate literacy embedded in the teaching of the content and processes of that learning area.

This Journal, has as its focus: Literacy Across the Curriculum and includes units and programs in the subjects of English, Geography, History/ Architecture and P.D.H.P.E, for teaching about Asia. The Journal begins with an introductory unit by Dr. Susan Bliss on Visual Literacy in all its contemporary forms.

I would like to thank all of our regular contributors: Adrienne Haddow, Ross Mackay, Chris Cigana and Dr. Jennifer Curtis. This Journal sees the first contribution by Hannah Binks and we thank her for her excellent unit on Tai Chi.

On our web site there is a free Stage 2 Unit based on Historical Narrative.. an adventure book on the historical study of Emperor, Zheng He.



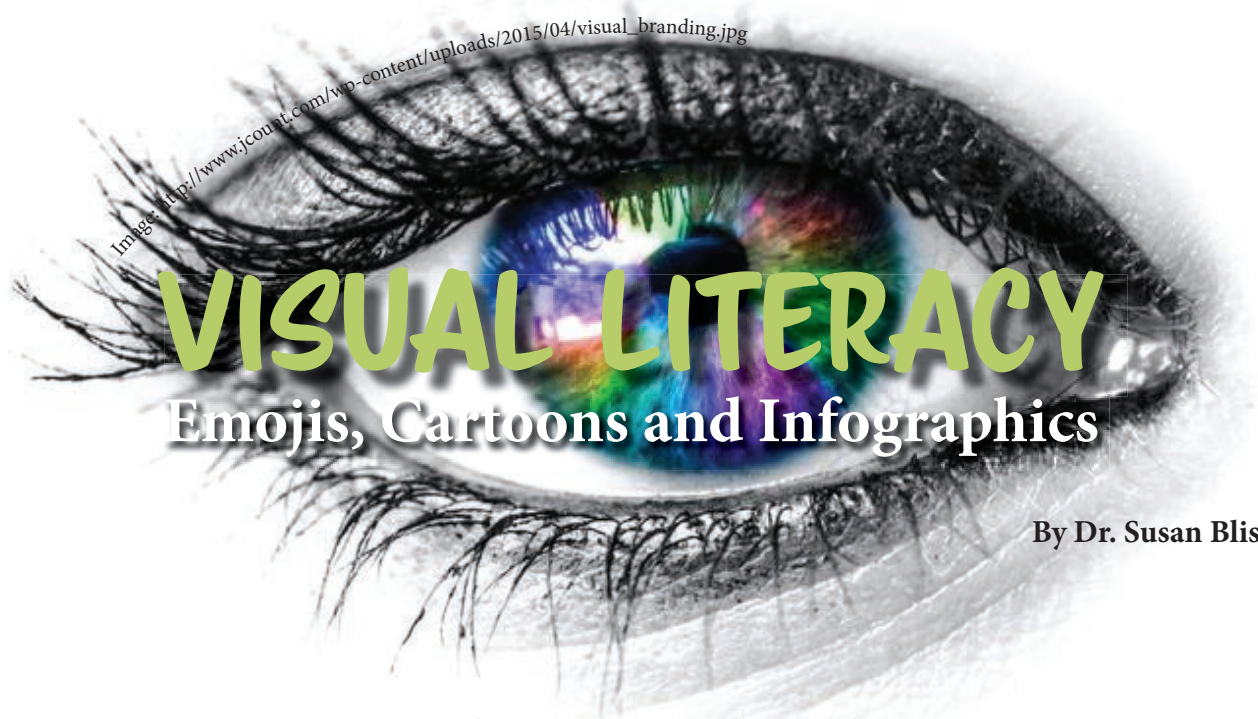
For some subjects, literacy is an obvious part of the learning regime but for others, it can be more challenging to integrate into the programs of the subject. In the N.S.W. Literacy K-12 Policy, it says "Literacy competence is central to achievement in all areas of learning as students progress through their schooling and into the workforce and personal life."

I hope that teachers will find these units useful for their classrooms.

Di Dunlop.

Valuing cultural diversity and promoting intercultural understanding in a networked world





By Dr. Susan Bliss

We live in a visual world.

The future belongs to the visually literate - may you be one of them!

Literacy, a key dimension of the Australian Curriculum, is classified as a **General Capability** to be integrated across learning areas F-12. '**Literacy** involves students listening to, reading, viewing, speaking, writing and creating oral, print, **visual** and **digital texts**.' (ACARA). The curriculum requires teachers to embrace visual literacy and **multimodal texts**, so students can understand how visual elements creates meaning. Multimodal texts are a combination of two or more communication modes such as print, visual image and spoken text, as in film, computer presentation or infographic.

Visual knowledge requires students' to understand how visual information contributes to meaning in texts, such as 'still' and 'moving' images (graphs, tables, maps, photographs, satellite imagery, diagrams and other graphic representations).

Australian Curriculum

Students should understand how visual elements create meaning by the end of the following years:

FOUNDATION	YEAR 2	YEAR 4	YEAR 6	YEAR 8	YEAR 10
Recognise different meanings of words and images in imaginative and informative texts	Describe how images add to, contradict or multiply the meanings of words in a text. Compare images with the accompanying texts	Identify the effects of choices in the construction of images, including framing and composition	Explain how analytical images such figures, diagrams tables, maps and graphs contribute to understanding factual information in texts	Analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements draw on and allude to other texts to enhance meaning	Evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light to achieve different nuances
e.g. Identify an object in a text in word and illustration	e.g. Identify added information provided by an image	e.g. Identify the relationship between elements in an image	e.g. Select a graph to present information	e.g. Explain the impact of an image	e.g. Identify the most effective image to include in a report

Source: <http://www.australiancurriculum.edu.au/GeneralCapabilities/Pdf/Literacy>

Why are humans visual learners?



Humans are visual learners because:

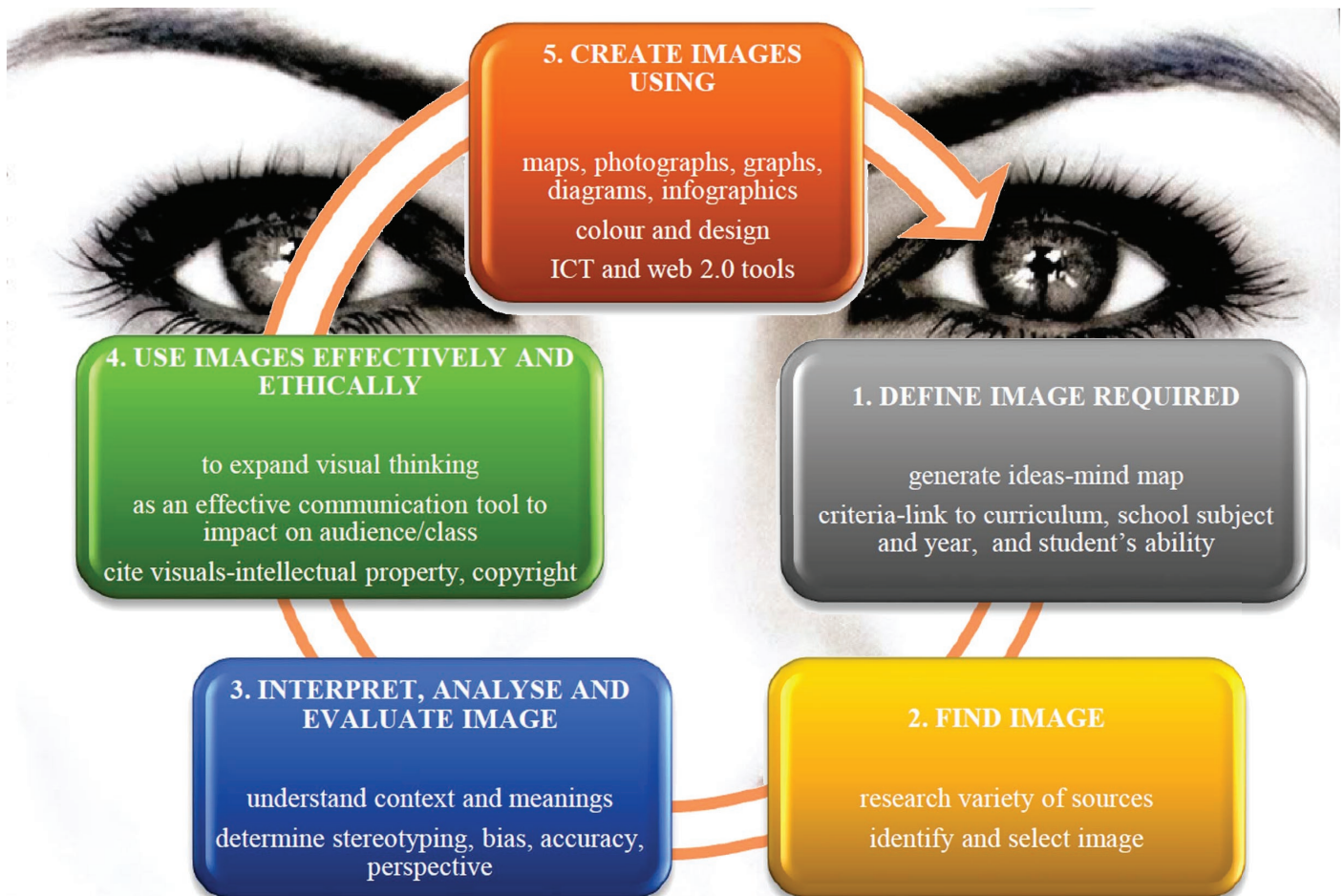
- 90% of information transmitted to the brain is visual
- 50% of the brain is dedicated to visual functions
- 65% of the population are visual learners
- people remember 10% of what they read and 80% of what they see and do

Image: <https://s-media-cache-ak0.pinimg.com/736x/0f/8a/39/0f8a392c1f71d16788c93aea9bdec50a.jpg>

Why are humans visual learners?

'Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use and create images and visual media' (ACRL).

A visually literate person is both a critical viewer and competent contributor to visual knowledge



Educating students in the development of visual literacy skills is important for their understanding and processing of visual images that they are exposed to daily.

Image of face: <http://i20.photobucket.com/albums/b238/DarkAngelsLie/153916fd.jpg>

What are the different types of visual images?

Visual images are becoming the most predominant form of communication and are found in an assortment of formats such as cartoons and infographics:



Image: combination of graffiti and traditional painting <https://www.design42day.com/visual-artist-shaka/>

What is graphicacy?

Graphicacy is the union of visual literacy and visual thinking. It joins the skills of decoding and encoding to embrace a range of pictorial skills.

GRAPHICACY= VISUAL LITERACY + VISUAL THINKING

VISUAL LITERACY

Decoding

Seeing, identifying
and deconstruction
for meaning.
How to deconstruct
what the brain sees.

It involves input.

VISUAL THINKING

Encoding

Putting ideas
together to create a
visual
representation.
How to design.

It involves output

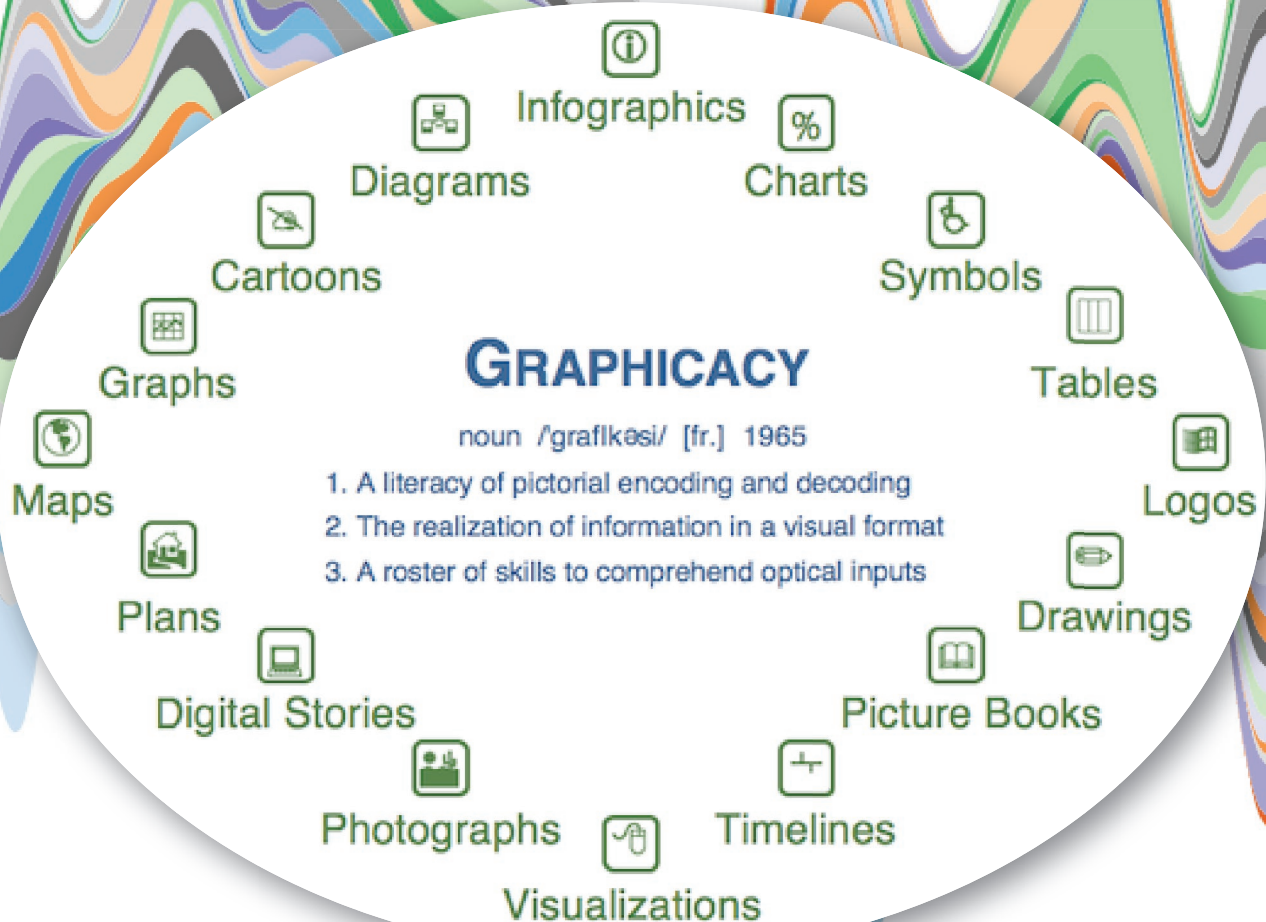


Image at bottom: <http://elenawee.pbworks.com/f/1340898648/Graphicacy.png>

Image background graph http://graphicacy.com/wp-content/uploads/2014/03/WaPo_Spiro.png

ACTIVITIES

1. Finish the story!

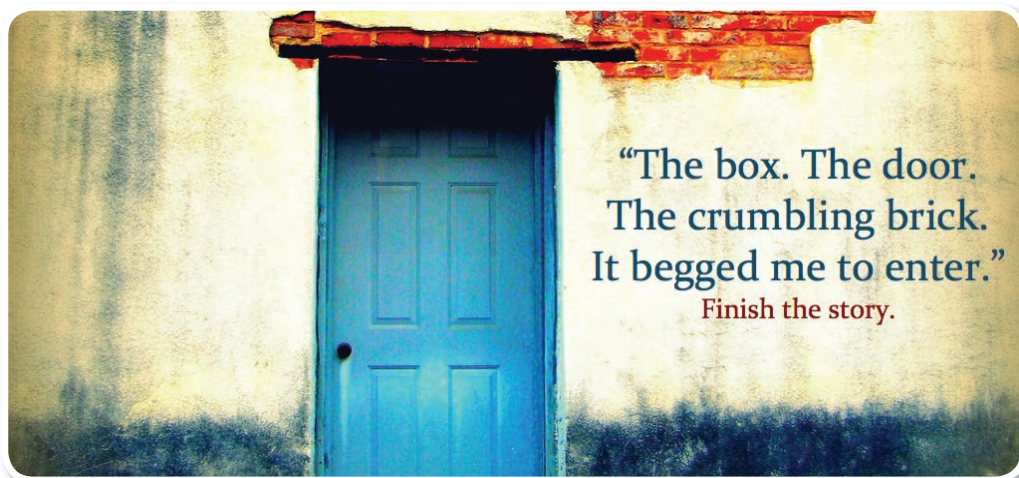


Image: <https://s-media-cache-ak0.pinimg.com/originals/65/e8/01/65e8018d50951348eca58ee69b4cdbea.png>

2. Compare the life of a youth in Australia with a refugee orphan in Syria, without words. Use the internet for graphics and photographs

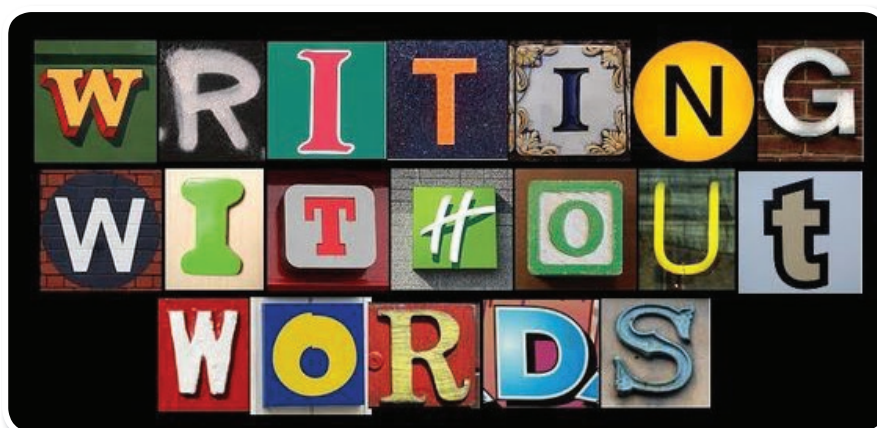
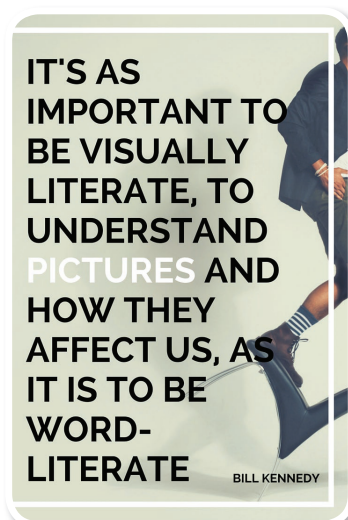


Image: <https://s-media-cache-ak0.pinimg.com/564x/e8/8e/13/e88e1307954d713d57793c0c5135af05.jpg>

3. Explain the following quotes



Images: <http://informed.s3.amazonaws.com/informed/wp-content/uploads/2015/11/ITS-AS-IMPORTANT-TO-BE-VISUALLY-LITERATE-TO-UNDERSTAND-PICTURES-AND-HOW-THEY-AFFECT-US-AS-IT-IS-TO-BE-WORD-LITERATE.jpg>
<https://s-media-cache-ak0.pinimg.com/originals/37/3c/d9/373cd92948f041933f2a2093fcc2d95d.jpg>

A. Emoji

RISE OF VISUAL LANGUAGE IN THE INTERNET AGE

Smartphones, the internet and computers have enabled the expansion of visual literacy and revolutionised the way images aid communication. Over two billion **cameras** were added to smartphones and tablets in 2016. These cameras have enabled billions of people to capture and share images. This has led to a focus on image-orientated communication.

Students gain a deeper understanding of a concept when they are encouraged to create a non-linguistic representation of that concept. When paired with linguistic or text-based literacy, visual literacy can extend students' ability to recall and think about what they have learned

(Adapted: <https://www.edutopia.org/blog/social-media-visual-literacy-classroom-dave-guymon>)

Image: <http://www.erintegration.com/2016/03/13/emojis-in-the-classroom/>



Emoji - NAPLAN

An **emoji** or picture graph, is used on electronic messages and web pages. They enable students to communicate through visual designs.

In 2017, 'High school students are to analyse SMS chats with emojis instead of literary texts in online practice NAPLAN exams. One of the questions in the Year 9 reading test revolved around a screenshot of a text message about a drama teacher's facial hair. Students were asked questions about the text, including who sent the first message and whether "mo" refers to the teacher's moustache.'

'Emojis are the way of the future. Get off your snobby literary high-horse and accept it. We've already dumbed our words down into as many abbreviations as possible — "Ily" for "I love you", "Brb" for "Be right back" and so on.'

(<http://www.news.com.au/technology/gadgets/mobile-phones/controversy-over-emojis-used-in-naplan-practice-questions/news-story/a05c4fb508d5d7bd54749ef13faa75b2>)

What are the messages in an emoji? Are visuals such as an emoji replacing words?

Image: <https://s-media-cache-ak0.pinimg.com/564x/3b/05/e4/3b05e4110283d01dbc54ad301c977471.jpg>



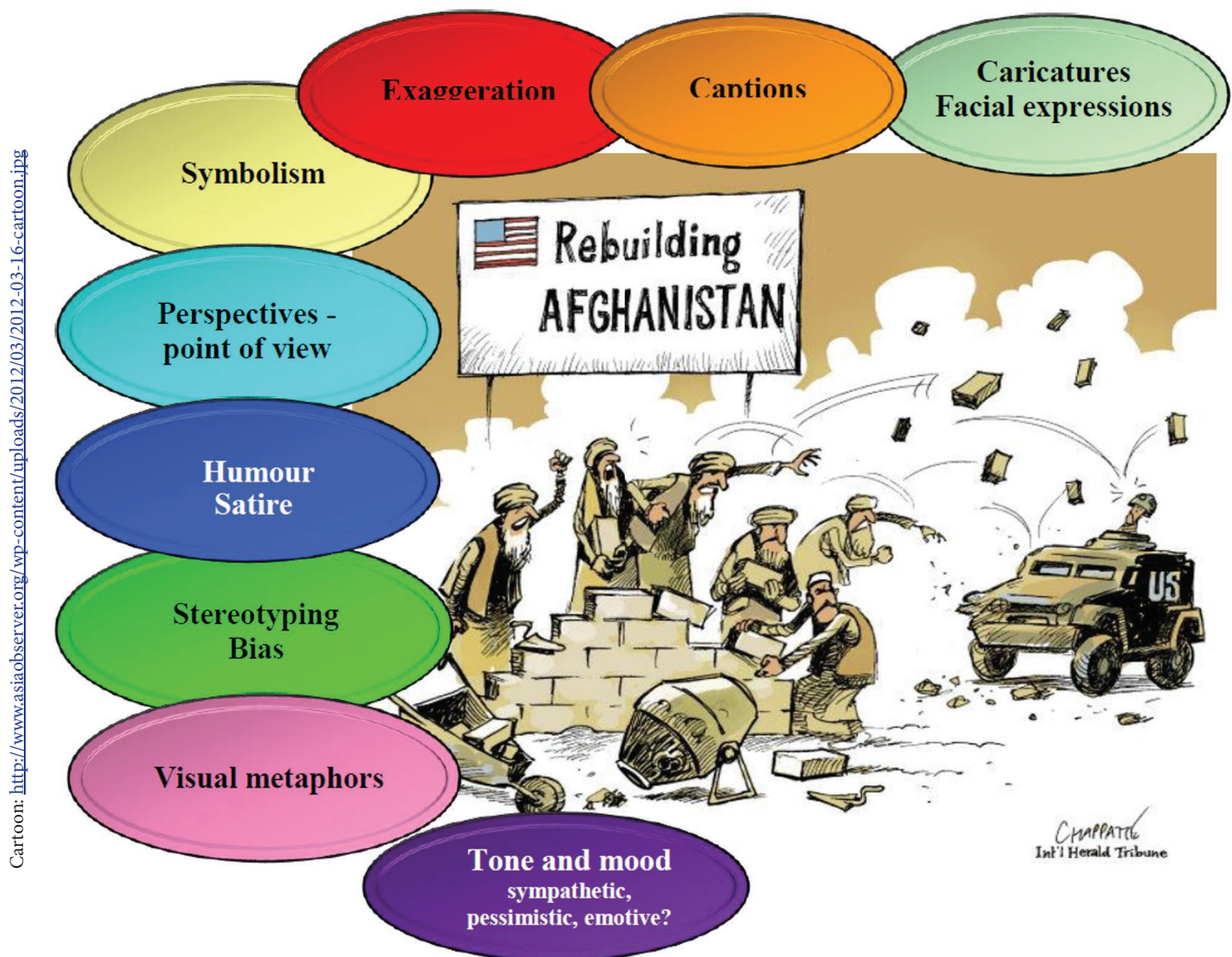
B. CARTOON ANALYSIS - TELLING A STORY

Since the mid-nineteenth century cartoons have been used to denote satirical or humorous illustrations in newspapers and magazines. Cartoons address current issues such as conflicts, climate change, environmental degradation, human rights violations, refugees and migration. The power of the cartoon lies in its ability to present complex issues in a simplified form. However a person's interpretation of a cartoon is coloured by their cultural background and socio-political experience.

Cartoons develop critical thinking, initiate classroom discussion and debate, and enable students to draw their own cartoons on a selected contemporary issue.

Elements of cartoons

Multimodal—visuals and words



ACTIVITIES: INTERPRETING CARTOONS

Answer the following questions

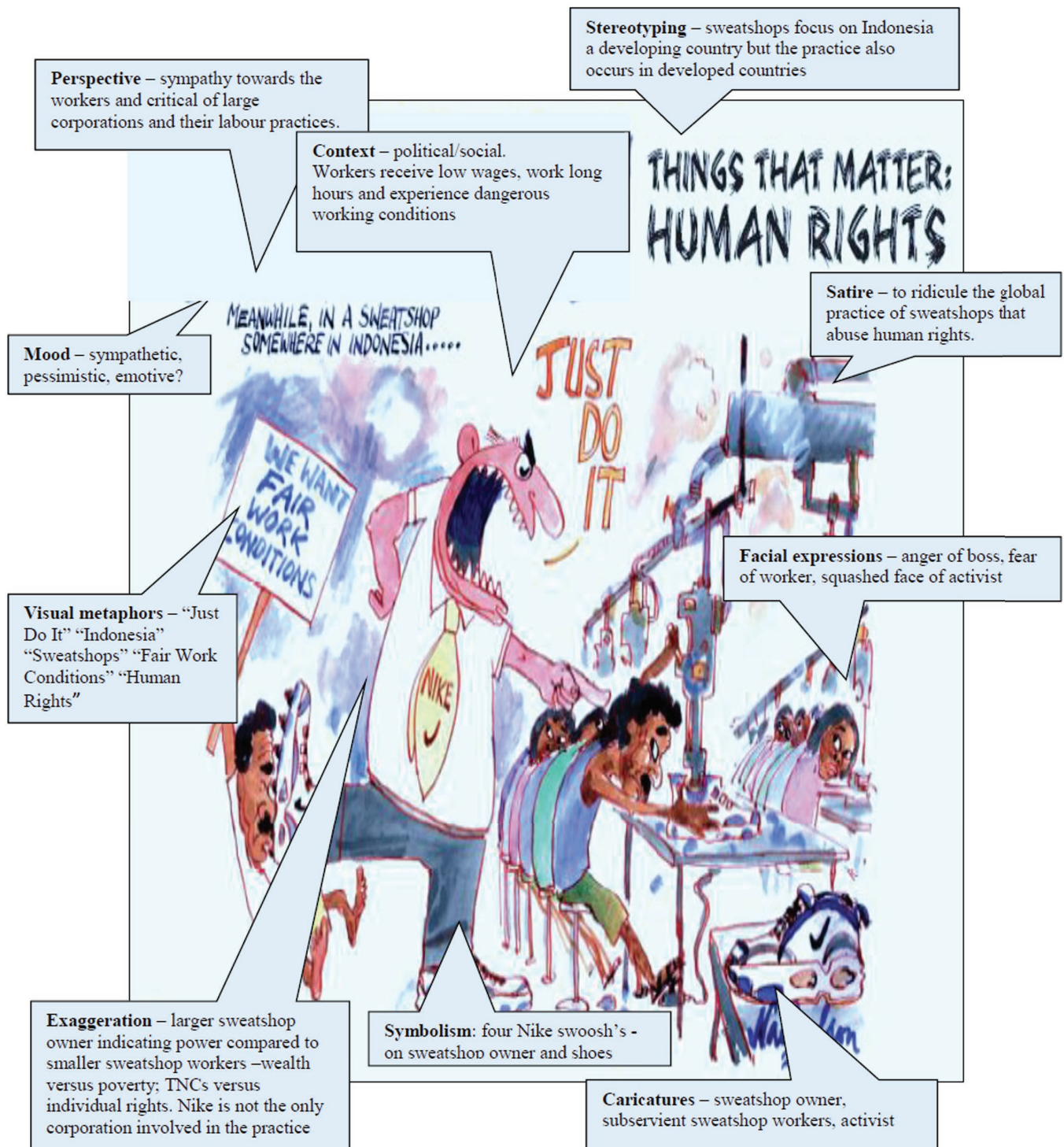
- What information does the poster communicate? Answer question as an oral response.
- What perspective is suggested in the poster? Justify your answer.
- Is the tone of the cartoon pessimistic or optimistic?
- Does the cartoon show humour or satire? Explain your answer.
- What countries are involved in the cartoon?
- How did words help you understand the visual cartoon?

Elements of a cartoon: describe and analyse

Multimodal-visuals and words

Subjects: Economics, Society and Culture, Geography, Citizenship

Cross Curriculum: Asia, Sustainability



Sources <http://nicholsoncartoons.com.au/wp-content/uploads/2011/02/2000-01-01-human-rights-10.jpg>
<http://www.cursions.com.au/school-resources/32211/2007-AGTA-%22Things-That-Matter%22-Geography-Posters>

ACTIVITY: CARTOON TEMPLATE

Complete the following questions using the previous cartoon or one selected from a school topic

QUESTIONS	ANSWERS
1. What is the cartoon title?	
2. What is the name of cartoonist?	
3. What is the date of the cartoon?	
4. What was the source?-website, newspaper, journal?	
5. What is the event or issue that inspired the cartoon?	
6. Who is portrayed in the cartoon?	
7. How are the characters portrayed? Facial expressions, body language, dress and what they hold	
8. Are there symbols in the cartoon? What are they and what do they represent?	
9. Are there captions, speech bubbles, labelling and details to explain the cartoon?	
10. How did the words in the cartoon help you clarify the meaning of the cartoon?	
11. What is the cartoonist's opinion about the topic portrayed in the cartoon?	
12. What was the desired effect of the cartoon?	
13. influence others way of thought	
14. project "cartoonists" opinion or bias	
15. influence or lead public opinion	
16. highlight or simplify the significance of an event	
17. Do you agree or disagree with the cartoonist's opinion? Why?	
18. Write one sentence describing your thoughts on the cartoon	
19. What special interest groups would agree or disagree with the cartoon's message? Why?	

ICT

Cartoon Stock <http://www.cartoonstock.com>

Cartoon Web <http://cartoonweb.com>

Daryl Cagle's Professional Cartoonists index <http://cagle.slate.msn.com>

New Zealand Cartoon Galley <http://www.nzcartoons.com.nz>

News Limited Cartoons <http://www.news.com.au/cartoons>

Nicholson's Cartoons <http://www.nicholsoncartoons.com.au>

PoliticalCartoon.com <http://www.politicalcartoons.com>

The Age newspaper <http://www.theage.com.au/cartoons/>

The Guardian newspaper <http://www.guardian.co.uk/cartoons>

The Sydney Morning Herald <http://www.smh.com.au/cartoons>

World's newspapers accessed via: <http://www.world-newspapers.com>

C. INFOGRAPHICS

TELLING A STORY AND PROVIDING INFORMATION

Infographics are a ‘visual representation’ of information and data. It is **multimodal** as it uses words, graphs, charts, tables, photographs, maps, diagrams, satellite images, geographic information systems (GIS) and videos to make a point or tell a story. As humans are visual learners the colourful infographic draws the students’ attention to the topic. Infographics are used when **complex information** needs to be explained quickly and clearly, such as in signs, maps, diagrams, photographs, tables for journalists and teachers. They are also used to **simplify the process** of developing and communicating difficult conceptual information by computer scientists, mathematicians and statisticians. Today infographics is integrated into media, communications, scientific, entertainment and education.

Science- communicating difficult information

Multimodal-visuals and words

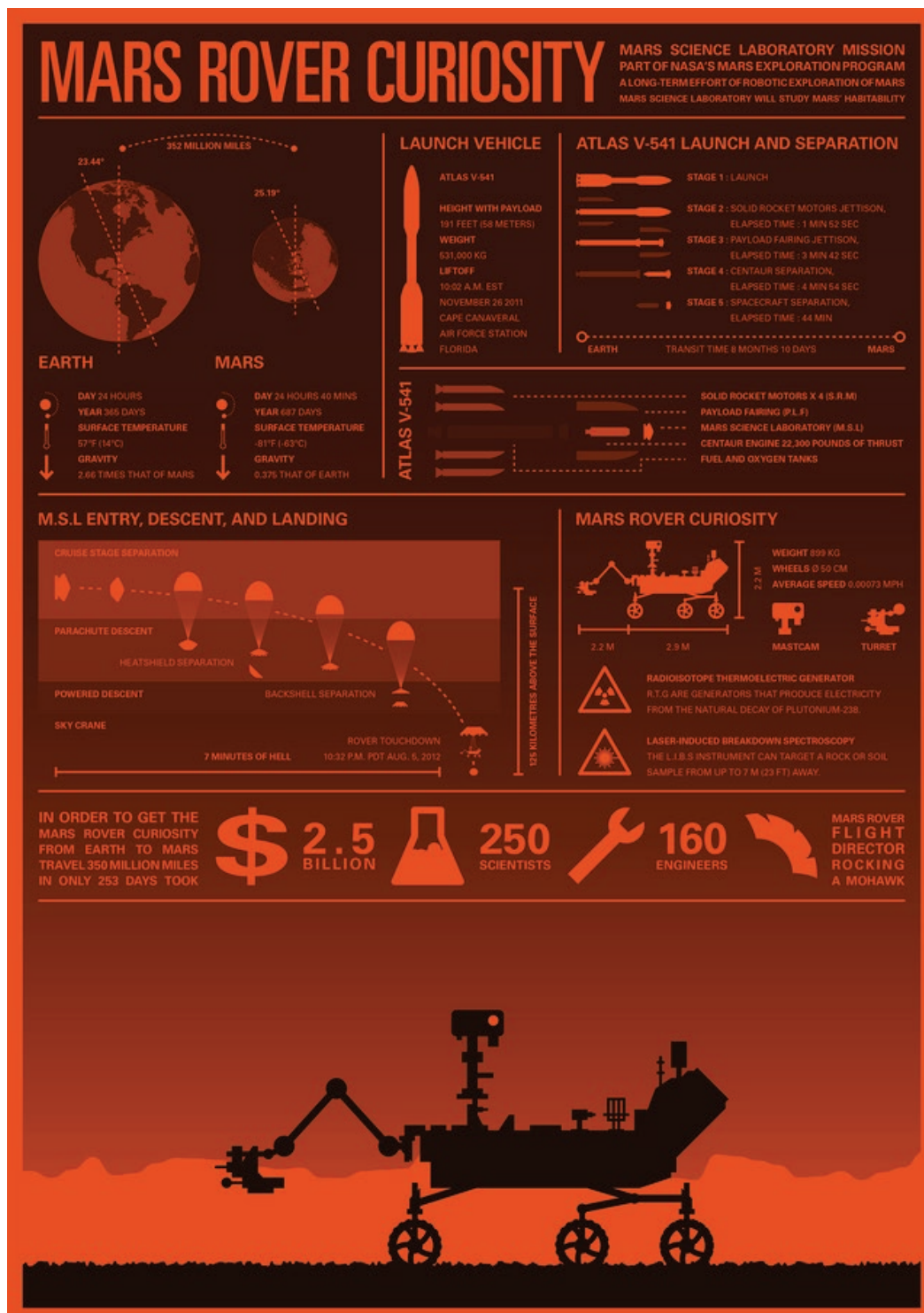
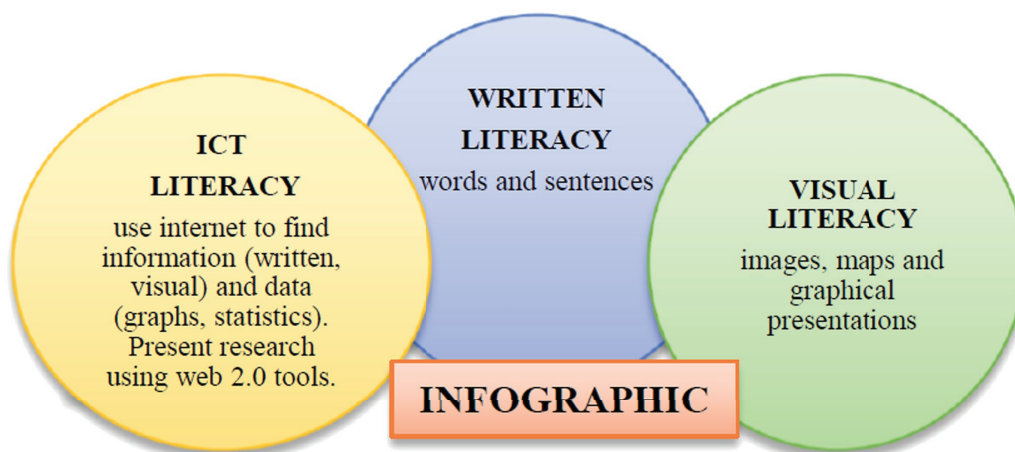


Image: <https://www.jpl.nasa.gov/infographics/infographic-view.php?id=11401>

Infographics combines three literacies

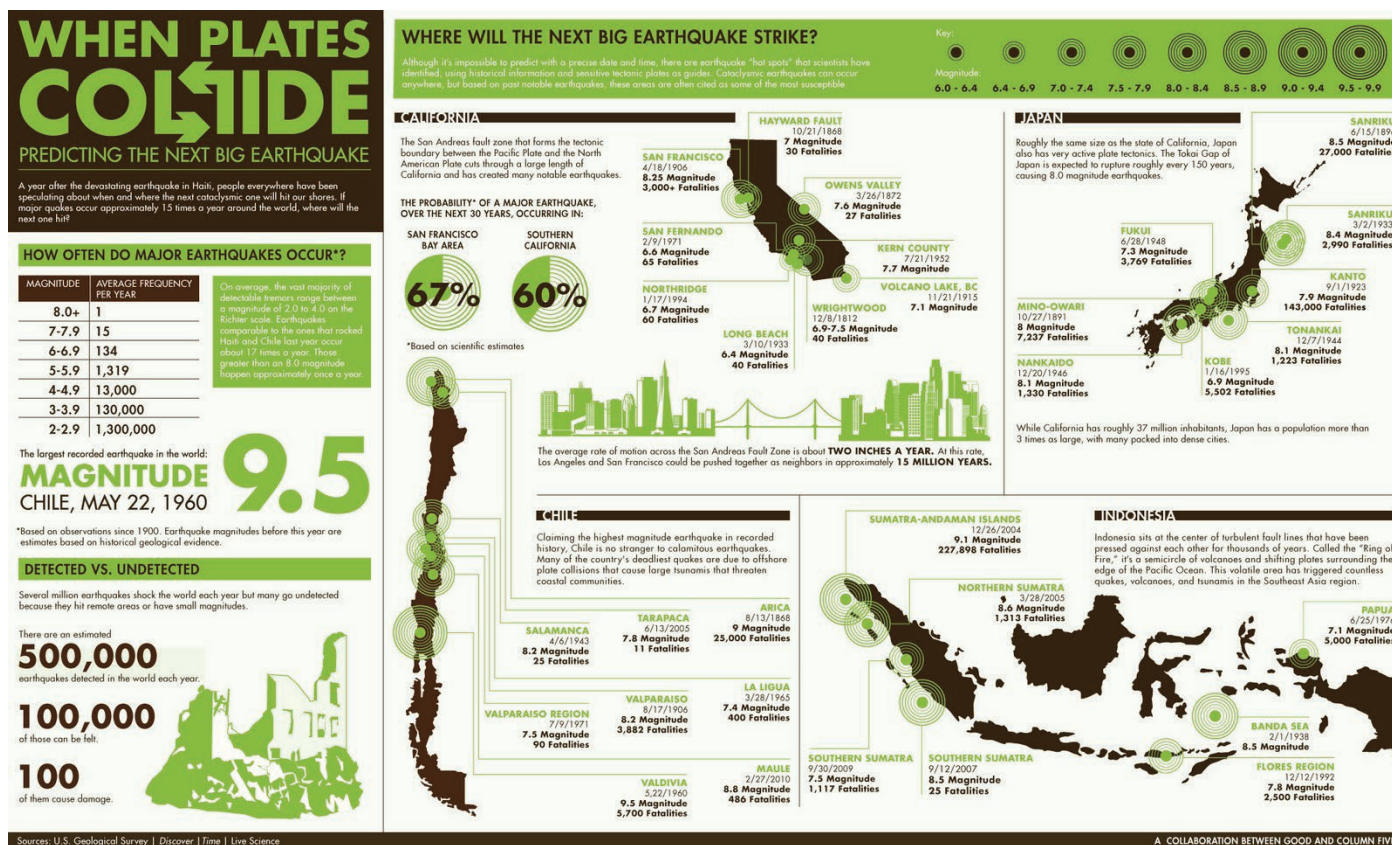


When students create **infographics**, they use **written, visual and technology literacies** to communicate knowledge and understanding. Infographics require skills for **decoding the language of imagery**. Most infographics can be deceiving at face value as they appear simple. However, they are able to become complex when required for gifted and talented students. Like the writing process, a good infographic evolves into a better document when it continues to be polished. The skills of decoding graphic signs and symbols must be acquired before the student can make sense of the graphic as a whole.

Science and Geography infographic

Multimodal – visuals and words

Combines written, visual and ICT literacy. Use of words (information), maps, statistics, tables, diagrams, graphs. Infographic shows location, distribution, makes comparisons, illustrates relationships, shows causes and effects, and analyses complex data at different places over time



Why create infographics with students?

Image: <https://s-media-cache-ak0.pinimg.com/736x/a1/bc/52/a1bc5280c3a7842600668dc5244fea9f.jpg>



- addresses young people with **diminished attention span** and inclined to 'snackable' content-twitter, snapchats and memes
- humans interact with infographics on a daily basis, from the stick figure telling us when to cross the street, to icons in web navigation designs
- incorporated within students' **daily activities** - media, posters, advertisements, computer games
- allows students to scan information (**breadth**) before reading the material in more detail (**depth**)
- **motivates students** who are reluctant to engage with dense and large passages of information that is **difficult to read and understand**
- improves **knowledge, understanding and skills**
- builds **deeper knowledge**
- supports **creativity**
- combines images and **colours** to attract students' attention
- use of **ICT** to produce infographic content (combines general capabilities)
- **multiple perspectives** are encouraged using a variety of sources to present information (text, charts). This allows more balanced analysis
- literacy is presented in both **written** and **illustrated texts** (multimodal)
- used in **textbooks** to support and explain the text or as graphic organisers
- students' **present** their investigations as an infographic, illustrating their learning and understanding
- effective authors are able to **deliver an impressive story**
- useful as an **assessment tool** (refer to rubric)

Educational research supports teaching infographics

- *'should be integrated in all lessons so visual literacy matches reality'*
- *'Geography books with infographics are addressing 21st century education ...should average 50% of content on a double page'(e.g. GeoWorld 7-10)*

Types of infographics

There are many types of infographics available online

Timeline

- visual representation of information and events that happen over time- e.g. history of France, climate change, formation of a cyclone until it disappears
- chronological sequence of events along a drawn line enables student to understand temporal relationships quickly

Statistical based

- charts, diagrams, tables, maps and listw.
- bar, column, line, pie, log, semi-log, star and ternary graphs
- tables showing comparisons and change over time
- 2D and 3D diagrams-how a system works e.g. nitrogen and carbon cycles, food web
- interactive maps
- bulleted points

Process based

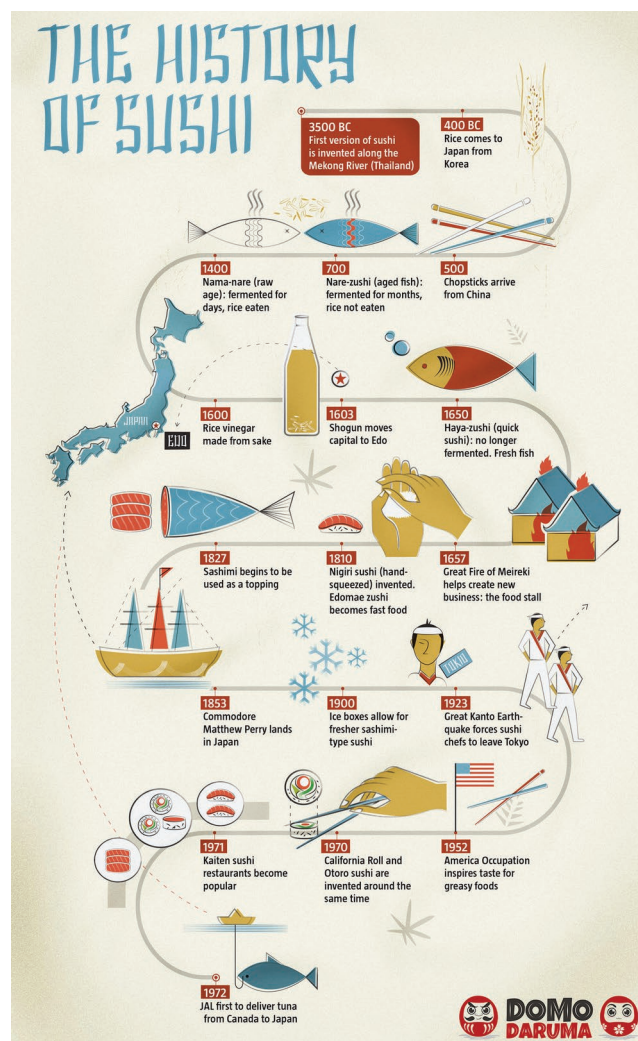
- operation of the water cycle
- erosion, transportation and deposition of landform processes- such as rivers and coasts
- how to make a cake or robots

Location or Geography based

- starting from simple school maps to complicated astronomical graphs.
- local, national, regional and global maps includes symbols, icons, diagrams, graphs, tables and arrows
- many types of lines (parallel, dotted, straight), to define streets, railway tracks, bridges, rivers, boundary lines on maps, and cold fronts and warm fronts used in weather charts.
- symbols and icons used for a specific landmark like school, church, hospital, farm
- scale

Timeline infographic

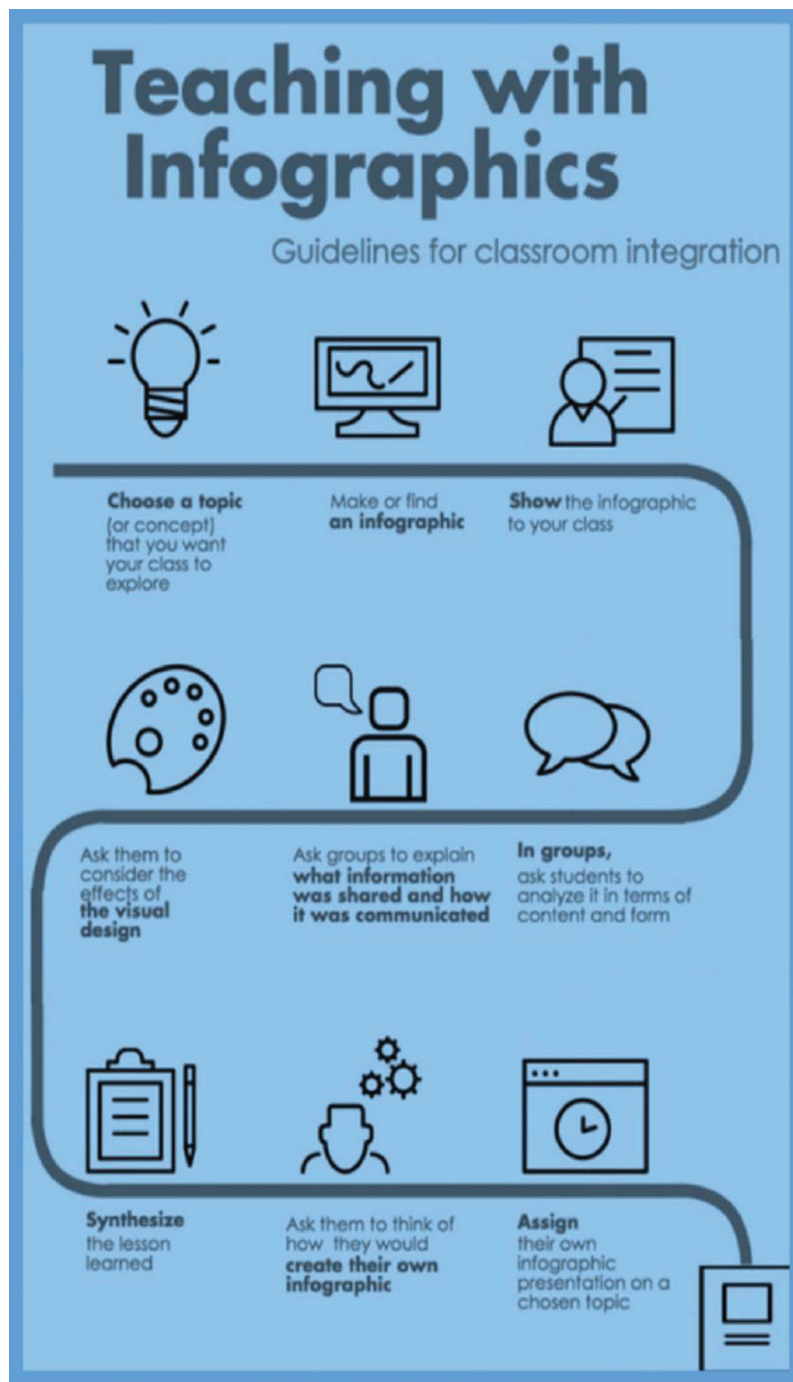
Image: <http://static1.squarespace.com/static/53f62a98e4b0d2d4de7971c6/t/560e749ae4b075a6562da9fc/1443787935363/history+of+sushi+infographic>



Teaching with infographics

Poster: <http://commons.grd.msu.edu/index.php/2015/11/using-infographics-for-teaching-and-learning/>

Image: http://tweakyourbiz.com/technology/files/shutterstock_141265654.jpg



ICT

- Infographics as a creative assessment <http://www.schrockguide.net/infographics-as-an-assessment.html>
- Create your own infographic <https://magic.piktochart.com/output/4566561-creating-infographics>
- Turn infographics into effective teaching tools <http://www.scribblelive.com/blog/2013/09/25/how-to-turn-infographics-into-effective-teaching-tools/>
- Easy to use <https://piktochart.com/>

HOW 2 *Effective* CREATE INFOGRAPHS

Image: <https://www.agencycreative.com/media/2013/06/titlegraphicSmall.jpg>

Steps in presenting an infographic

Step 1: What is my topic?

Step 2: Establish context-curriculum links

Step 3: Lets' get started!

Source information from a variety of reliable sources. Answer questions such as: What? Where? Why? Problems? Management? Future?

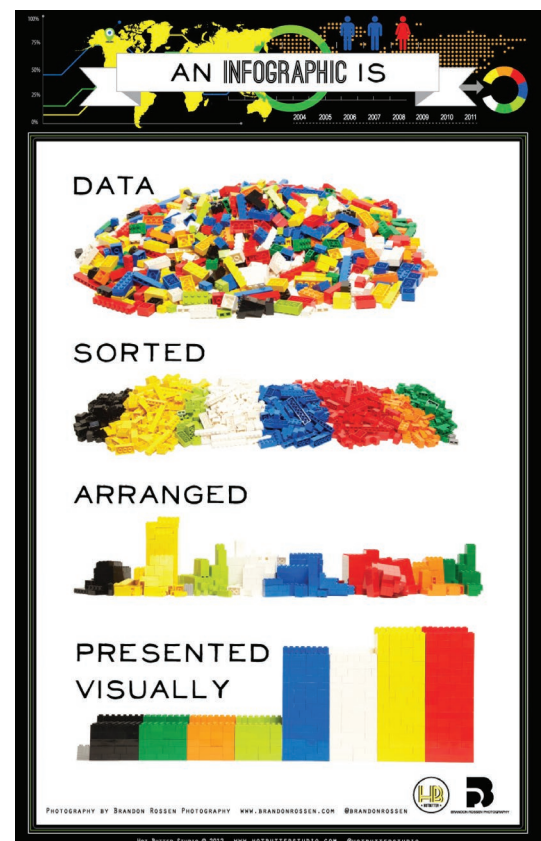
If there is too much information? Then sort (classify), arrange in order and present visually

Lego exercise - let's sort out information overload

Image: <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>

Step 4: What types of information is to be presented?

Image: <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>



Spatial
Location
Position



Infographics: Types of Information

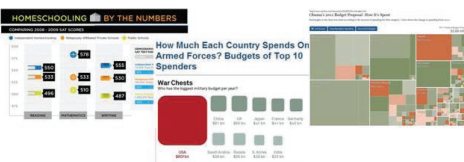
Chronological
Sequence
Time



Conceptual
Relationships
Categorization



Quantitative
Amount
Comparison



Step 5: Create infographic using ICT tools

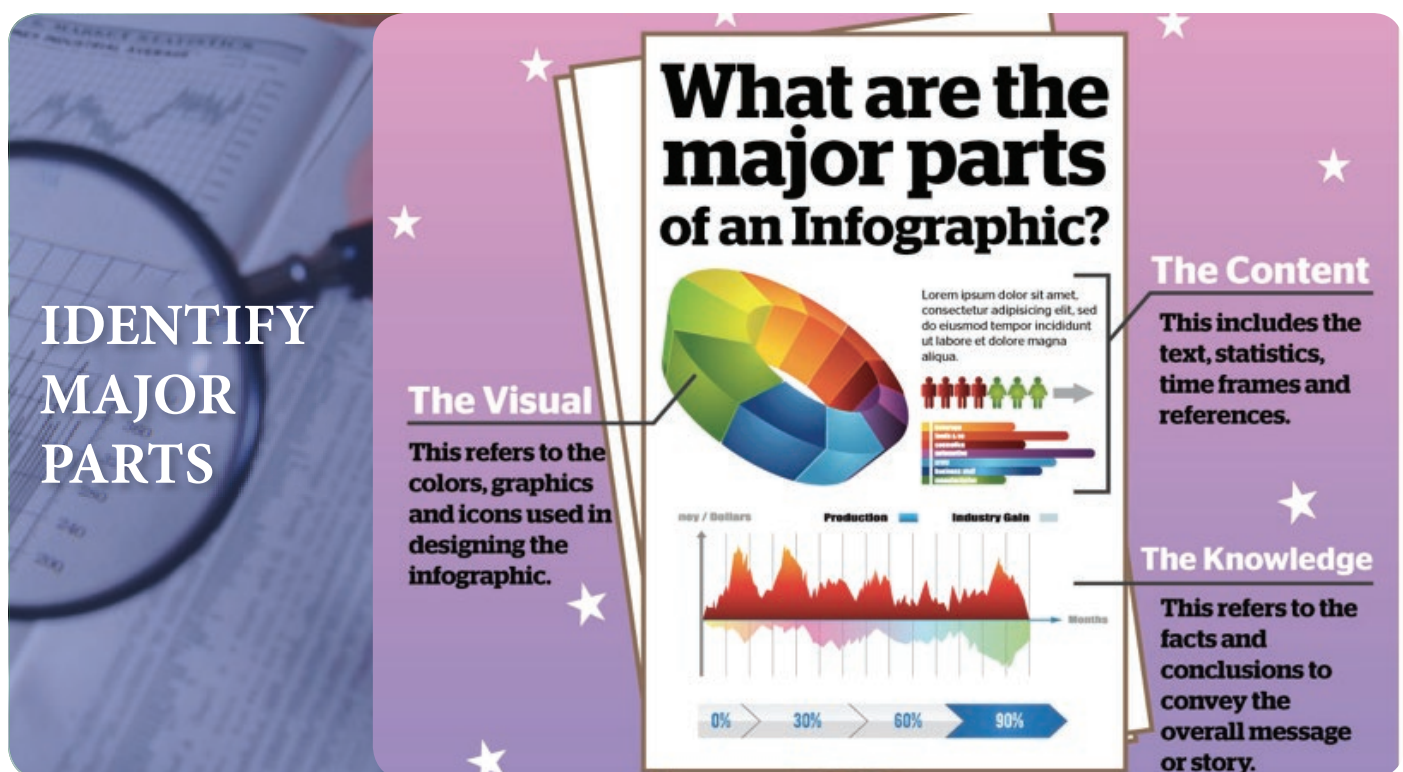
Image: <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>

Here are some FREE tools!



Step 6: What are the major parts of an infographic?

Image: <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>

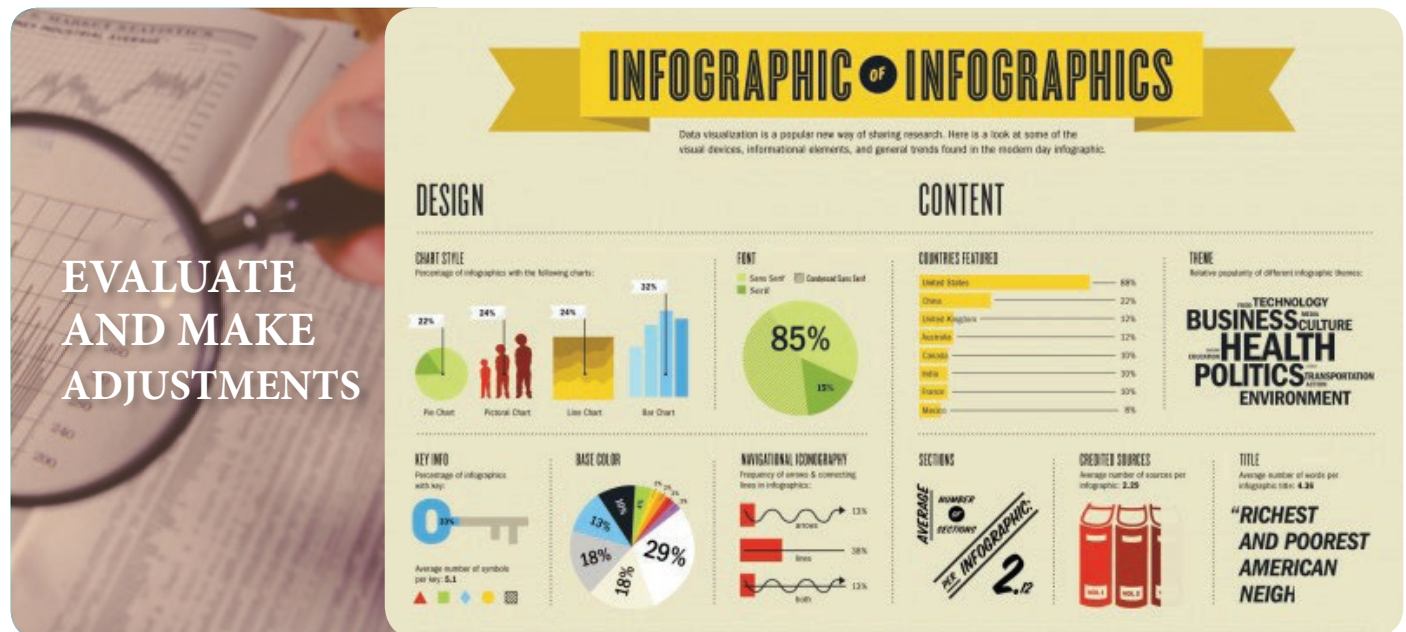


Step 7 Evaluate infographic

Image: <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>

Evaluate-data, sources of information, story, design, colour, size, icons, diagrams, charts, tables, statistics and words

- make infographics visible-but not too small or crowded
- use appropriate level for the audience of school year
- simplify to make understanding easier-e.g. when using a flow diagram to show movement of refugees out of one country and into another country-not too many lines
- avoid repetition

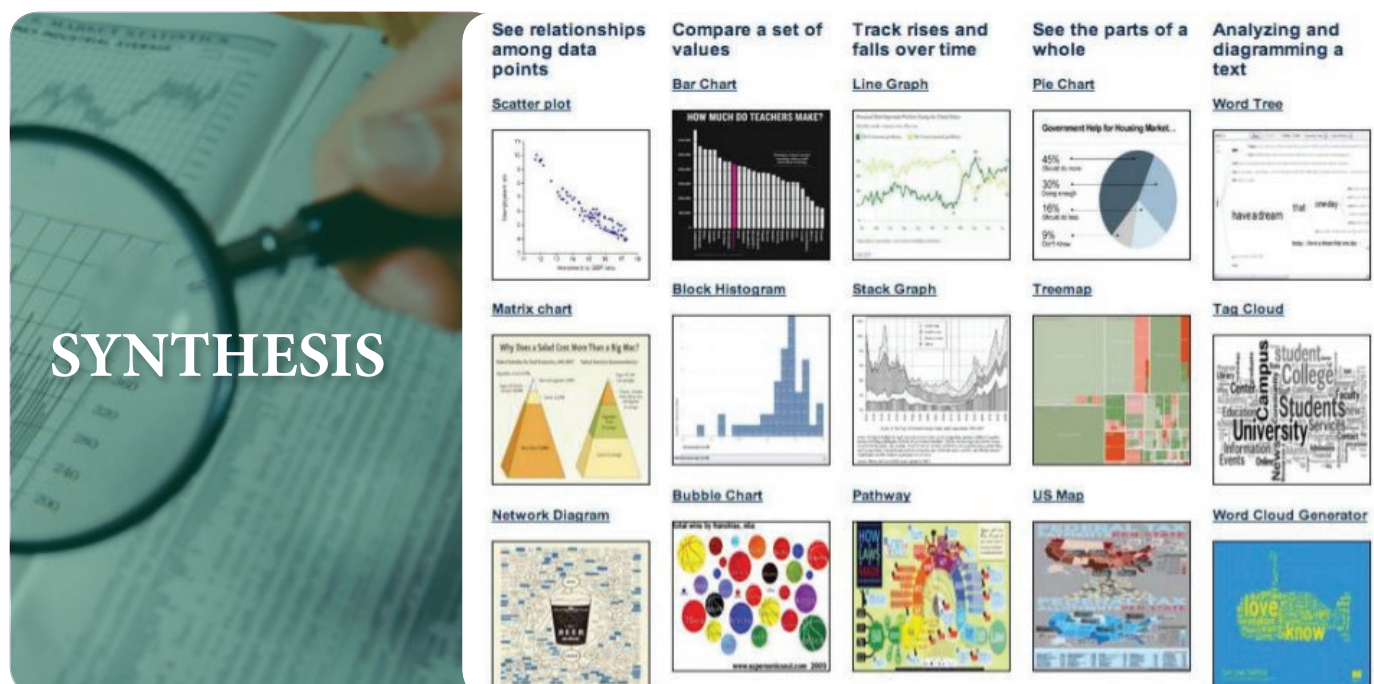


Step 8: Synthesise information on the infographic

Image: <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>

Determine relationships, comparisons, trends, processes, causes and effects

Create multiple dimensions-e.g. space, location, movement, volume and size



33 ways to visualise ideas for infographics

Image: <http://notes.fundersandfounders.com/post/90355203872/33-ways-visualize-ideas>; <http://3.bp.blogspot.com/-M8qolRx49CI/VIyuiqnMbMI/AAAAAAAAA-KI/htRTsuYKYs8/s3005-cant-visualize.jpg>



Links between infographics and ICT

Vintage social networking updated with new software, sites and tools to create infographics

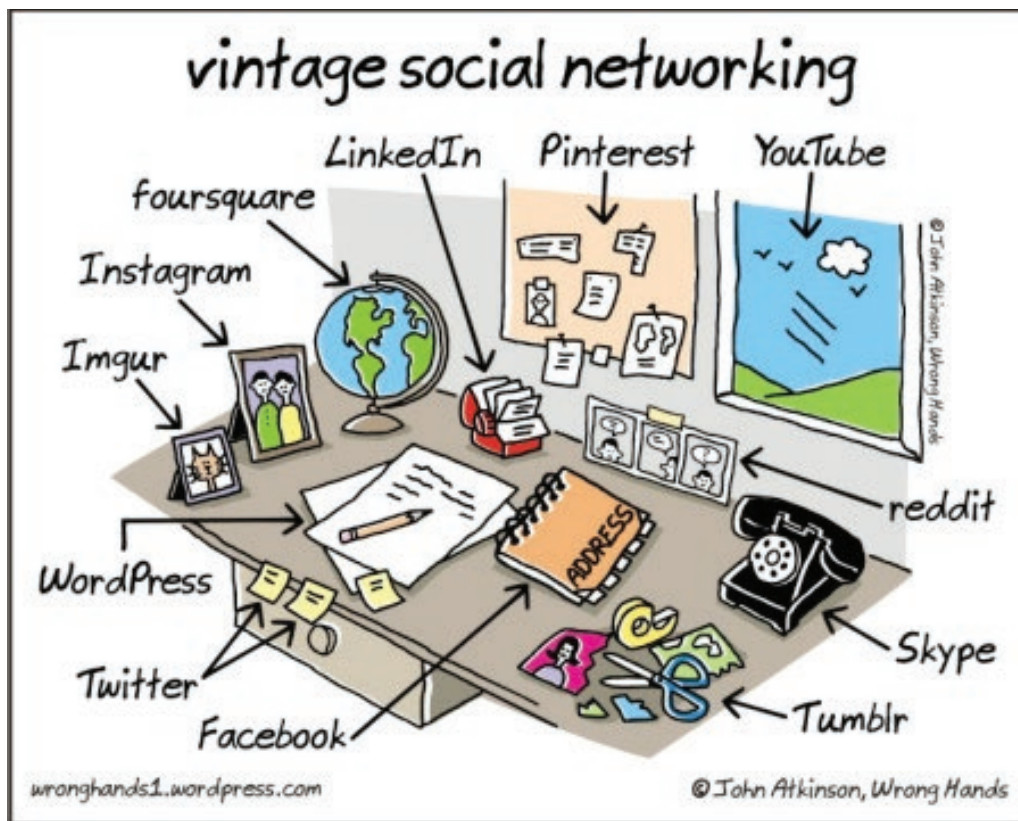


Image: <https://wronghands1.files.wordpress.com/2013/03/vintage-social-networking1.jpg?w=450&h=360>

Modern software, sites, and tools to create infographics

Adioma (Web 2.0)
Canva online tutorial and tool (Web 2.0) (iOS)
Celtx Shots (iOS)
easel.ly (Web 2.0) (iOS)
Glogster (Web 2.0) (example)
Google Drawings (Web 2.0)
Grafiio Lite (iOS)
Hohli charts creator (Web 2.0)
infogr.am (Web 2.0)
Infographic Creator (Web 2.0)
Inkscape (software)
iVisual Info Touch Lite (iOS)
PicCollage (Android) (iOS)
PicsArt - Photo Studio (iOS) (Android)
Piktochart (Web 2.0) (example)
Pixlr (software)
Quickoffice (iOS) (Android)
RealtimeBoard (Web 2.0) (Tutorial)
Sketchpad (Web 2.0)
SlideRocket infographic templates
SnagIt (software)
Splashup Lite (software)
Sumo Paint (Web 2.0)
Venngage (Web 2.0)
Visme (formerly Easy Web Presenter) (Web 2.0)
Visualize (iOS)
Vizable (iOS)



Best Practices

Source: <https://piktochart.com/blog/infographics-essential-visual-literacy/>

One great way to educate using infographics is to discuss and create them in the classroom. Educators use class time to draft papers, read texts, and deliver presentations. Infographics allow you to do all of these tasks in an engaging and dynamic fashion.

I start my students with an examination of infographic examples found online and in print. We take time to annotate them as a whole group, and then I ask them to collect and annotate one that captivated them. A simple web search allows students to find topics and styles easily.

When analysing the infographics, I ask students to answer and annotate evidence of the following:

1. What is the focus of the infographic?
2. What is the author's purpose?
3. How does the author demonstrate authority or knowledge of the subject?
4. How do the visual elements support understanding or analysis?
5. If you could improve this infographic, what might you illustrate differently?

The next step is to create a working list of their findings. Modeling this practice provides visible evidence that is co-constructed by the teacher and the students. By creating a t-chart on the board as shown below, or in a shared document, **educators can break down the complex messages of infographics**

For some **advanced students**, distractors will be more obvious and similarities may become clearer. **Struggling students** may need more time to examine infographics with the aid of other resources such as a color meaning or common symbols tables. By working together on different tasks that help to achieve a greater goal, the classroom becomes a microcosm of the publishing world. The dialogue between the students reveals perspectives and ideas that are as diverse as the designs.

When they are ready, students can select a topic around which they can design an infographic. This is a challenging task, like writing a formal paper or analyzing a complex written work. Encourage your students to sketch ideas and borrow cited samples in the early stages.

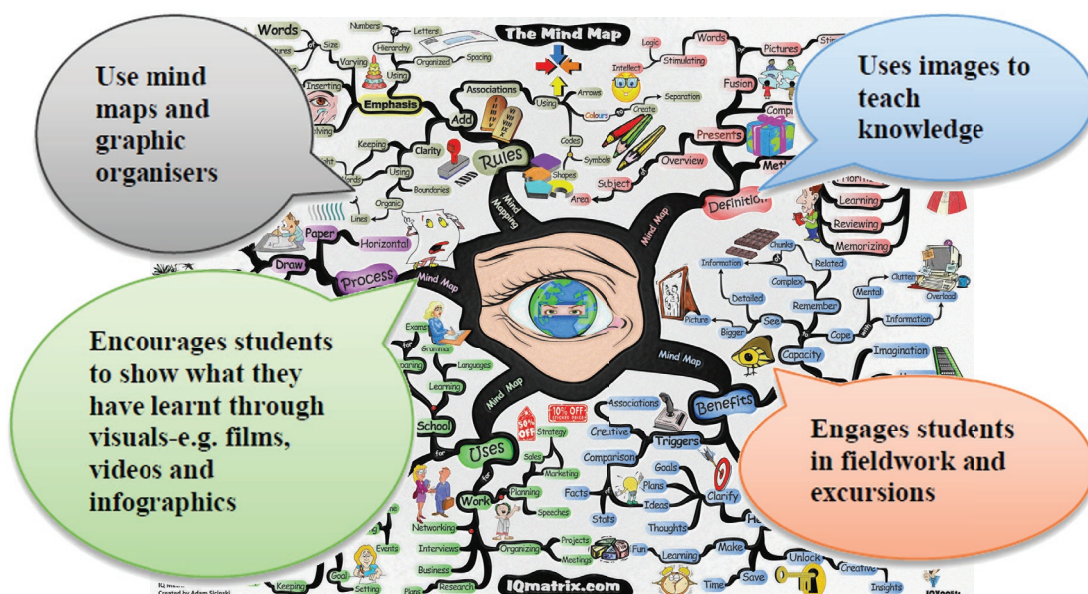
As they revise, each student should reflect on his or her changes through a **journal**. Using this journal and the many versions of the finish product, teachers can evaluate the effectiveness of author's purpose, knowledge of the subject, quality of visual evidence, and concise delivery of the message.

I have included a suggested rubric for high school students that I am still piloting at this website. Using social media, students can post their exhibits, allowing their peers to reflect in another t-chart or comments section.

Piktochart is an outstanding tool for this task given the abundance of examples and templates that allow students to focus on the message rather than the display.

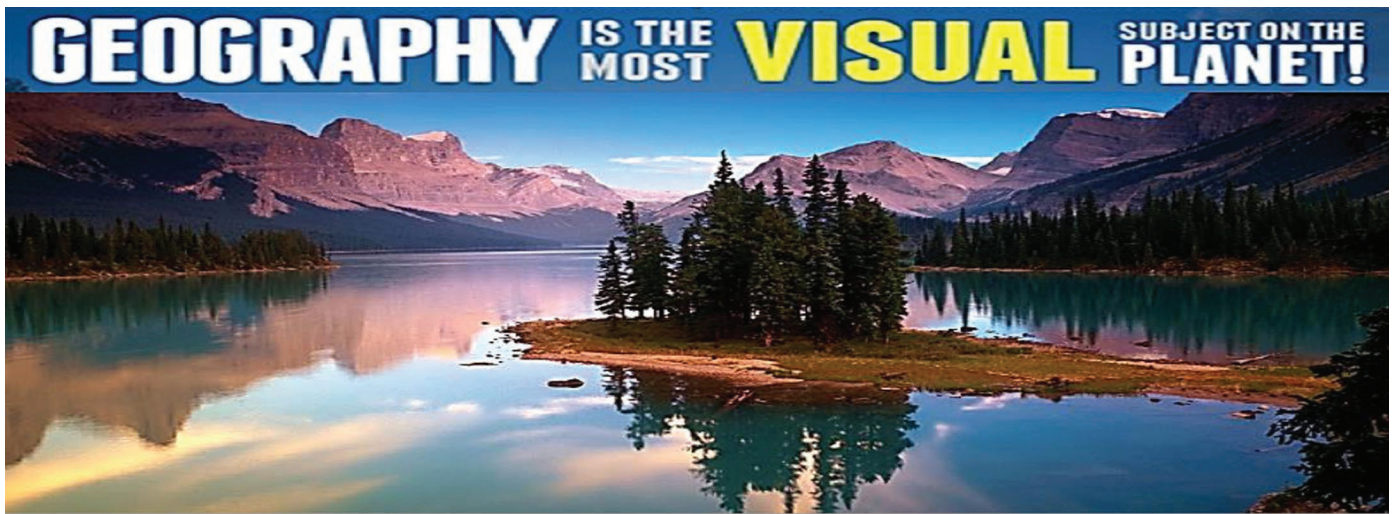
What is a visually enhanced classroom? (NB mind the map in the middle)

Image mind map: <http://blog.iqmatrix.com/wp-content/uploads/2009/03/How-to-Mind-Map-2000px.jpg>



Geography

Image: http://www.slideshare.net/jonesy2008/welcome-to-geography/20-THINK_ABOUT_IT_TALK_ABOUT



Geography is the ideal subject for the examination of visual literacy. The curriculum encompasses visual tools such as maps, graphs, diagrams, photographs, satellite imagery, infographics, ICT and fieldwork.

ICT

- Geographic Education at Scoop it! This site has a selection of infographics
<http://www.scoop.it/t/geography-education/?tag=infographic>
- Geography textbooks (e.g. GeoWorld 7-10, Macmillan includes a variety of infographics) that have improved students' learning.
- Visual literacy examples for different years and subjects
<http://www.learnnc.org/search?tag=visual+literacy>

Movement of images-satellite imagery (also films, videos, Youtube)

Satellite imagery shows the **movement** and **changes of images** e.g. before and after cyclones, earthquakes, floods and droughts. China's construction of military facilities on islands in the South China Sea are viewed via satellite. In this instance images are more effective than words.

China in the South China Sea-before and after building a military facility

Image: <https://s-media-cache-ak0.pinimg.com/736x/28/f4/0d/28f40dddb913666de3d13358769f80277.jpg>



Original Island

Changes in 2015

Activities

1. Infographics are more powerful than words or imagery alone. What does this mean?
2. It's not easy to represent the whole story in one single page or paragraph but it's far more effective than reading entire book. What are your thoughts on this statement?
3. Infographics are everywhere. Give a list ...in your daily life
4. Infographics have emerged as the most popular form of educational and social content. Explain this statement
5. What are the major parts of the infographic <http://www.slideshare.net/lnitsche/infographics-analyze-evaluate-and-create-16443121>
6. What are the benefits of using infographics in lessons and in textbooks?
7. What are your thoughts on labelling foods with emoji as a potential solution to engaging kids in healthy eating?

Visual elements

Visual knowledge is understanding how visual elements such as line, colour, shape, texture, space, symbols, pattern and composition create meaning. Best visuals are about quality of design not quantity of elements. Colourful graphics are exciting but the message should be clear and persuasive

8. Why is design important in visual communication?
9. List 10 important points of visual communication

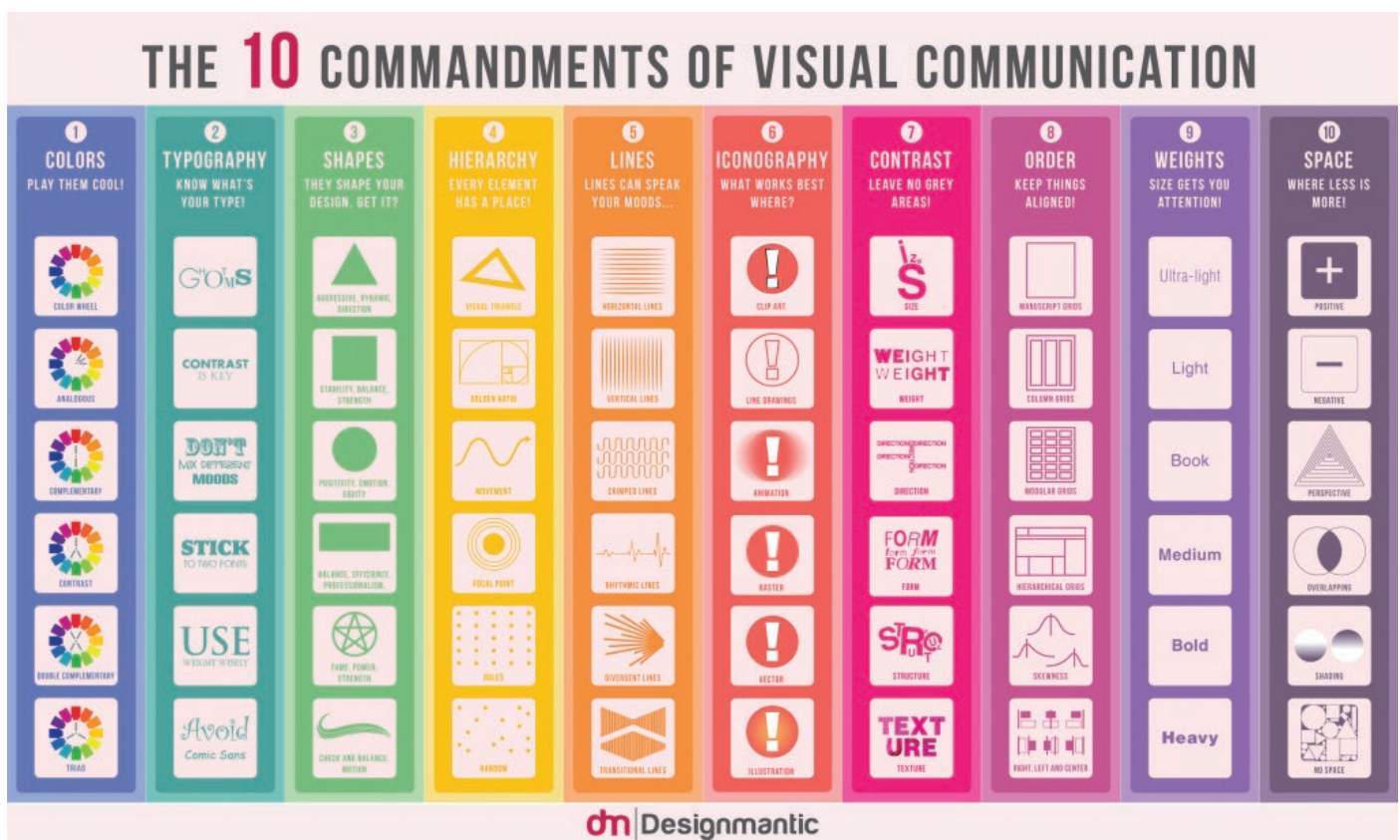
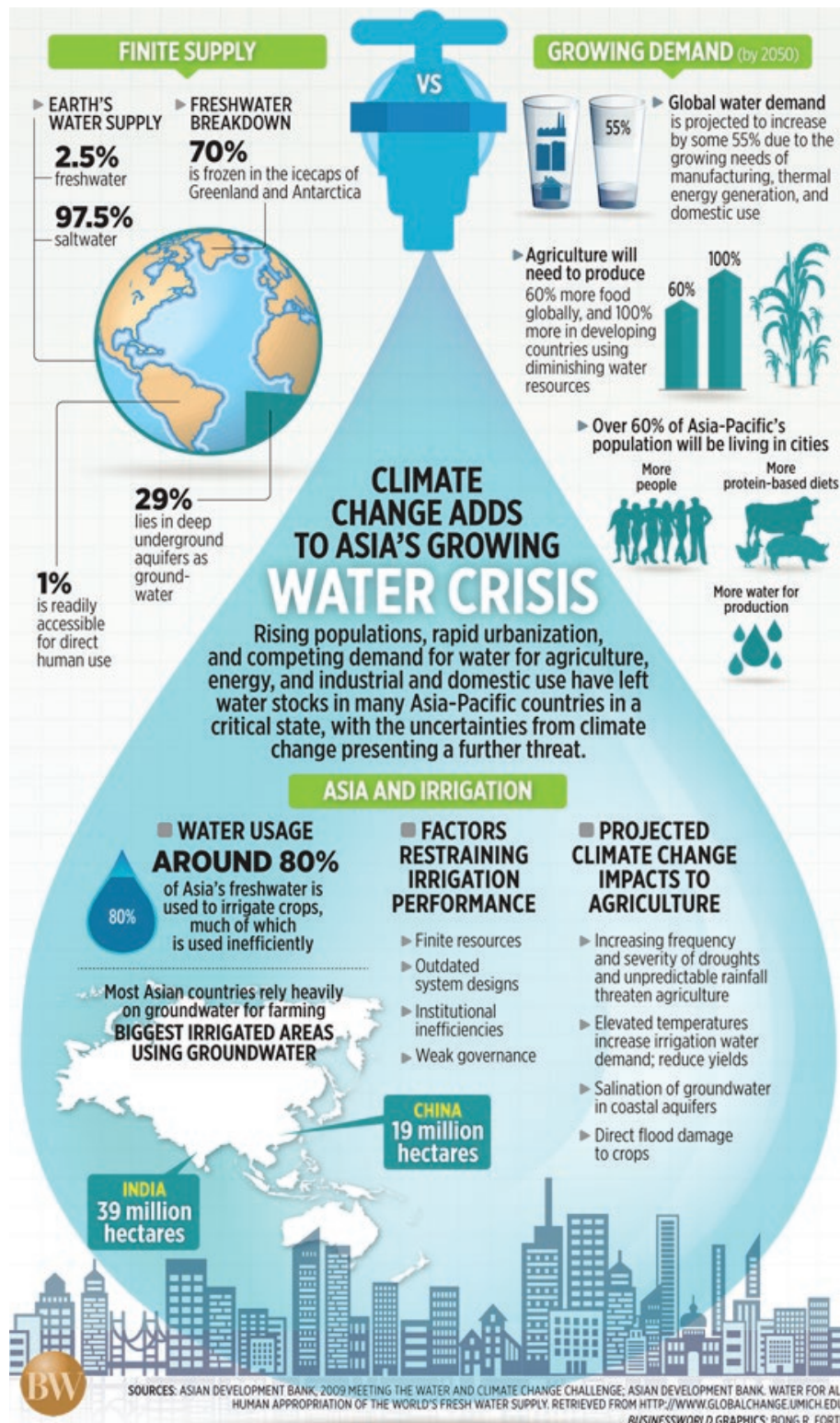


Image: <http://blog.visme.co/wp-content/uploads/2015/08/Visual-infography-1024x616.png>

Climate change adds to Asia's growing water crisis

Image: <http://www.bworldonline.com/DataViz/images/090215Water550.png>



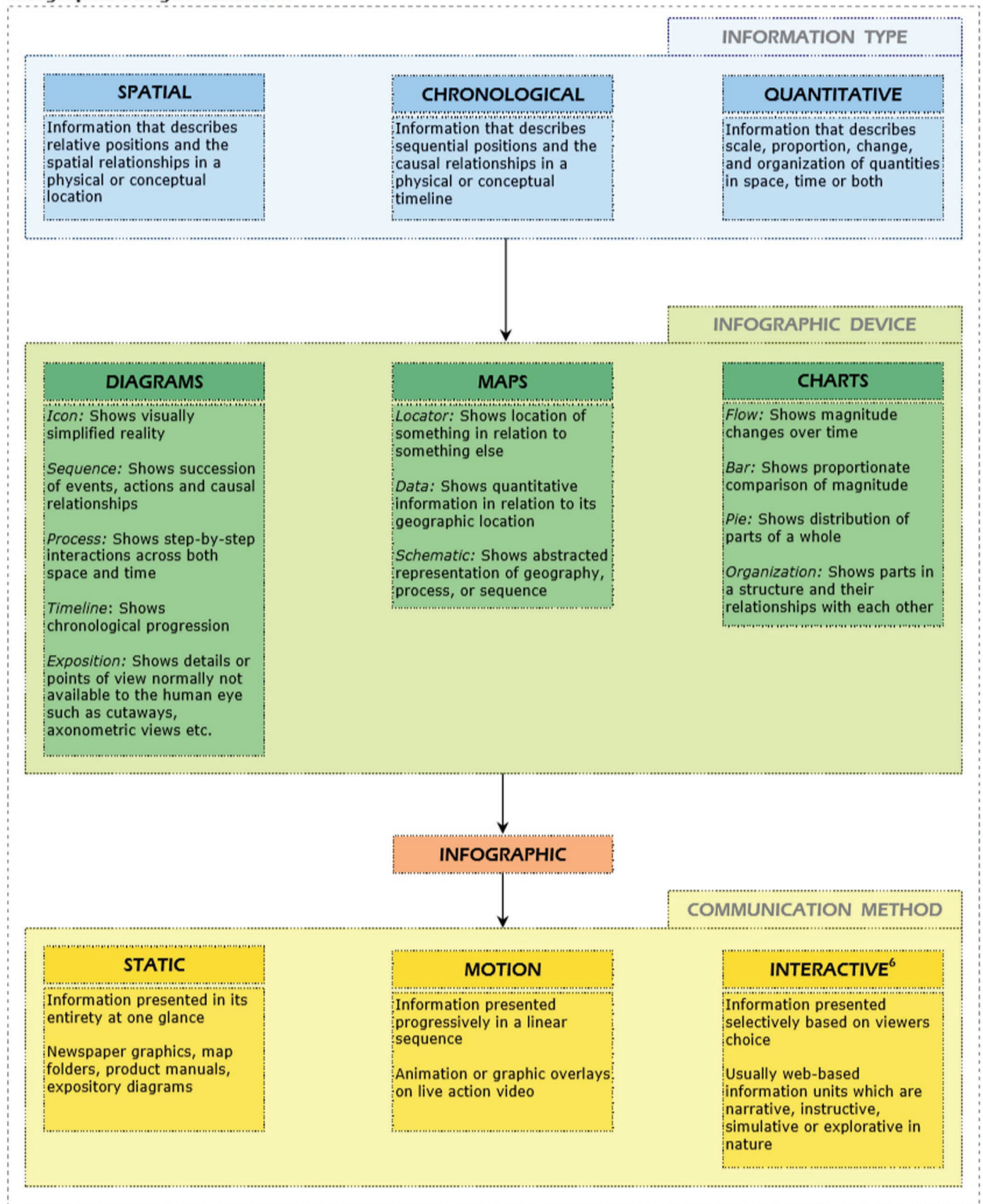
Interpret and analyse:

- List different types of images on the infographic
- What colours are used? Are they effective? Would other colours be more effective? Why?
- What words are important to support the images?
- List the numeracy links
- What is meant by finite supply?
- What are the problems of growing demand in the Asia-Pacific region?
- In groups determine the main message in the infographic. Write the message as a short response
- Suggest solutions to the growing water crises in Asia

Create an Infographic

Image: http://www.schrockguide.net/uploads/3/9/2/2/392267/infographic_handout.pdf

Infographic Design Framework



The **infographic** should be a pleasing visual representation of **reliable data** that **persuades or informs** the **audience**.

PLANNING DOCUMENT

Topic/Title	
Research Question/Statement	
Main Idea 1 visual and text explanation	
Main Idea 2 visual and text explanation	
Main Idea 3 visual and text explanation	
Sources-list	
Conclusion	

RUBRIC FOR INFOGRAPHIC AND PRESENTATION

Source: adapted <http://bjhs8henglish.weebly.com/informative-infographics.html>

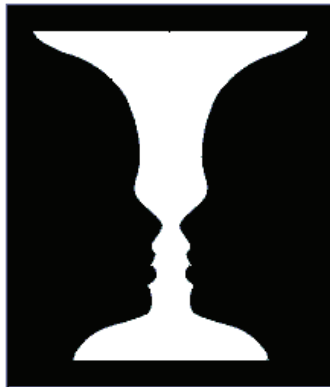
Category	4	3	2	1	Score
Effort	Student consistently asks questions, participates in lessons, seeks help, and takes advantage of every opportunity to work.	Student asks questions, participates in lessons, seeks help, and takes advantage of every opportunity to work.	Student mostly takes advantage of independent work time and occasionally participates and asks questions.	Student rarely participates, asks questions, or takes advantage of independent work time.	
Statement	Thesis is well written, introduce topic, and creates interest while not revealing main ideas.	Thesis introduce topic, creates interest while not revealing main ideas.	Thesis is present, but is unclear or reveals the main ideas of the text.	No thesis statement present.	
Knowledge: Overall message of infographic (weight x2)	Overall message is focused, abundantly clear, and easily understood by most viewers.	Overall message is focused, clear, and understood by most viewers.	Overall message shows some areas that are not focused.	Overall message is unfocused.	
Content – Accuracy (weight x2)	3 or more accurate facts/concepts are displayed in the infographic, the facts/concepts are researched, and text clearly states facts/concepts concisely.	3 accurate facts are displayed.	2 accurate facts are displayed or one of the facts are not accurate.	Fewer than 2 accurate facts are displayed.	
Graphics - Visual (weight x2)	Use of graphics and/or photos are appropriate to the topic, a consistent colour palette is used, and data is horizontally organized. Visuals are stunning, create interest, and help convey the message of the text.	Use of graphics and/or photos are appropriate to the topic, a consistent colour palette is used, and data is horizontally organised.	Most graphics and/or photos are appropriate to the topic, a fairly consistent colour palette is used, and data is organised horizontally.	Graphics are rarely appropriate, have inconsistent colour palette, and/or the data not organised	
Grammar	Uses correct grammar, spelling, possessives. Few errors and meaning remains clear throughout	More than a few grammatical errors present but meaning remains clear	There are patterns of grammatical errors that may prevent understanding	Little to no command of standard English is shown	
Punctuation	Uses correct punctuation with few errors and meaning is clear	More than a few punctuation errors present, but meaning is clear	There are patterns of punctuation errors that prevent understanding	Little to no command of punctuation rules is shown	
Presentation	Student was organised. Gave an overall good performance	Student disorganised, but did present	Student did not present	n/a	
Planning Document	Was complete	Was mostly complete	Was blank	n/a	
Total					

ICT: create an infographic using PowerPoint

- o You Tube on How to Create an Infographic in PowerPoint - Part 1 <https://www.youtube.com/watch?v=bX4TWRMZBIE>
- o How to easily create infographics in PowerPoint http://thesideblog.blogspot.com.au/2012_10_01_archive.html

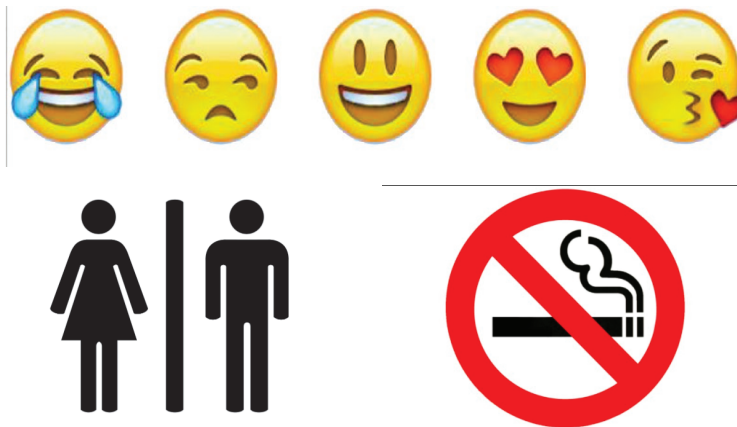
What do you see?

Image: <http://www.trioprofessionallelearning.com.au/wp-content/uploads/2013/05/Screen-Shot-2013-05-04-at-2.47.03-PM.png>



Icons - images

Simple characters and icons, exist in various genres, such as facial expressions (emoji), types of weather (e.g. cold front, rain), and lightbulbs often signify an idea



Images: http://graphics.wsj.com/emoji/img/facts_8.png; <https://candypsfiles.wordpress.com/2014/02/screen-shot-2014-02-10-at-13-27-54.png>; <https://kyungminkim420.files.wordpress.com/2014/09/screen-shot-2014-09-21-at-8-57-13-am.png>

- Name the emojis and icons on the above diagrams
- Draw ten icons and ask the class what they mean?



Students need to understand and evaluate how images and language work together in different learning areas F-12.

Image: <https://s-media-cache-ak0.pinimg.com/736x/42/8f/ce/428fce395d7fe9493fa895699467d6d4.jpg>

BOOKS AND ICT

- What you see and why it matters: How competency in visual literacy can enhance student learning
http://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1008&context=education_honproj
- Infographics for Dummies
<https://www.amazon.com/Infographics-Dummies-Justin-Beegel-MBA/dp/1118792386/kathyschrocksgui/>
- The Visual display of Quantitative Information
<https://www.amazon.com/Visual-Display-Quantitative-Information/dp/0961392142/kathyschrocksgui/>
- Infographics for Kids
https://www.amazon.com/Infographics-Kids-Susan-Martineau/dp/1580897231/ref=as_li_ss_tl?ie=UTF8&qid=1473159450&srs=8-1&keywords=infographics+for+kids&linkCode=sl1&tag=kathyschrocksgui&linkId=30546a5d37438cb96d688c7027d84540
- Cool Infographics: Effective Communication with Data Visualisation and Design
<https://www.amazon.com/Cool-Infographics-Effective-Communication-Visualization/dp/1118582306/kathyschrocksgui/>
- Slideshare - Visual Literacy <http://www.slideshare.net/3192002/visual-literacy-4876684>
- Using Social Media to Teach Visual Literacy in the 21st-Century Classroom
<https://www.edutopia.org/blog/social-media-visual-literacy-classroom-dave-guymon>
- Visual literacy: using images to increase comprehension
https://readingrecovery.org/images/pdfs/Conferences/NC09/Handouts/Carry_Visual_Literacy.pdf
- Using emojis in the classroom
<http://www.erintegration.com/2016/03/13/emojis-in-the-classroom/>
- Future of images
<http://allthingslinguistic.com/post/118895873331/internet-language-pictures-and-emoji://fortune.com/2014/06/04/future-of-the-image/>

Visual literacy



Digital games: literacy in action
edited by Catherine Beavis et al. Kent Town, SA: Wakefield Press, 2012. 302.2 DIG

This book "is the result of a wide-ranging investigation into the educational possibilities involved in young people's games. From their creation in the classroom to analysing games and the world of games as text, academics and teachers are now taking seriously the serious play of young people ... The contributors use the interaction between the theoretical frameworks of games as text and games as action to explore a wide range of issues relevant to the teaching of English and literacy." – Publisher website.



The shape of text to come: how image and text work by Jon Callow. Newtown, NSW: PETAA, 2013. 372.6 CAL

"Designed to engage educators with both image and word, both effectively and intellectually. It seeks to provide a way for teachers to understand how images work in their own right, as well as in relation to written text ... this book will guide readers through a framework that will enhance their understanding of visual grammar as well as build on concepts of written grammar." – Back cover.



Multimodal literacy: researching classroom practice by Maureen Walsh. Newtown, NSW: PETAA, 2011. 372.6 WAL

This book "highlights some of the literacy strategies needed for reading, using and producing multimodal texts; and the relevant explicit pedagogy within both print-based and digital communication environments." – Back cover. Based on research in primary schools in Sydney.



Teaching visual literacy: using comic books, graphic novels, anime, cartoons, and more to develop comprehension and thinking skills edited by Douglas Fisher & Nancy Frey. Revised Australian edition. Moorabbin, Vic: Hawker Brownlow Education, 2010. 428 TEA

"This collection of innovative articles shows classroom teachers ... how to use students' interest in picture books, comics, graphic novels, film, anime and other visual media to motivate and engage readers in years P-12." – Back cover.



Picture books and beyond edited by Kerry Mallan. Newtown, NSW: PETAA, 2014. 741.64 PIC

This book "examines a wide selection of picture books, graphic novels, films, e-picture books and apps that reflect the diversity of these evolving cultural artefacts, and their opportunities for education and delight ... aligns closely with the goals and directions of the Australian Curriculum: English." – Back cover. Includes links to Australian Curriculum from Foundation to Year 6.



Thinking through new literacies for primary and early years by Jayne Metcalfe, et al. Revised Australian edition. Moorabbin, Vic: Hawker Brownlow Education, 2013. 372.6 THI

"This book explores a wide range of new literacies and considers how they can be incorporated into English and Literacy teaching in primary schools. It responds to the new Australian Curriculum: English, the general capabilities of Literacy and ICT, and the forthcoming new Australian Curriculum: Digital Technologies." – Primary English Teaching Association Australia. Chapter 6: Visual literacy, by Ian Todd.



Put it in writing: context, text and language by Joanne Rossbridge. Newtown, NSW: PETAA, 2015. 372.6 ROS

"Put it in writing focuses on the teaching of writing through the development of knowledge about context, text and language ... Engages with multimodal and visual texts." – Back cover. For primary teachers.



When writing with technology matters by Carol Bedard & Charles Fuhrken. Portland, ME: Stenhouse Publishers, 2013. 428 BED

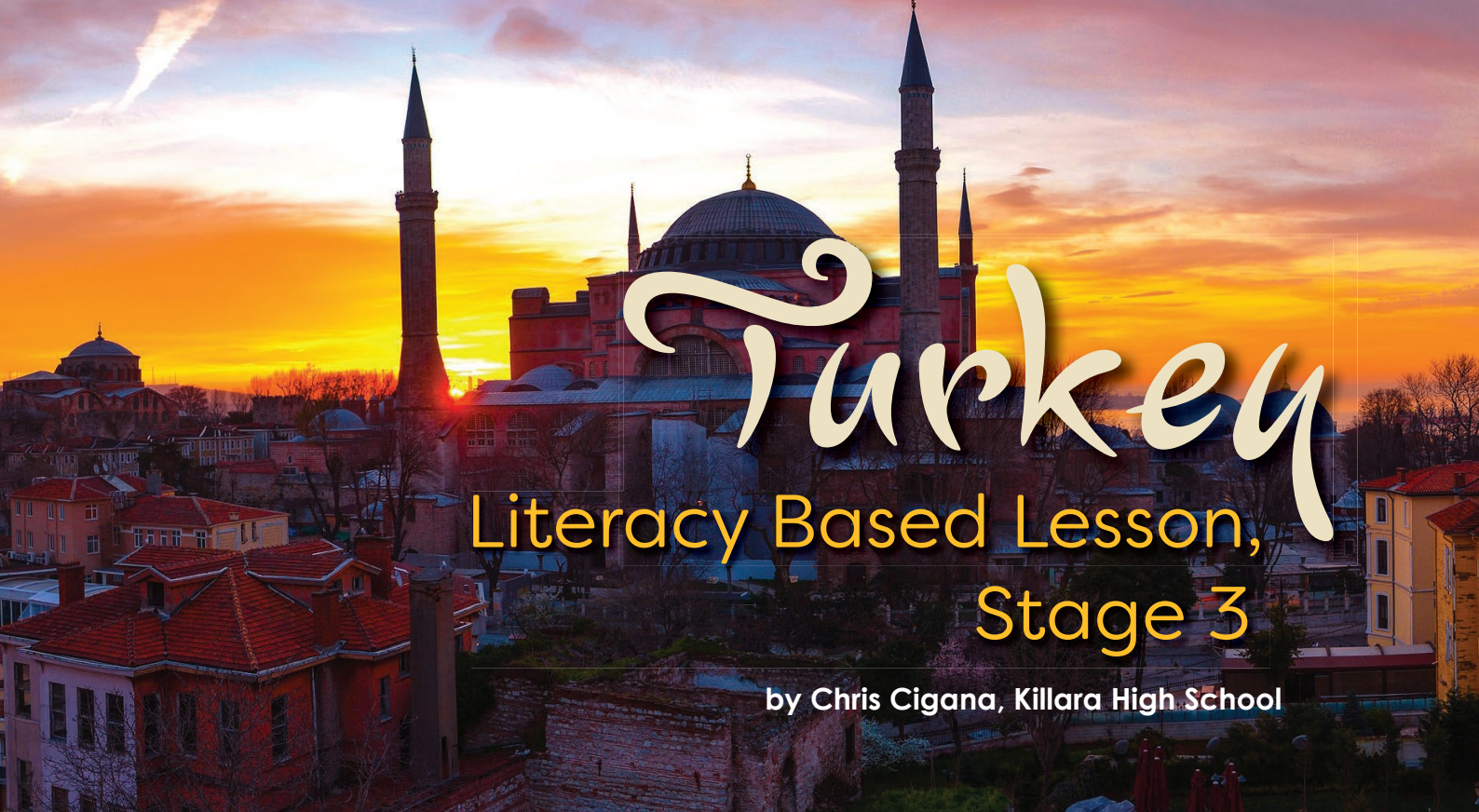
"[The authors] provide detailed descriptions of elementary and middle school literacy projects that teachers can follow step-by-step or use as a guide when planning their own technology-based projects." – Back cover. Part 2: Authoring the visual non-fiction essay. Teacher resource for years 1-8.



Reading the visual: an introduction to teaching multimodal literacy by Frank Serafini. New York: Teachers College Press, 2014. 372.6 SER

"This engaging book provides theoretical, curricular, and pedagogical frameworks for teaching a wide-range of visual and multimodal texts, including historical fiction, picture books, advertisements, websites, comics, graphic novels, news reports, and film. Each unit of study presented contains suggestions for selecting cornerstone texts and visual images and launching the unit, as well as lesson plans, text sets, and analysis guides." – Publisher website. For teachers of primary and middle years.

Source: <https://www.nswtf.org.au/files/Ho/%20topics%20visual%20literacy.pdf>



by Chris Cigana, Killara High School



1. Provide a blank map of the world and ask students to place an X where Turkey could be found.
2. Ask students to mark the following :
 Neighboring countries
 Close-by water ways
 Important cities in Turkey
3. Research section: provide an opportunity for students to use technology to research, in groups the following information:
 Types of homes in Turkey
 Weather explanation
 Main religion in Turkey
 Crops
 Food

4. The next activity gets students to identify where these images could have taken place.

1.



2.



3.



4.



5. Create a WORD BANK of vocabulary that could be used to describe these scenes: Example:

WORDS THAT SHOW SIGHT IN IMAGES

Red Blurry Messy
Rural Small
Rocky

WORDS TO DESCRIBE PEOPLE IN IMAGES

Small Large
Chubby Happy
Robust Brown Hair

LUANG PRABANG: A WORLD HERITAGE CASE STUDY

The *Value* of Landscapes & Landforms

(Stage 4 Geography)

by Ross Mackay, Goulburn High School

<https://pixabay.com/en/flag-laos-asia-national-flag-1192671/>

- investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049)
- explanation of the aesthetic value of landscapes and landforms to culture and identity
- description of the cultural and spiritual value of landscapes or landforms in different places
- identification of how a landscape can have economic value for different people

Teacher notes

This unit has been designed with a heavy literacy focus. It is designed to be used with the Super 6 literacy strategies. To assist students get the most out of this unit, it is recommended that students complete the Pre-learning worksheet before attempting the unit proper. The Pre-learning worksheet will help them to locate Laos in the world and introduce the students to some of the language they will encounter.

There are some suggestions below as to ways you could use the Super 6 literacy strategies in the unit. There is only a brief explanation of Buddhism in the unit. Students may benefit from a more in-depth discussion of what Buddhism is to assist their appreciation of the unit.

Making Connections – Ask students if they know anything about Laos Create a mind map on the board for students. Most likely, students will know very little and will need some guidance with this.

Predicting – Ask students to look through the text and make note of the headings, sub headings and pictures. Students then write down their predictions about what they are going to learn about.

Questioning – Allow students on a separate piece of paper to write down questions that occur to them as the text is read. They may also wish to highlight any terms or phrases where they are unsure of the meaning.

Monitoring – Students need to be aware of whether the text is making sense to them. As they read, students code the text with post-it notes with the following - I understand?, I don't understand!, I worked it out myself. If you don't have Post-it notes, students can make annotations in the margin of the worksheet.

Visualising – Ask students to describe in their own words or draw a picture of what different parts of Luang Prabang might look like.

Summarising – Students highlight key words or phrases (not whole sentences). They then use these key terms to create a summary of the text they have read.

References

Xayaphone Vongvilay, Jai-Eok Shin , Young-Hwan Kang, E-Doo Kim and Joong-Hyun Choi, **The Influence of French Colonial Rule on Lao Architecture with a Focus on Residential Buildings**, Journal of Asian Architecture and Building Engineering/May 2015 p 279-286

Fleur De Lis image: https://upload.wikimedia.org/wikipedia/commons/3/3d/Meuble_h%C3%A9raldique_Fleur_de_lis.svg

All photos courtesy of Ross Mackay



LUANG PRABANG PRE-LEARNING WORKSHEET

MAP SOUTH EAST ASIA



Using an atlas, mark and label the following countries: Laos, Vietnam, Cambodia, Philippines, Malaysia, Indonesia Singapore, Thailand, Myanmar, China.



Key terms word search

You will need to become familiar with the terms below

A	X	L	T	A	S	M	I	J	J	M	G	I	V	A
W	G	C	U	P	I	N	O	O	S	N	O	M	I	R
Y	E	A	I	A	C	D	I	V	L	Q	G	E	E	C
E	N	R	N	E	N	S	O	Q	N	N	S	G	T	H
C	E	O	N	J	U	G	M	B	O	Q	M	A	N	I
N	F	S	L	D	V	S	P	K	M	S	L	T	A	T
A	E	A	Z	O	I	C	E	R	E	A	A	I	M	E
R	T	S	C	H	C	M	O	G	A	K	C	R	L	C
F	S	Z	D	A	L	M	R	M	R	B	F	E	M	T
J	T	D	I	O	D	E	P	M	M	R	A	H	R	U
B	U	Y	W	I	G	E	P	J	U	U	H	N	U	R
B	P	U	W	A	N	I	H	C	O	D	N	I	G	E
P	A	R	T	M	Y	T	H	I	C	A	L	A	Y	H
W	T	E	M	P	L	E	S	O	A	L	M	W	L	O
X	D	V	Q	E	R	Z	G	M	I	J	D	A	T	O

ALMS, ARCHITECTURE, BUDDHISM, CAMBODIA, COLONY, COMMUNAL, FAÇADE,
FRANCE, HERITAGE, INCENSE, INDOCHINA, LAOS, LUANG-PRABANG, MEKONG,
MONSOON, MYTHICAL, NAGA, SEGREGATED, SPIRE, STUPA, TEMPLE, VIETNAM

This worksheet is about architecture and landscapes.

Architecture is the process of designing, planning and constructing buildings.

Task: You need to make as many words of four letters or as you can from the letters in the word

ARCHITECTURE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Synonyms

A synonym is a word that means the same or nearly the same as another word. You need to match up the words on the left with their synonym on the right.

mythical

communal

segregated

heritage

temple

spire

colony

alms

separate

spike

from the past

settlement

made up

donations

holy place

shared

Dictionary task

Use a dictionary to look up the following terms and write their meanings beside them in your own words.

Monsoon: _____

Stupa: _____

Façade: _____

Incense: _____

Naga: _____

Visual Literacy

Below is a picture of the Luang Prabang Royal Palace. It is a very famous building in Luang Prabang. It has a number of important design features. You need to circle them in the image below:

Stupa on the roof, Spire on top of the stupa, Entry steps, Verandah, Façade, Columns, canons.





Luang Prabang, as seen from across the Mekong River. Mt Phousi is a small hill in the middle of the town.

Luang Prabang is a town located in the northern part of the country called Laos. Laos is located in South-East Asia. The town has been World Heritage listed by UNESCO and because of this it is a popular tourist destination. Laos is part of what was referred to as Indochina during the first half of the 20th century, when it was a colony of France. Indo-China consisted of modern day Laos, Cambodia and Vietnam. Luang Prabang is the ancient capital of the kingdom of Lan Xang or Land of a Million Elephants. It remained the royal capital of Laos until 1563 when the capital moved to Vientiane due to fears of Burmese invasion.

According to the **UNESCO, World Heritage Committee**; *“Luang Prabang is exceptional for both its rich architectural and artistic heritage that reflects the fusion of Lao traditional urban architecture with that of the colonial era. Its remarkably well-preserved townscape reflects the alliance of these two distinct cultural traditions.”*

Key Term

Colony: A country under part or full political control of another country.

Luang Prabang represents a blend of the natural and built environment as well as incorporating religious stories and traditions of the Lao people. The built environment of Luang Prabang is in harmony with the natural environment. Sacred **Mount Phousi** stands at the heart of the historic town which was built on a peninsula created by the junction of the Mekong and the Nam Khan rivers. At the top of Mount Phousi is **That Chomsi**, a temple topped by a golden stupa. Many traditional ceremonies continue to preserve the religious atmosphere of the town, in particular the morning Buddhist monk procession to collect alms (donations). Natural spaces located in the heart of the city and along the riverbanks, complement this preserved managed environment.

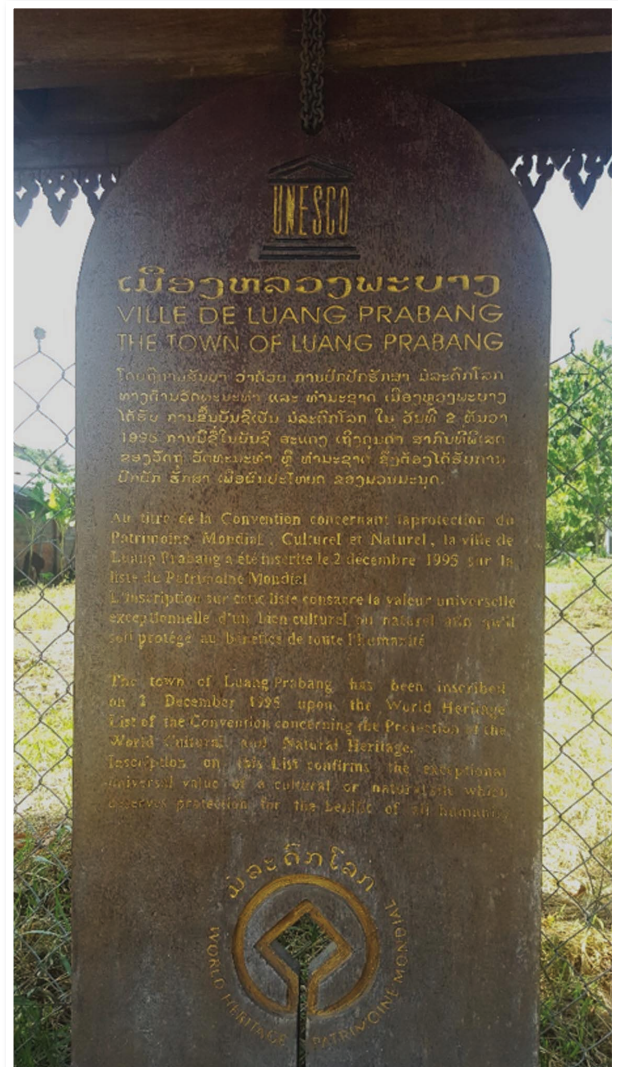
Key Term

Wat or That:

A word that means temple in South East Asia.



The morning procession of Buddhist monks collecting alms from the town's population.



The inscription reads: The town of Luang Prabang has been inscribed on 2 December 1995 upon the World Heritage List of the Convention concerning the Protection of the World Cultural and Natural Heritage. Inscription on this list confirms the exceptional universal value of a cultural or natural site which deserves protection for the benefit of all humanity.

Mt. Phousiand That Chomsi

One of the most interesting aspects of Mount Phousi and That Chomsi is the legend surrounding it. Tradition has it that at the site of the sacred hill there used to be a deep pit that led to the centre of the earth. Helped by villagers, a monk went down into the pit and found an immense treasure. The villagers seized the treasure and buried the monk alive by sealing the entrance to the pit. However, armed with magical charms, the monk succeeded in escaping after defeating the seven guardians of the treasure. News of this murder attempt reached the ears of the king of Luang Prabang, who punished the villagers by condemning them to take turns in beating drums, gongs and cymbals every three hours to stop the dragons from disturbing mankind. This practice is still carried out today at nearby **Wat Thum Thao**. It is possible to see a “footprint” of Buddha on the mount.



The Golden Stupa of That Chomsi at the top of Mt Phousi

Key Term

Buddhism:

A religion that is common in South-East Asia.



Buddha's footprint on Mount Phousi.

Buddhism and the built environment

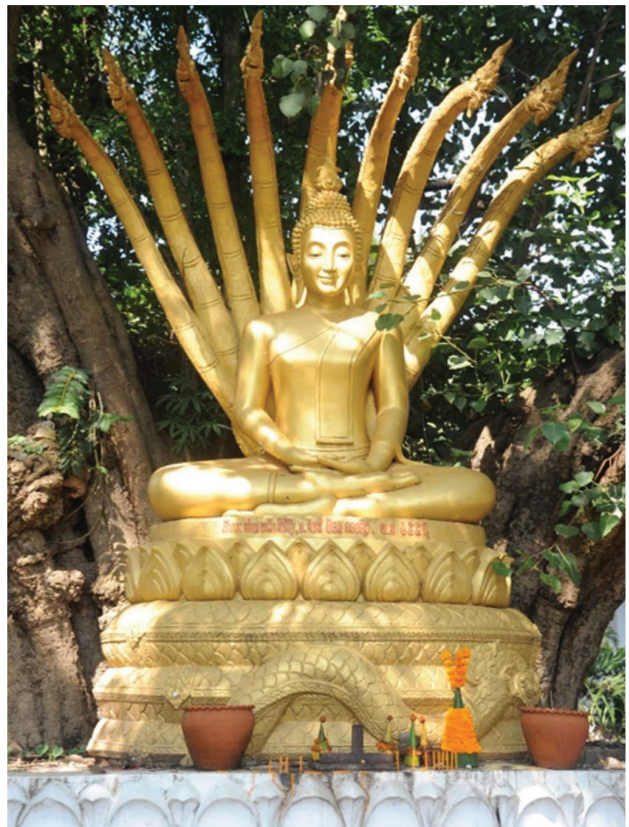
Quick quiz

Tell your teacher, 3 years that were in the 16th Century.



Wat Xieng Thong

Laos is a Buddhist country. The influence of this is seen in the numerous temples (Wats or Thats) and statues around the city. One of the most famous temples in the town is **Wat Xieng Thong**. It was built around the 16th century. Its low hanging roof and elaborate decoration, both inside and outside is an example of classic Luang Prabang architectural style. Historically, it is the site of the crowning of Lao kings at the time when Luang Prabang was the capital of Laos. Legend suggests that the site is the home of two powerful nagas that lived at the junction of the two rivers. Naga's are mythical snakes that are associated with Buddhism and Hinduism throughout South and South-east Asia. Buddha is often depicted sitting on a naga with its many heads appearing behind him.



Buddha sitting on top of a naga, a mythical snake. This depiction of Buddha is a common sight in South-East Asia.

Not far from Luang Prabang on the banks of the Mekong River are **Pac Ou caves**. These two limestone caves demonstrate the mixture of the natural and cultural landscapes. The lower cave is visible from the river. The upper cave is much deeper and darker. Both caves are popular places to make offerings to Buddha and burn incense. The caves are home to approximately 4000 Buddha statues left by local people over hundreds of years. It is accessible only from the river, reflecting the importance of the river in the lives of the people of Luang Prabang. The caves are popular pilgrimage for local people, particularly in April when Lao New year is being celebrated.



Above: Pac Ou cave. Below: Some of the four thousand Buddhas found in the cave.



The local environment and its effect on traditional architecture

Laos's climate is hot humid and monsoonal. Traditional Lao houses reflect this climate by being built on stilts. This keeps the house cooler in the hot humid environment than if they were built on the ground (many houses in Queensland are built like this for the same reason) by allowing the movement of air underneath the house.

Houses also reflect a sense of community. This is an important part of Lao and Buddhist communities, by being very open inside. It is also practical as the open design allows for the movement of air through the house to keep it cooler. The area under the house is used for storage, crafts and lounging during the day and sometimes for housing livestock.

Having a raised house is also beneficial during the monsoon season when flooding is common. It also helps provide additional protection from predators.

Traditionally Lao houses had thatch roofs, although as with this example, in the modern era corrugated iron has superseded this. The interior of the house is just a single room that serves as a dining room, lounge room and bedroom.

Key Term

Architecture:
The process of designing and constructing a building.



A traditional Lao stilt house

French Colonial housing



During the French colonial era, French architectural styles were blended with traditional Lao architecture and adapted to suit the climate (hot and humid). Although the ground level is enclosed, it is possible to open the doors to open up the area.

The pitched roof reflects traditional Lao design and the roof facades have a mixture of Lao and French design features. The lower level of the house was a communal area and could be opened up to take advantage of the movement of breezes. The upper level was more segregated and used as a private area and sleeping quarters. This reflects the western ideas of privacy and less communal living that is a feature of Lao society.

Key Term

Pitched:

The steepness of a slope, particularly of a roof.



Luang Prabang Royal palace

Perhaps the most memorable building in Luang Prabang, is the Royal Palace. Today the building contains the Luang Prabang National Museum. The building was intended to strengthen Lao – French relations. Reflecting the importance of the Mekong River to Laos, the Palace was built on the banks of the river. This allowed royal visitors to disembark from their river transport and be received there.

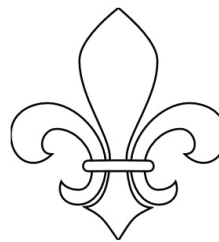


Luang Prabang Royal Palace

The palace features a number of elements of both Lao and French architectural styles. The centre of the roof is dominated by a golden spire. The roof itself is in the style of pitched roofs common in traditional Lao buildings. The entry steps and verandah surrounding the building are reflective of traditional French styles and the stairs are of Italian marble. The gable above the entry stairs depicts three elephants, representing the three kingdoms of Laos. The pillars on either side of the stairs are adorned with fleur-de-lis emblems.



The gable above entry to the Royal palace depicting three elephants.



Fleur-de-lis emblem

Luang Prabang is a fascinating and complex town. It reflects many aspects of traditional Lao life, Buddhist features and French Colonial influences. The importance and significance of the river is seen throughout the town and the design of buildings. It demonstrates the aesthetic value of landscapes to culture and identity. The town shows the cultural and spiritual value of landscapes and how a landscape can have economic value for different people.

Luang Prabang Worksheet



https://commons.wikimedia.org/wiki/File:Southeast_Asia_location_map.svg

1. On the map of South-East Asia, mark and label Laos and the surrounding countries. Also mark and label the Mekong River, from its source to its delta.

2. On the map of Laos, label Luang Prabang and Vientiane.

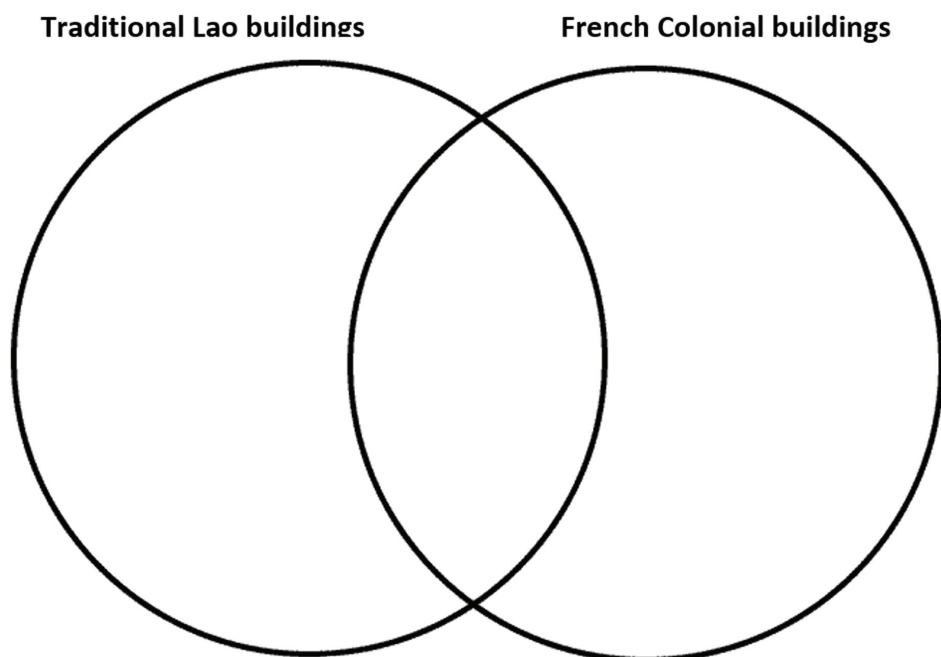


<https://commons.wikimedia.org/wiki/File:Laos-blank-map.png>

3. Define the following terms:

- a. River source:
- b. River Delta:
- c. Peninsular:
- d. Alms:
- e. Incense:
- f. Monsoon:

4. What does Fleur-de-lis mean in English?
5. Write the following sentences out as true statements
 - a. Luang Prabang is located north west Europe.
 - b. Laos has is not a landlocked country.
 - c. England colonised Laos.
 - d. Luang Prabang is on the banks of the Nile River.
 - e. The naga is a real type of bear.
6. What does UNESCO stand for?
7. Why has Luang Prabang been listed as a World Heritage area?
8. Identify 6 natural and cultural features of Luang Prabang.
9. How does the town reflect a blending of the natural and cultural landscapes?
10. Think about the climate, why might it be a good idea to have a pitched roof on a house rather than a flat roof? In what type of climate, might you have a flat roof on a building?
11. How does this landscape have economic value?
12. Identify 5 design features of Wat Xieng Thang.
13. Suggest how the growth of tourism in Luang Prabang may affect the town?
Consider both positives and negatives. Suggest some strategies that could be used to mitigate any adverse effects.
14. How does the town reflect a blending of the natural and cultural landscapes?
15. Fill in the Venn diagram below identify the similarities and differences of French style and traditional Lao buildings.



To help students get the most from the unit, it would be worthwhile having a brief discussion of where Laos is. Additionally a brief explanation of Buddhism may help the students.



Media Literacy:

Some ideas and strategies

by Dr. Jennifer Curtis

Editor's note: This unit is a collection of materials compiled and presented by Jenny Curtis at various times.

In 2017 we have the new terms: "fake news" and "alternative facts" that need to be added to the conversation that we have with students.

[Editor.]

"The ability to access, analyse, evaluate and communicate information in a variety of formats including print and non-print".

"The ability to interpret and create personal meaning from the hundreds, even thousands of verbal and visual symbols we take in everyday through television, radio, computers, newspapers and magazines, social media and of course advertising....

.....the ability to choose and select, the ability to challenge and question, the ability to be conscious about what's going on around you and not be passive and therefore, vulnerable."

Elizabeth Thoman.



Media Literacy, in its simplest terms, is viewing or reading any media message critically! There are five Principles of Knowledge:

1. Media messages come in different formats such as commercials, news articles, billboards and texts
2. All media messages are created by someone for a specific purpose and target a specific audience or audiences
3. All media messages are constructions and the way they are constructed includes words, images and sounds
4. People interpret media messages differently, based on their own experiences and prejudices and/or perceptions
5. Each media message represents someone's social reality. In other words, just because something is printed and is real does not make it true.

Catherine Gourley.[2005]



http://i.dailymail.co.uk/i/pix/2016/08/18/13/375D08A500000578-3746374-image-m-107_1471524885959.jpg



<https://i.ytimg.com/vi/j-ktprm5K0/maxresdefault.jpg>



http://i0.wp.com/metrouk2.files.wordpress.com/2017/03/mg_westminster_muslimwoman_distress1.jpg?crop=0px%2C84px%2C1200px%2C631px&resize=1200%2C630&quality=80&strip=all&ssl=1

MEDIA LITERACY

(a) NEWS ARTICLES

Why is it news?

Each day, newspaper editors around the world must make decisions about which stories they will publish. Stories make it into newspapers for many different reasons.

- **TIMELINESS:**
News that is happening right now, news of interest to readers right now.
- **RELEVANCE:**
The story happened nearby or is about a concern of local interest.
- **MAGNITUDE:**
The story is great in size or number; for example, a storm that destroys a couple of houses might not make the news but a story about a tsunami that devastates a community would be very newsworthy.
- **UNEXPECTEDNESS:**
Something unusual, or something that occurs without warning.
- **IMPACT:**
News that will affect a large number of readers.
- **REFERENCE TO SOMEONE FAMOUS OR IMPORTANT:**
News about a prominent person or personality.
- **ODDITY:**
A unique or unusual situation.
- **CONFLICT:**
A major struggle in the news
- **REFERENCE TO SOMETHING NEGATIVE:**
Bad news often 'sells' better than good news.
- **CONTINUITY:**
A follow-up or continuation to a story that has been in the news or is familiar.
- **EMOTIONS:**
Emotions (such as fear, jealousy, love, or hate) increase interest in a story.
- **PROGRESS:**
News of new hope, new achievement, new improvements.



ACTIVITY - THE FIVE WS

- Introduce students to the 5Ws found in most news stories. Often, the five Ws are introduced in a story's opening paragraph — the **who, where, when, what** and **why** of the story.
- Circle or highlight and label the areas of a story that tell each of the five Ws.
A five W variation!
- Provide each student with a news story.
- The student lists on a separate sheet of paper the **who, where, when, what** and **why** of the story.
- Then the students' papers are collected and redistributed so no student has his or her own sheet.
- Each student takes a look at their **five W** list and writes the opening paragraph of a news story based on that information.
- Students share their stories and the original stories to see how they compare.
- How accurate were the students' stories?



(b) VISUAL IMAGES - CARTOONS

When referring to a cartoon as an historical or visual source, it is essential that students understand the **mood** of the period — the wider historical context.

Cartoons have often been used to poke fun at authority figures over the centuries, and to make political comment. They can even be enjoyed by people who cannot read. They direct attention to a particular issue and promote discussion and thought.

Sometimes the message conveyed is a conscious manipulation of the reader, eg. in some forms of official propanganda. Hitler stated early in his career about the political cartoons deriding him: *'It doesn't matter if they ridicule and revile us . . . as long as they mention us.'*

To cover all aspects of an analysis of a cartoon, the following points need to be examined.



1. Study the cartoon for **details** — people, buildings, background, dress and other clues for historical data: title, caption, source, date.
2. **Background facts** — What issue / event does it refer to? Add background knowledge that you have.
3. **Symbols** — What specific symbolism is used? Do students understand their significance? Are they used for emotive purposes?
4. **Bias** — Who wrote it? Purpose? Political stance? Viewpoint? Where published?
5. **Interpret the meaning** — What is the message of the cartoon? Direct or oblique?
6. **Evaluate responses** to it — Effective? Accurate? Impact? What would the responses have been from different groups at the time? How important was its influence?
 - Who do these figures represent?
 - What is the meaning and significance of the sign and closed door?

USING CARTOONS IN THE CLASSROOM

Close viewing

1. What aspects of life in China does the cartoonist depict?
2. Can you make sense of the cartoons without the written text? Explain why or why not.
3. What values, beliefs or assumptions do these cartoons support? Justify your opinion with reference to your ideas about a cartoonist's role in society.

Investigation

4. Collect a selection of political cartoons from newspapers or magazines. Working with a small group, identify themes and uses of wit or humour that these cartoons share with the work of Ding Cong.

Drawing a cartoon

5. Analyse an event or issue in your school (for example school uniform, a win or loss by a sporting team) or the local community (for example traffic flow through your suburb, local council elections). Draw a cartoon, supported by written text, that comments on the event or issue.



(c) VISUAL IMAGES - PHOTOGRAPHS

Questions about a photograph

- What can you see in the photo?
- When was it taken? Clues?
- Where was it taken? Clues?
- Who took it?
- Why was it taken? Purpose?
- Is it displaying a particular point of view? bias?
- Could it have been used as propaganda?
- Was it posed? What difference would it make if it was?
- Has it been altered in any way?
- Where was it published or found?
- Is it provenanced?
- Has it been taken out of context?
- Does the background provide any further clues?
- For what topic could it be used as a source?
- Does the caption provide any clues?
- What further questions do we need to ask?
- What else would you like to know?
- What would you like to ask the subject in the photo?
- Where might we find out more information on the subject?
- If we know very little about the **provenance** of the photo, how might this affect our use of it as a source?



NEWS SNAPSHOT

The New York Times has a free daily photograph study with student questions, teacher notes, and discussion starters. All photograph studies are archived for future teacher use. There are many with an Asian theme. News Snapshot can be found at

www.nytimes.com/learning/teachers/snapshot/inclex.html

GENERAL TOOLS USED FOR MEDIA LITERACY

The following observations can serve as general tools for more critical consumption of media:

- **Media construct our culture.** Our perception of reality is shaped by the media we use to communicate with one another.
- **Media contain ideological and value messages.** Some of these messages are intended and some are unintended. Media messages often target specific groups, and they can be positive or negative. They can be intentionally obvious (texts) or intentionally hidden (subtexts).
- **Media use identifiable techniques.** TV commercials, for example, are very carefully constructed to influence our attitudes and behavior, using identifiable persuasion techniques. Flattery, repetition, fear, humor, powerful words and sexual images are especially common and effective techniques of media persuasion.
- **Individuals construct their own meanings from media.** Although media makers attempt to convey specific messages, people receive and interpret them differently. All meanings and interpretations should be respected.
- **The human brain processes moving images in a different manner than text.** TV images move at 30 frames per second. The information they transmit often bypasses the analytic brain and triggers emotions and memory in the unconscious and reactive parts of the brain. Only a small proportion surfaces in consciousness.
- **Media is most powerful when it operates at an emotional level.** Most fiction seeks to engage our hearts as well as our minds. Advertisements take this further, and seek to transfer feelings from an emotionally-charged symbol to a product. Most ads tell us nothing truly useful about the product except its name and appearance.
- **Filmic techniques and techno-effects enhance the emotional impact of media.** Camera angles, framing, reaction shots, quick cuts, lighting tricks, computer graphics, music, sound effects and other techniques are used to reinforce the messages in the script.
- **Most media are controlled by commercial interests.** In the United States, the marketplace largely determines what we see on television, what we hear on the radio, what we read in newspapers or magazines. As we use media, we should always be alert to the commercial self-interest of most media makers. As global media monopolies grow and corporate interests become harder to identify, asking questions becomes even more important.

THE LANGUAGE OF PERSUASION

Media makers — particularly advertisers — use a number of identifiable techniques to inform and persuade media consumers. We can use our understanding of these techniques as specific tools for decoding media messages.

1. **Symbols** can be words, designs, places, ideas, music, etc., symbolizing tradition, nationalism, power, religion, sex, family or any concept with emotional content. In media, people and things often symbolize some larger concept.
2. **Hyperbole** is exaggeration or "hype". (For example, "*The greatest automobile advance of the century!*") Ads often use "*glittering generalities*" — impressive-sounding language that is nonetheless vague and meaningless. This technique seeks to impress the target and make him/her more susceptible to the sales pitch.
3. **Fear**. Media often try to make us afraid that if we don't do or buy something, something bad could happen to us, our families and friends, or our country.
4. **Scapegoating** is a powerful technique that blames many problems on one person, group, race, religion, etc.
5. **Humor** is a powerful tool of persuasion. If you can make people laugh, you can persuade them.
6. **The Big Lie**. Most people want to believe what they see. Lies work — on cereal boxes, in ads and on television news. According to Adolf Hitler, one of the 20th century's most dangerous propagandists, people are more suspicious of a small lie than a big one.
7. **Testimonials** use famous people or respected institutions to sell a person, idea or product. They need have nothing in common.
8. **Repetition** drives the message home many times. Even unpleasant ads work if they are repeated enough to pound their message into our skulls.
9. **Führerprinzip** (a term coined by Nazi propaganda chief Josef Goebbels) means "*leadership principle*," or charisma. Be firm, bold, and strong; have dramatic confidence; and frequently, combine this appeal with the "plain folks" technique. It's amazingly effective.
10. **Name calling** or **ad hominem** is frequently used in media. It can be direct or delicately indirect. Audiences love it. Our violent, aggressive, sexualized media teaches us from an early age to love to hear dirt. (Just tune in to daytime talk radio or TV!)

VISUAL LITERACY

in the Studies of Asia

using picture books

by Adrianne Haddow

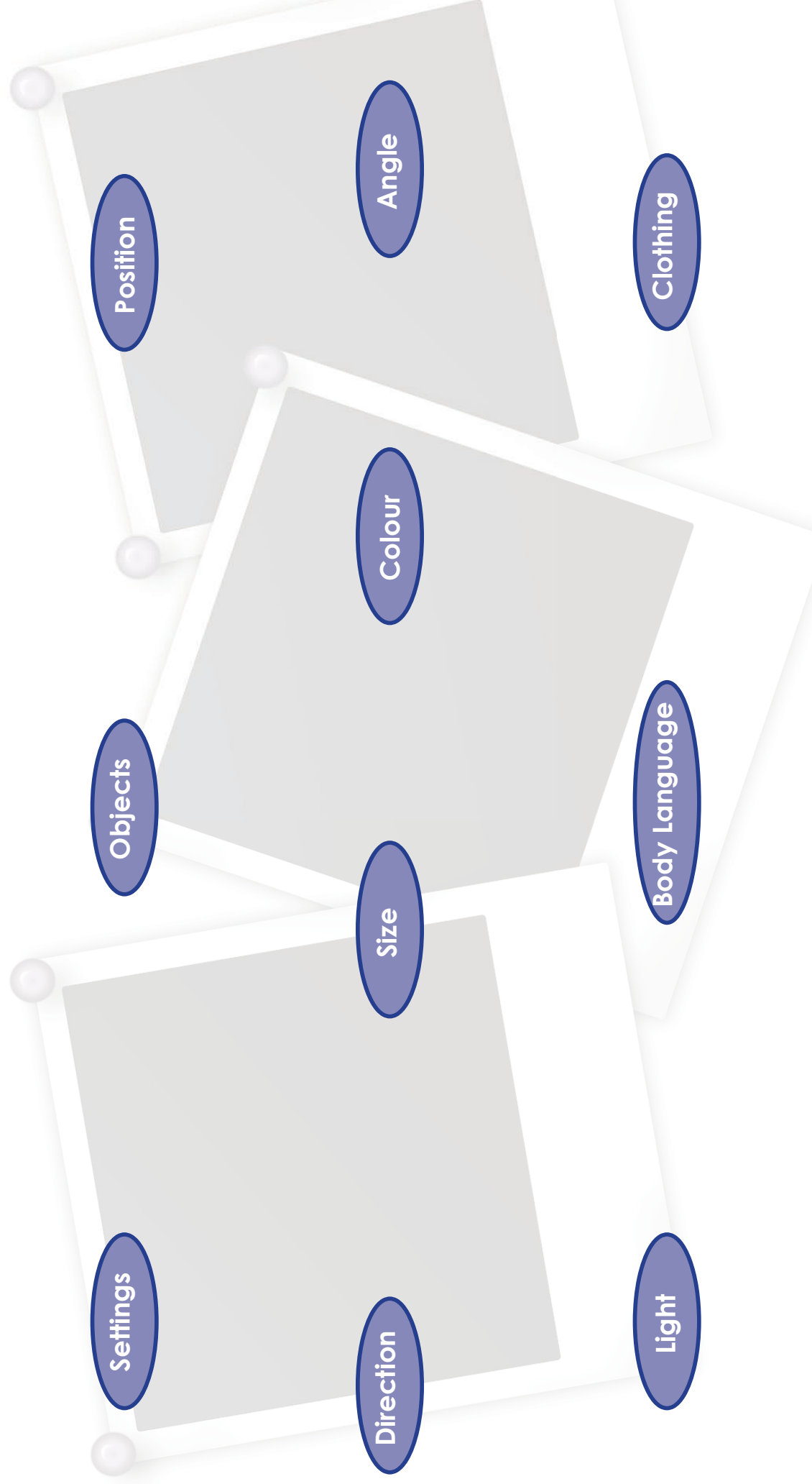
<https://pixabay.com/en/eye-blue-eye-iris-pupil-face-1173863/>

- Children are immersed in a visual culture and are more visually oriented than adults.
While they constantly use and interpret images, they are often unable to analyse or think critically about these images.
- Picture books are excellent for the development of visual literacy because children can return to the books to explore, reflect and analyse the images.
- In understanding the techniques used to construct meaning in visual texts, students learn how illustrators construct texts and position the viewer to interpret the message.
- In texts which are set in a different culture, we must consider the knowledge our students need to bring to the social, historical and cultural context of the book in order to gain full meaning.



<https://pixabay.com/en/children-s-books-books-library-583367/>

ELEMENTS USED IN READING A PICTURE



Adapted from : Quin, R., McMahon,B. Using Visual Texts In Primary and Secondary English Classrooms. Department of Education, Queensland, 1996.

OBJECTS
Shapes or figures

May be associated with certain emotions or feelings.

May be a shortcut message but relies on the understanding of the symbol by the audience.

SIZE

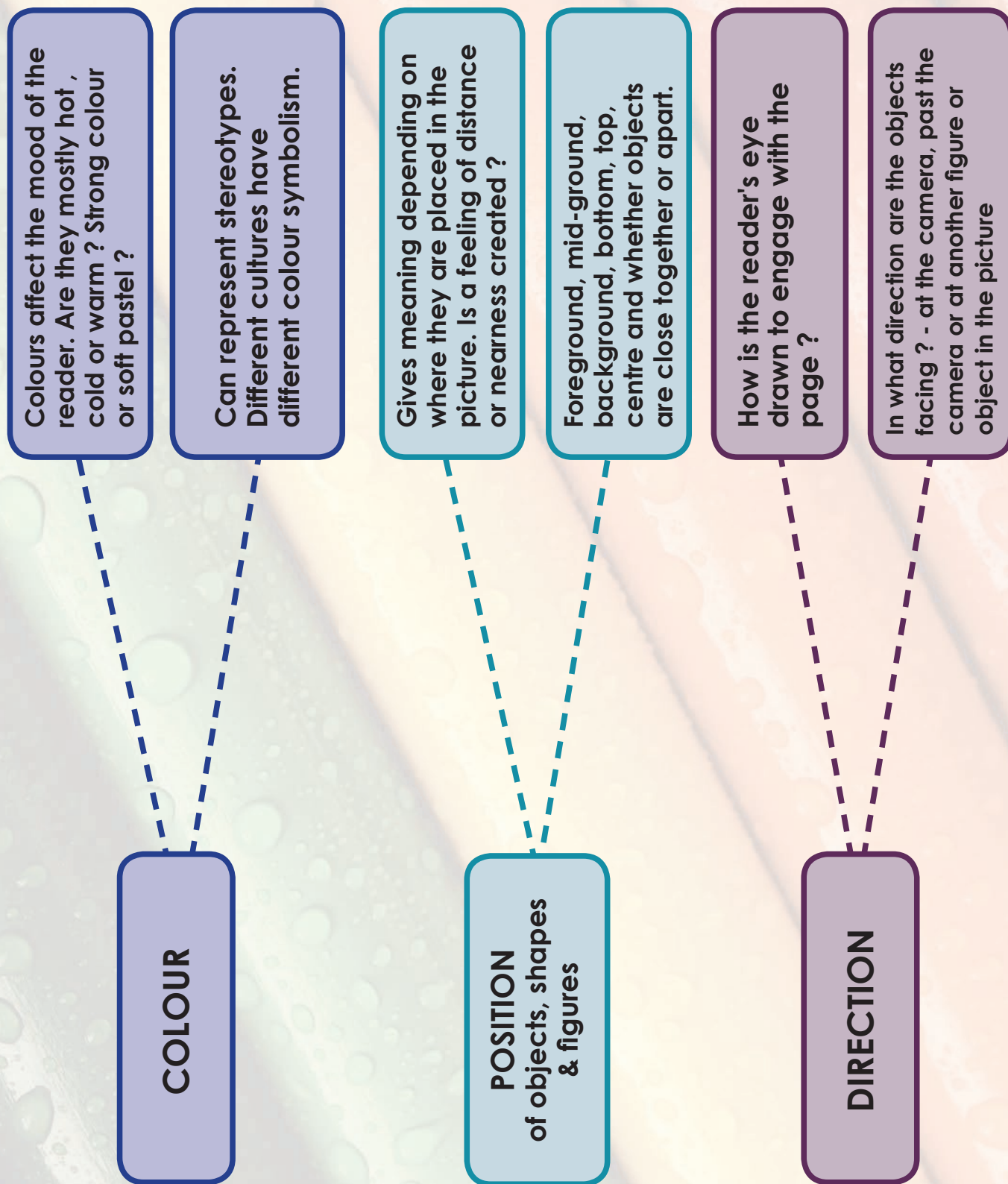
Important objects are usually large and in foreground.

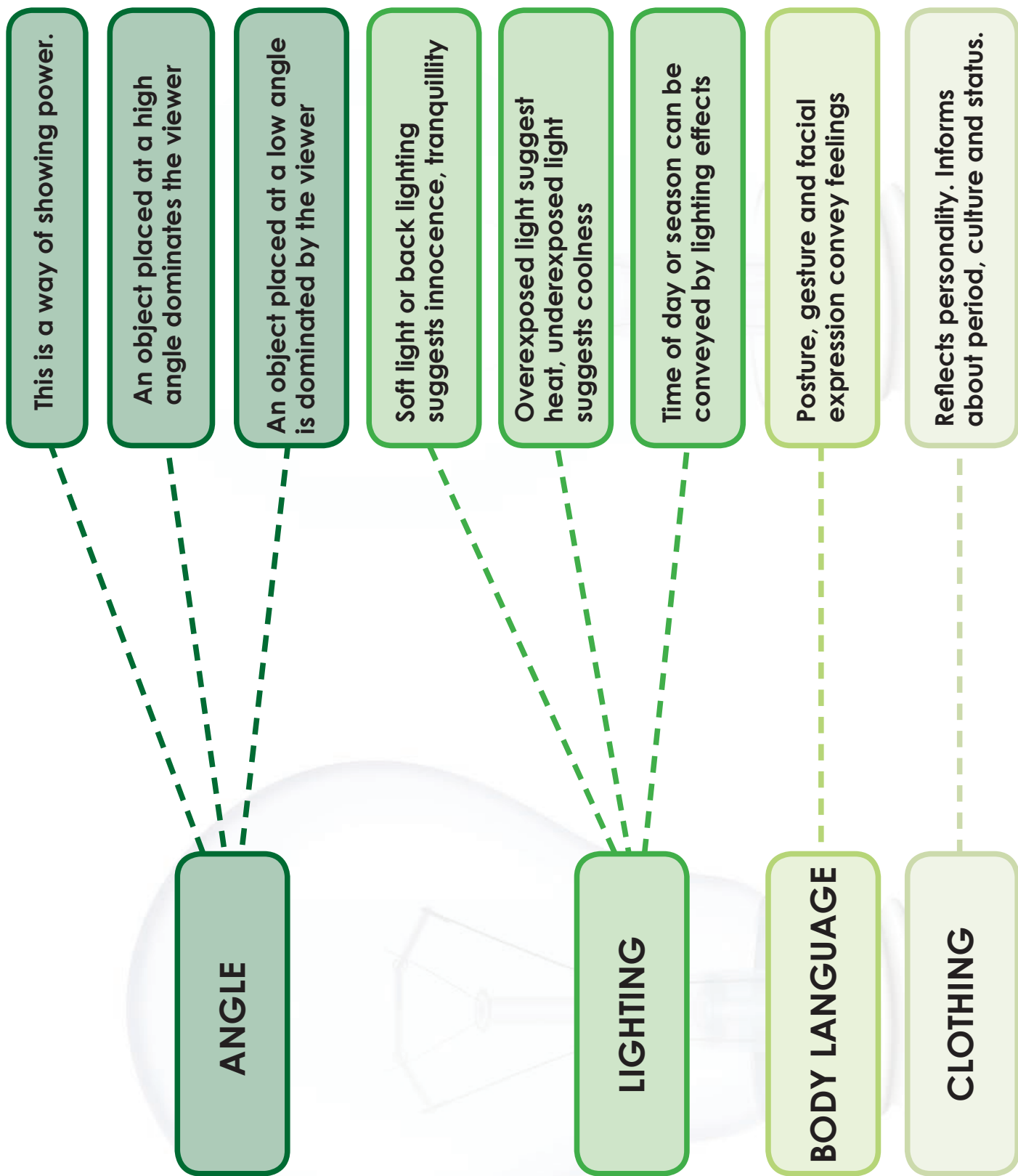
How do the objects fit into the frame of the page ?

SETTINGS

Have symbolic significance and influence our response to a picture

Dry country settings suggest hardship, soft green rural settings denote tranquility.





Representational

Interactional

A visual text contains three different types of meaning.

Compositional

REPRESENTATIONAL MEANING

Participants - who/what is in the image.

Colours - are they used as symbols in the text ?
Red is symbolic of all things intense and passionate, anger, fire, etc

Transactional processes - what is happening between participants?

Reactional processes - Who is reacting and how?

Vectors (lines within the image which draw the eye to particular focal points). They provide reading paths in a visual text.

Symbolism (are symbols used universal or culturally-specific?)

Shape

INTERACTIVE MEANING

Image, realistic conveys credible meaning or cartoon-like conveys humour
act, gaze (the way subjects in a visual text engage the viewer)
e.g eye to eye contact is a demand.

Framing - the way an object is framed indicates social distance of
either participants within the text or participant and viewer

Power - the status of the subjects is conveyed through the use of angles
in a picture (related to camera angles)

Modality - the levels of realism within a text.
High modality: an image that looks real. Low modality: image is abstract

Colour scales and brightness: is it natural or modulated indicating
versions of reality?

Lighting/illumination - focus, shade and shadow indicate real or unreal
versions of participants, e.g. memories, dreams

Background - contextualised provides a place, time and setting, non-
contextualised provides less information for viewers.

COMPOSITIONAL MEANING

Information is gained from the illustrations beyond that available in the written text.
Value: the amount of light and dark used can create a mood or add energy)

Salient image - what does the viewer see first in the picture?

Positioning - participants placement in foreground, background mid-ground etc indicates engagement with other participants or viewer.

Framing - · a close or long shot can indicate social distance - strong, weak, isolating, inclusive ·

Text - font, size, position on page

Looking at Picture Books: Visual Techniques

Title: _____

Author: _____ Illustrator: _____

Technique	Explanation	Page	What is the effect of this technique?
Objects	What do objects say about mood and character?		
Size	How do objects fit into the frame of the page? Are the main characters bigger?		
Setting	What message does the setting give the viewer?		
Colour	Are the colours, mostly warm, hot or cool? How do they affect the viewer?		
Direction	How is the viewer's eye drawn to the page? In which direction are the character's facing?		
Position	Is there a feeling of distance or is the viewer brought near to the characters and action ?		
Angle	How is the power of the characters shown - are they dominant, equal or submissive?		
Lighting/ Illumination	This affects the mood. How does the lighting change? What mood does it create?		
Body Language	What messages are suggested by the posture & facial features of the character/s ?		
Clothing	What does the clothing say about culture, time, status of the character/s?		
Medium	Are the pictures painted, sketched/ collage? What is the effect of the medium?		

Looking at the Whole Picture Book.

Title: _____

Author: _____ **Illustrator:** _____

Use the following vocabulary to discuss your chosen picture book.

	Explanation/ Discussion Points	Your Notes
Cover	What does the cover tell us about the story? Can we make predictions about the story?	
Endpapers	Do the endpapers lead you into the story? What information is provided here?	
Title Page	Note the font and the illustration. How does the title page direct your reading of the book?	
Page Opening	Describes the two facing pages in the picture book? Is the reading path continuous?	
Size	How does the size affect your experience of the book? Does it encourage shared reading or a private experience?	
Format	How does the format of the book (square, vertical or horizontal) affect the shape of the illustrations?	

COLOUR SYMBOLISM (European symbolism)

Prepare a colour symbolism chart for Asia or one specific country such as China.

RED	The colour of fire and blood, so it is associated with energy, war, danger, strength, power and determination. Also passion, desire and love
ORANGE	Orange is associated with joy and sunshine. It represents enthusiasm, happiness, creativity, success and encouragement
YELLOW	Is associated with joy, happiness, intellect and energy. It evokes pleasant, cheerful feelings. In the past, yellow was associated with cowardice.
GREEN	Symbolizes growth, harmony, freshness and fertility. Dark green is associated with envy, ambition and greed.
BLUE	Is associated with tranquillity, depth and stability. It symbolizes trust, loyalty, Wisdom, faith, truth and heaven.
PURPLE	Purple symbolizes power, nobility, luxury and ambition. It is associated with royalty, wisdom, creativity, dignity, mystery and magic.
WHITE	It is associated with light, goodness, innocence, purity and virginity. It means purity, cleanliness and safety.
BLACK	Black is associated with power, elegance, formality, death, evil and mystery. It symbolizes grief, evil and usually has a negative connotation.
BROWN	Suggests stability and denotes masculine qualities. Reddish-brown is associated with harvest and Autumn.

INFERENTIAL COMPREHENSION READING FOR STUDENTS

Primary or Secondary Students
(Stages 3 - 6)

by Chris Cigana, Killara High School

Comprehensions add depth to a student's short-term practise of their reading skills. It also assists with the writing of grammatically correct sentences. Furthermore, students need to find the answer within the article, provide evidence to support their answer and imagine the situation that they have been asked to explore.

It further enhances students' knowledge of other 'worlds' they are not familiar with and maybe, just maybe, awakens their quest to read more, find out more and therefore understand more... of the world in which they live..... and more importantly the original countries of fellow classmates who have not lived all their lives in peace and happiness in a country that isn't war-torn, that hasn't experienced the sight of seeing family members dying and who have not hoped, with all their hearts that they could one day be lucky enough to live in Australia.

Comprehensions using everyday newspaper articles allow students to feel less threatened, as each comprehension is short and normally is accompanied by a picture/image.

GONE, thank heavens, are the days of giving a student a novel, a workbook of double figure questions, time to answer EVERY question and then go through the questions and answers as a class. Or not.....



This lesson uses a newspaper article concerning a positive event in Turkey. Turkey, one of the most friendly, beautiful countries but has had much 'bad' press in the last few years. This is due to the Syrian conflict and local politics with changes to the constitution.

It is great to see a positive article. A uniting and progressive news report. Students are to answer comprehension questions after applying themselves to the 'background knowledge' questions.

TURKEY – RAIL TUNNEL LINKING EUROPE TO ASIA OPENS

ISTANBUL | Turkey has opened an underwater railway tunnel linking Europe and Asia, and the two sides of Istanbul, realizing a plan initially proposed by an Ottoman sultan about 150 years ago.

The Marmaray tunnel runs under the Bosphorus, the strait that connects the Black Sea to the Sea of Marmara and divides Istanbul between Asia and Europe. The tunnel is 8.5 miles long, including an underwater stretch of 4,593 feet.



Turkish Prime Minister Erdogan arrives to test-drive a train as he attends the opening ceremony of the Marmaray railway.

It is among a number of large infrastructure projects under the government of **Prime Minister Recep Tayyip Erdogan** that have helped boost the economy but also have provoked a backlash of public protest....

Officials hope that with up to 1.5 million passengers a day, the tunnel will ease some of Istanbul's chronic traffic, particularly over the two bridges linking the two sides of the city. A more distant dream is that the tunnel may become part of a new train route for rail travel between Western Europe and China.

The underwater portion of the tunnel wasn't dug, but was dropped in sections to the sea bottom – the immersed-tube method used around the world. Turkish officials say that at more than 180 feet deep, it is the world's deepest railway tunnel of its type.

Started in 2005 and scheduled to be completed in four years, the project was delayed by important archaeological finds, including a 4th century Byzantine port, as builders began digging under the city.

Rejecting any fears that the tunnel could be vulnerable to earthquakes in a region of high seismic activity, Turkish Transportation Minister Binali Yildirim said that it is designed to withstand a massive 9.0 magnitude quake. He calls it "the safest place in Istanbul." ...

The tunnel is just one of Erdogan's large-scale plans. They include a separate tunnel being built under the Bosphorus for passenger cars, a third bridge over the strait, the world's biggest airport, and a massive canal that would bypass the Bosphorus.

The projects have provoked charges that the government is plunging ahead with city-changing plans without sufficient public consultation. The concern fueled protests that swept Turkey in June.

[Opponents accuse Erdogan, still broadly popular after 10 years in power, of bypassing city planners and bulldozing history to make way for pet projects in an ancient city that was the capital of the Byzantine Empire, then after the 1453 Islamic conquest became the center of Ottoman power.]

Tuesday's ceremony on the 90th anniversary of the founding of the Turkish Republic was attended by Erdogan and other officials, including Japanese Prime Minister Shinzo Abe, whose country was heavily involved in the construction and financing of the railway tunnel project.

Japan's Seikan tunnel linking the Japanese islands of Honshu and Hokkaido is the world's deepest, getting 460 feet below the seabed and 790 feet below sea level. The Channel Tunnel linking Britain and France is as much as 250 feet below sea level.



BACKGROUND KNOWLEDGE QUIZ

1. List 5 main points you know about Turkey

[a]

[b]

[c]

[d]

[e]

2. What type of government is in operation in Turkey?

.....

3. What is Turkey's population?

.....

4. What is the country's major religion?

.....

5. Why has Turkey been in the news lately?

.....

6. Do you think the Australian government would encourage travel to Turkey? Why, Why not ? (Check the Department of Foreign Affairs website)

.....



COMPREHENSION QUESTIONS – provide quotes from the article to provide evidence for your answers.

1. How long has the Turkish government been planning to construct the tunnel?

.....

2. Where does the tunnel run - from where to where?

.....

3. Who is the present President of Turkey?

.....

4. Why is it so important?

.....

.....

5. What does the building of the tunnel hope to achieve?

.....

.....

6. Who first thought of the plan to build this tunnel?

.....

7. Why does the author liken the tunnel to those built in Japan?

.....

.....

8. What future plans have been developed that will add to this project's importance?

.....

.....

9. What kind of opposition has there been towards the completion and building of the tunnel?

.....

.....

10. Why do you feel people complain about such a positive project of joining two sides of a country, whilst there is so much conflict occurring around Turkey?

.....

.....

11. Do you feel these future plans will help to develop foreign relations with neighbouring countries ?

.....

.....

12. What other Asian country has been connected to the building of this tunnel? Why do you think this foreign country has had strong relations with Turkey and this particular project?

.....

.....

.....



<https://pixabay.com/en/concrete-lights-perspective-tunnel-1845046/>

FOLLOW UP LESSON

WRITE YOUR OWN NEWSPAPER REPORT ON ONE OF THE ACCOMPANYING TURKISH SCENES.

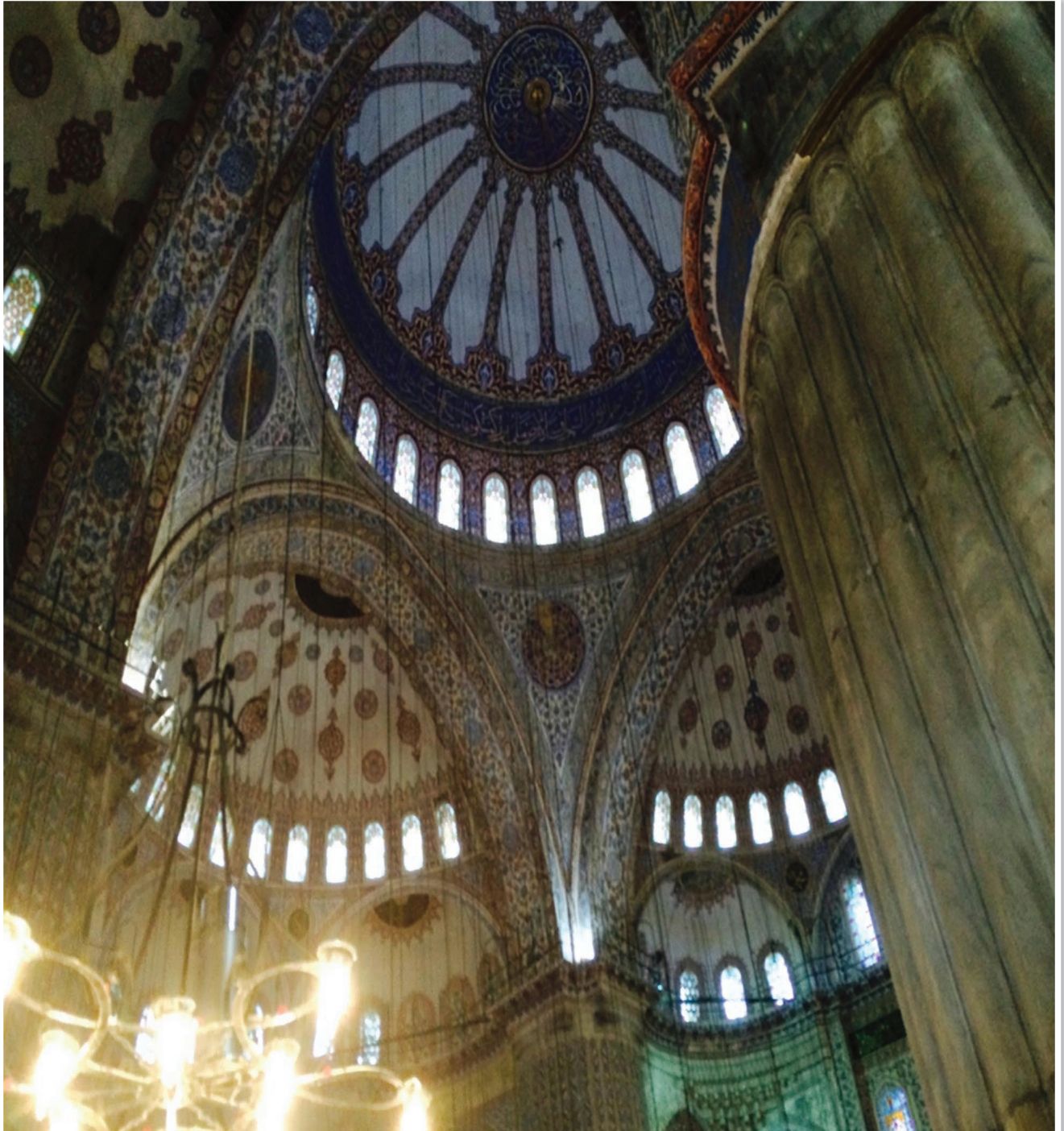
MOST IMPORTANT

[Exploring immigrant students or refugee student's experiences may be too sensitive. As teachers one important rule is to KNOW YOUR STUDENTS. If you have a wonderful, safe relationship with your students, then this first hand experience of writing may be more worthwhile than you think.... Remember though, it is all about the children...]









Tai Chi – Connecting health, mind and body

PDHPE Strand 4: Lifelong Physical Activity (Stage 5 – Year 10)

by Hannah Binks, Goulburn High School

Note: This lesson may take 2 periods depending on time frame. If this is the case, you can split warm up and body activities in half to create 2 lessons. It is recommended that practical activities take place after theory knowledge and understanding is developed.

Outcomes - learn about, learn to	Activity description	Teaching strategies	Resources
<p>Outcome 5.9: A student formulates goals and applies strategies to enhance participation in lifelong physical activity.</p> <p>Learn about: long-life physical activity</p> <ul style="list-style-type: none"> - competitive/non competitive - individual/group/team - recreational - health and fitness - initiative/challenge activities - cultural significance 	<p>Introduction: (5-10 minutes)</p> <ul style="list-style-type: none"> - Introduce Tai-Chi: teacher speaks to the student about Tai Chi connection and importance to students, background (Teacher can quote “Tai Chi is a form of ancient Chinese martial arts and is often described as 'meditation in motion'. It involves gentle exercise, with continuous low-impact movements, combined with deep breathing and meditation”), health benefits (teacher can quote “relaxation, flexibility, recovery from injury, mental health, walking ability”) 	<p>Students are to be seated in a designated area, quietly and listening to the teacher give a brief background of Tai Chi.</p> <p>Note to remind students: continuous focus is on the energy and forces surrounding you. All movements are circular</p> <ul style="list-style-type: none"> - After the introduction, instruct students to find a free space and place their yoga mat flat on the floor in front of them. Once they have completed that, take their shoes off and sit on the mat with their legs crossed. 	<p>Quiet, large area Yoga mat P/P</p>

Continued

Outcomes - learn about, learn to	Activity description	Teaching strategies	Resources
<p>Learn to: Participate in a range of physical activities that meet identified local needs and interests and evaluate their potential as a lifelong physical activity</p> <p>Life skills outcomes: LS.18: recognises components of a balanced lifestyle</p> <p>LS.19: demonstrates skills required to participate in a preferred physical activity</p> <p>LS.20: demonstrates strategies required to participate in a preferred physical activity</p> <p>Skills: Interacting Moving Communicating</p>	<p>Warm up: (15-20 minutes)</p> <ul style="list-style-type: none"> - breathing meditation (5 minutes): stop distractions and clear the mind. Focus on our breath, without controlling it and feel the sensation of it entering and leaving the nostrils. - circling hand exercise (5 minutes): Yin Yang connection of circular and fluid movement, growing and shrinking. - Weight shifting exercise (5 minutes): practicing weight transfer from one position to the next, fluidly. - Partner push exercise (pairs) 5 minutes: understanding the opposite and complementary forces between two bodies <p>Body: Playing Yin and Yang (5-10 minutes) In pairs, students will role play how opposites are complementary or balanced to each other.</p> <p>Holding tai chi positions (10-15 minutes) Go through each pose with students. Use booklets or links (teaching strategies column) to guide you and your class.</p>	<p>Warm up: Breathing meditation: students are seated on their mat with legs crossed. Close eyes and place hands gently on knees. Breathe in deeply, hold, breathe out deeply. Repeat this until students are settled and calm.</p> <p>Circling hands: Students now stand in the middle of their mat. Stand shoulder-width apart, palms are facing each other. Hands are in front of chest, fingers outward. Both hands are the same distance from your centreline. Pick a distance for the space between your hands. Make circles with your hands. Just start making slow, vertical circles. The hands move up and out away from the body, maintaining the same distance apart. Then, bring your hands back down and inward.</p> <p>Weight shifting: In the same position start shifting weight from one leg to the other by bending knees.</p> <p>Partner push: Palms touch, one student is the push and other absorbs force. Gently push on the palms to create an equal amount of force between the hands.</p> <p>Playing Yin and Yang Students find a partner and space to practice their routine. Each student will use prior knowledge to explore and develop a role play around Yin and Yang e.g. day and night, light and dark or good and evil.</p> <p>Holding Tai Chi positions Refer to booklet or use the following links if you are not familiar with movements. The video can be projected so all students are able to follow easily. Pause the video for each form so students can practise. https://www.youtube.com/watch?v=95BfCM7d5aQ&t=606s https://www.youtube.com/watch?v=vHBR5MZmEsY</p>	<p>Internet Projector Yoga Mats</p>

	<p>Mirroring activity (10 minutes) In pairs, one student picks 5 forms to perform and the other student follows the movement and tries to guess the name of the movement.</p> <p>Cool down/conclusion Questioning: Student centred stretching activity whilst questioning students about lesson/s.</p> <p>Helpful links for practical use: http://www.taichi17.com/foundation-exercises https://www.youtube.com/watch?v=vHBR5MZmEsY https://www.youtube.com/watch?v=95BfCM7d5aQ&t=606s </p>	<p>Mirroring activity One student initiates 5 forms in a row. The other students copies the forms and guesses the name of each form. Swap and repeat process. Students are to keep score of how many forms they guess correctly.</p> <p>Cool down/Conclusion Questioning:</p> <ul style="list-style-type: none"> - How did each activity connect to Yin and Yang? - Describe how you felt during breathing meditation - Did you find it difficult or easy to image the circle in your hands getting bigger and smaller? Could you feel complementary forces? - Which other movements had fluidity and why is it necessary in Tai Chi? 	
--	--	--	--



What do you know about Tai Chi?

Name the forms/postures below using as many of following words as you can:

Flexible crane rollback sparrow single
 drive monkey wings tail left
 right up down



1. _____



2. _____

Tick the box if you believe you are:

- | | | | |
|------------------------------------|-------------------------------------|-----------------------------------|---|
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Fidgety | <input type="checkbox"/> Sad | <input type="checkbox"/> Ridged |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Distracted | <input type="checkbox"/> Happy | <input type="checkbox"/> Confident |
| <input type="checkbox"/> Rushed | <input type="checkbox"/> Controlled | <input type="checkbox"/> Moody | <input type="checkbox"/> Realistic |
| <input type="checkbox"/> Organised | <input type="checkbox"/> Anxious | <input type="checkbox"/> Confused | <input type="checkbox"/> Self-conscious |

Introduction to Tai Chi

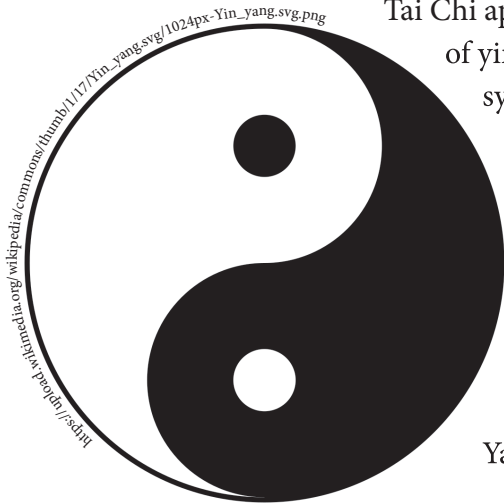


Reference: <http://www.wikihow.com/Do-Tai-Chi>
<https://www.youtube.com/watch?v=RYzBbo0462s>

Read through as a class and highlight words you do not know

Tai Chi is a form of ancient Chinese martial arts and is often described as 'meditation in motion'. It involves gentle exercise, with continuous low-impact movements, combined with deep breathing and meditation, health benefits such as relaxation, flexibility, recovery from injury, mental health, walking ability.

Tai Chi is a Chinese martial art most commonly practised for its health benefits. The term Tai chi is used to refer to a wide variety of activities.



Tai Chi appears in Confucian teachings where it represents the joining together of yin and yang into a single idea often represented by the Yin and Yang symbol.

In Chinese culture, Yin and Yang represents opposite but often complimentary forces, for example good and evil, night and day and so on. This idea of harmony and balance is a consistent theme throughout many cultures in East Asia.

As such Tai Chi is an expression of balance and harmony. All movements are circular and fluid, which is demonstrated through Yin Yang

Write down 4 examples of opposites that are complimentary (balance) each other.

1. _____

2. _____

3. _____

4. _____

In Tai Chi there are 5 elements:

1. Taolu: solo hand and weapons routines
2. Neigong and qigong: breathing, movement and awareness
3. Tuishou: response drills
4. Sanshou: self defence

Some elements are faster or slower. Highlight the elements you think might be performed quickly.



Since the earliest widespread promotion of the health benefits of tai-chi it has developed a worldwide following of people, often with little or no interest in martial training, for its benefit to personal health. It is claimed that focusing the mind solely on the movements of the form helps to bring about a state of mental calm and clarity.

Key terms - Match the term on the left with the definition on the right.

Term	Definition
Philosophy	The process of becoming free from stress or anxiety.
Confucian	The state of wellbeing of a person's mind
Relaxation	To have supple, mobile muscles.
Meditation	A theory or attitude that guides behaviour.
Mental health	Parts of something
Flexibility	The process of a person focusing their mind in silence.
elements	Relating to the teachings of Confucius, a Chinese philosopher from the 6 th century BC

Fun Fact! Tai Chi was first written about in **The Book of Changes** around 1100 -1221 BC

What is the Book of Changes?

Also known as I Ching, provides inspiration all around the world in relation to religion, business, art and culture.

It is important to understand energy, energy release and energy flow. So consider now, is your body:

Tense, compressed and full of energy

OR

Expanded, relaxed and calm?

If you are tense, compressed and full of energy, why?



https://commons.wikimedia.org/wiki/File:Barack_Obama_20110501.jpg

If you are relaxed, expanded and calm, why?

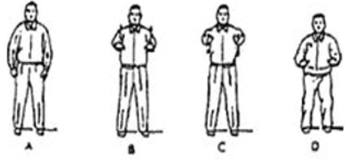


[https://commons.wikimedia.org/wiki/File:Meditation_\(6225530793\).jpg](https://commons.wikimedia.org/wiki/File:Meditation_(6225530793).jpg)

Watch this short video: <https://www.youtube.com/watch?v=vHBR5MZmEsY>

During the video, follow the form steps and draw each position using stick figures and arrow (movement)

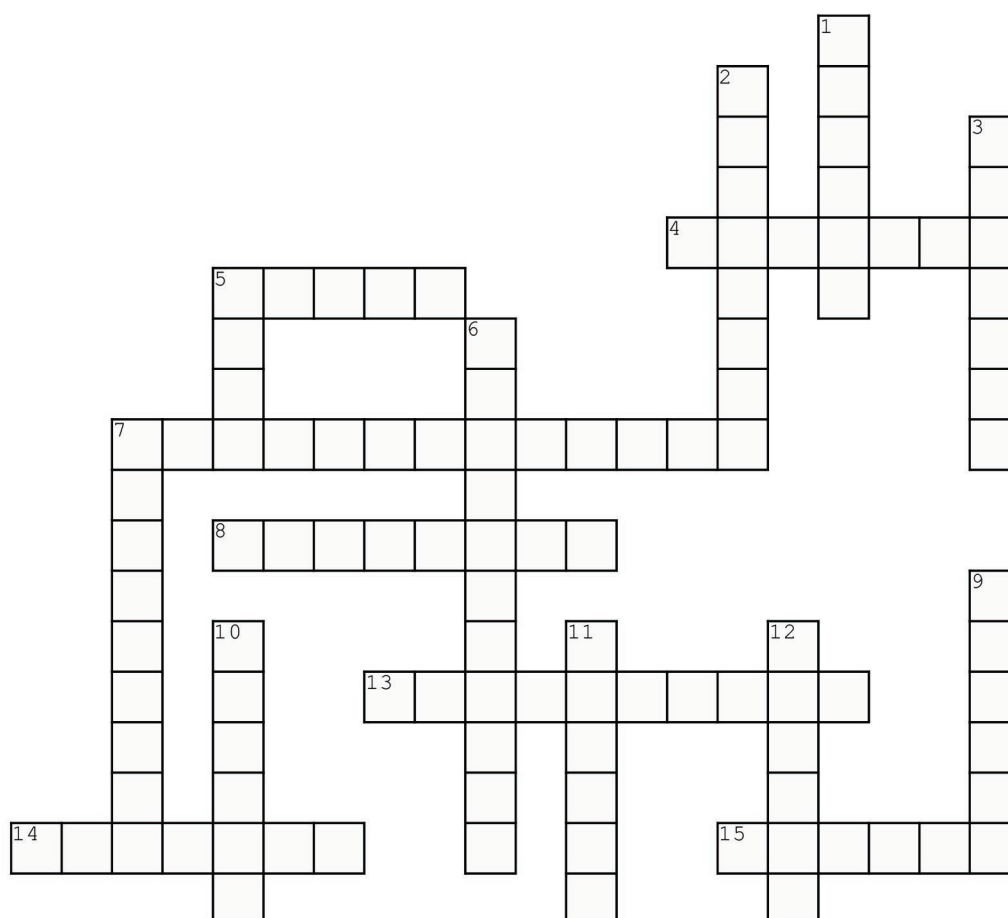
Tai Chi 24 Yang form:

<p>1. Beginning</p> <p>FORM 1. OPENING FORM</p> 	<p>2. Part the Wild Horse's Mane, LEFT AND RIGHT</p>	<p>3. White Crane Spreads it's Wings</p>
<p>4. Brush knee and step forward, Brush knee and twist step, LEFT AND RIGHT</p>	<p>5. Playing the Flute</p>	<p>6. Reverse Reeling Forearm, Step back and Drive Monkey Away, LEFT AND RIGHT</p>
<p>7. Left Grasp Sparrow's Tail</p>	<p>8. Left Grasp Sparrow's Tail</p>	<p>9. Single Whip</p>
<p>10. Wave Hands Like Clouds</p>	<p>11. Single Whip</p>	<p>12. High Pat on Horse</p>

13. Right Heel Kick	14. Strike to Ears with Both Fists	15. Turn Body and Left Heel Kick
16. Left Lower Body and Stand on One Leg	17. Right Lower Body and Stand on One Leg	18. Shuttle Back and Forth, RIGHT AND LEFT
19. Needle at Sea Bottom	20. Fan Through Back	21. Turn Body, Deflect, Parry and Punch
22. Appear Closed, Withdraw and Push as if closing a door	23. Cross Hands	24. Closing

Tai Chi

Complete the crossword below

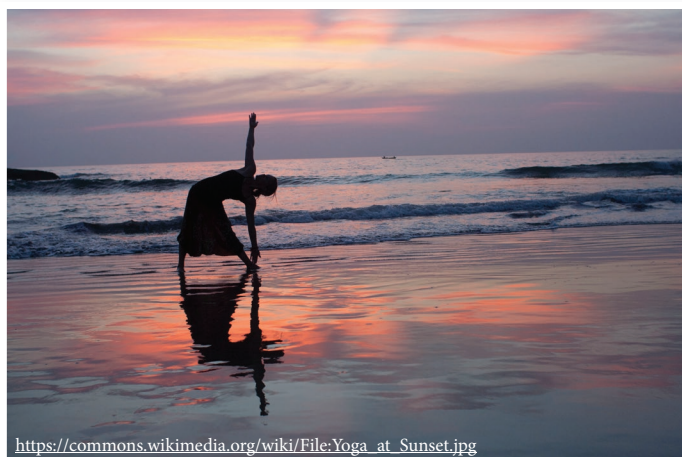


Across

- 4. the power to influence movement or behaviour
- 5. Another word for water
- 7. working together to show the qualities of both
- 8. Hands are in the shape of a ball moving around your body
- 13. free from stress
- 14. Opposite yet complementary forces
- 15. free from illness or injury

Down

- 1. even or regular
- 2. health benefits of tai chi include from injury
- 3. ability to stand on one leg without falling over
- 5. Yin Yang 24 Yang
- 6. Freely move without restrictions
- 7. ethical and social philosophy system
- 9. in and out your nose or mouth
- 10. mind related
- 11. getting bigger
- 12. Making way through with strength and power



https://commons.wikimedia.org/wiki/File:Yoga_at_Sunset.jpg

Reflecting on your mental health unit of work, write a diary entry about a time that you felt lack of control, stress, emotionally unstable and tense. Reflect on and explain how Tai Chi might help your mental health and wellbeing.



Tai Chi results at school: Tai Chi “calmed examination nerves. Increased concentration and relaxation” (St. Vincent College, Potts Point)

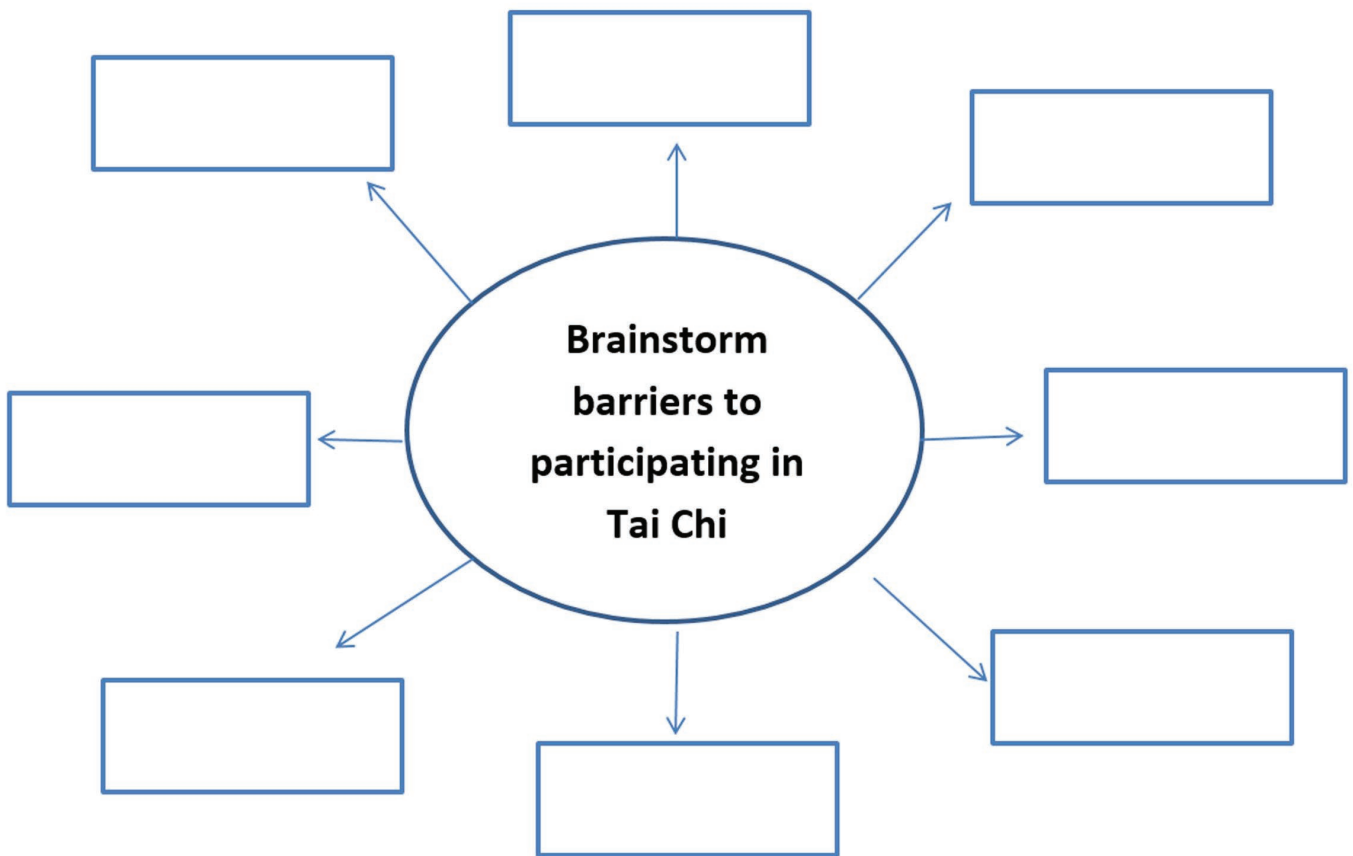
Describe the benefits for you at school: _____

Describe the benefits for you at work:

Tai Chi results for sportspeople: Supplemented perfectly as a “warm up” and body toning system and calmed nerves before a game or competition. It instilled concentration, control, co-ordination and precision. (Golfers, bowlers, cricketers, tennis and squash players, skiers, surfers.)

Tai Chi results at work: “Induced relaxation and improved stress management. Expanded awareness, concentration and working skills. Released stiff body postures.” (Business executives, office workers, doctors, nurses, labourers, senior citizens)

Describe the benefits for you in everyday life: _____



List strategies you can implement to overcome these barriers

1. _____

2. _____

3. _____

4. _____

5. _____

	Activities you already do and time period	Potential to involve Tai Chi (mark X) and time
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

How would Tai Chi benefit your weekly fitness schedule?

Would you consider including Tai Chi in your weekly fitness schedule? Why or why not?



Teacher directions

Practical lesson:

- Use as directed. It may take 1-2 lessons depending on time and space. It is recommended that the theory component is done before practical to develop students understanding of content and context.

Student work booklet:

Pg. 1

- Prior knowledge
- Picture 1 e.g. flexible single rollback
- Picture 2 e.g. sparrow down tail

Pg. 2

- Introduction can be read individually or as a group.
- Examples of opposite and complementary elements: dark and light, night and dark, heavy and light

Pg. 3

- Text can be read through individually or in groups. Can use Super 6 strategies of predicting or questioning.
- Key terms match-up: Students may need dictionaries/computers to confirm answers.

Term	Definition
Philosophy	The process of becoming free from stress or anxiety.
Confucian	The state of wellbeing of a person's mind
Relaxation	To have supple, mobile muscles.
Meditation	A theory or attitude that guides behaviour.
Mental health	Parts of something
Flexibility	The process of a person focusing their mind in silence.
elements	Relating to the teachings of Confucius, a Chinese philosopher from the 6 th century BC

Pg. 5

Form drawing – pause the video so students can draw a stick figure resembling the movement in each form. This may take a while so perhaps do some and move on. Next lesson you can start with it.

Pg. 6

Cross word answers

Across: 4. Control 5. Fluid 7. Complementary 8. Circling 13. Relaxation 14. YinYang 15. Health	Down: 1. Smooth 2. Recovery 3. Balance 5. Form 6. Flexibility 7. Confucian 9. Breath 10. Mental 11. Expand 12. Force
--	---

Pg. 7

Read quotes then students need to create connections with their own lives.

Pg. 8

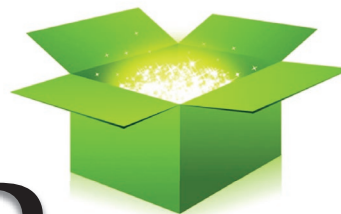
Brainstorm can be done individually, in groups or as a whole class.

Students may need assistance from teacher to develop strategies to overcome barriers.

Pg. 9

In the table, students personally reflect on the physical activity they already participate in. They will note each activity and its duration in the centre column. In the left hand column students will mark 'X' and duration if they are able to fit Tai Chi into their daily physical activity schedule.

Students will answer questions individually due to their reflective nature.



Box or Bag



Wide Reading Report

by Chris Cigana, Killara High School



THE WIDE READING UNIT CAN BE USED WHEN ATTEMPTING TO ENLARGE STUDENT'S KNOWLEDGE OF ASIAN TEXTS. THEY CAN USE THESE TEXTS AS RELATED TEXTS FOR ANY UNIT OF WORK.

IT HAS BEEN PROVEN THAT STUDENTS BENEFIT GREATLY FROM READING WIDELY AND THIS HAS A FLOW ON EFFECT OF WIDER VOCABULARY USE.

ENCOURAGE ALL STUDENTS TO READ WIDELY, ANY TEXT, MAGAZINES, PICTURE BOOKS SHORT STORIES, AS LONG AS THEY ARE ENGAGED IN THIS ACTIVITY THEY WILL DEVELOP SKILLS THAT MAYBE OVERLOOKED IN OTHER AREAS OF TEACHING.

STAGE 2 –

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

EN2-10C

- think imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

STAGE 4 –

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

EN4-5C

- think imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

1. Whilst reading your book you need to choose and create or find a container that might be appropriate for a book.
2. Decorate your Box or Bag to convey some of the major elements, details or themes found in your book.
3. When your container is complete you have to work on the contents. You have to:

a] Write TEN questions based on the book you are reading. These questions can be about the general content, but the other five must require more thinking.

b] Create a ten-word glossary of unfamiliar words from the book.

c] Include FIVE things that have a connection to the story.



Literature Study

on 'Dragonkeeper' by Carole Wilkinson
(Stage 3 English)

by Adrienne Haddow

STAGE 3		ENGLISH LITERATURE : DRAGONKEEPER by Carole Wilkinson		TERM
Activities may be modified for Stage 2.		Unit of work developed by Adrienne Haddow		
OUTCOMES:	TEACHING & LEARNING ACTIVITIES	RESOURCES	REG. DATE	
<p>Stage 2 - EN2 - 12E A student recognises and uses an increasing range of strategies to reflect on their own and others' learning</p> <p>Stage 4 - EN4 - 8D A student identifies, considers and appreciates cultural expression in texts</p>	<ul style="list-style-type: none">Examine newspaper articles—discuss page layout and features of reports. List features which make newspaper reports different from other forms of report.Write a newspaper report on Danzi and Ping's escape from the emperor's palaceWrite an editorial for the above newspaper report from the point of view of a supporter of the emperor or a dragon conservationistGrammar exercise : Word building expanding word roots to create word families. WorksheetCreating noun groups to describe character from Dragonkeeper and illustrating . Work SheetComplete internet research regarding traditional Chinese medicine and its role in endangering animals.Discuss ways of preventing poaching of endangered animals.Map work WorksheetInternet research on Qi, Qigong, Feng Shui and Tai Chi. Discuss why these activities are popular in Australia today.Discuss gender discrimination in some parts of Asia , past and presentWrite arguments for and against the saying "raising a girl is like watering someone else's field"Debate the issue of gender discrimination against girls in many parts of the world.Writing a procedure where subject matter is given—dragon costumeWriting a procedure for own costume design. Create a performance using dragon dance as a model (C & P Arts)Viewing multimedia -Sydney Friendship Garden web—discuss effectiveness of video presentations.Planning and designing a Chinese garden according to a given set of criteria. Construct a bird's eye view plan and label.	<p>A range of local newspapers.</p> <p>www.worldwildlife.org</p> <p>http://library.thinkquest.org</p> <p>http://en.wikipedia.org</p> <p>www.chinesegarden.com.au/</p>		



"I'm not your slave!"

How many times have you said this to your mother, father, sister or brother when you've been asked to do something you don't feel like doing?

Ping was a slave in Ancient China and had no choice in the tasks she was given.

Did you know that there are millions of children who are slaves today?

Visit the website of the Youth Advocate Program International to find out more about modern slavery.

www.yapi.org/ppslavery.ppt

This is a power point presentation that can be downloaded and saved to your computer.

Use the information you find on this website to complete the following activities.

- **Read Dragonkeeper Chapters 1, 2 and 3**
- List examples from Ping's life as a slave using the following questions as your guide:
 - How does Master Lan treat Ping?
 - What are Ping's needs?
 - Are Ping's needs met?
- With a partner, create a concept map on slavery based on the list from your reading.
- Compare Ping's circumstances with the definition of a child slave found on slide 3 of the yapi power point presentation.
- Ping is described as *wearing straw shoes, patched trousers that were too short for her and a much-mended, threadbare jacket.*
Research ancient Chinese clothing and draw or paint Ping in the snow.

"I'm not your slave!"

- **Read slide 6 of the Youth Advocate Program International power point presentation.**

You will find information about where child slavery occurs in the modern world presented in a pie graph.

Child labourers are divided by continent.

Asia	4.6%
Latin America	60.6%
Sub-Saharan Africa	9%
North Africa & Middle East	20.8%
Transition Countries	5%

- **Create a column graph to represent this information.**
- **Answer the following questions using information from the rest of the power point presentation.**

1. Why do you think Latin America has the highest number of child labourers?

2. Why do you think North Africa and the Middle East have the second highest number?

3. This information came from UNICEF in May 2014.
Do you think the figures for Sub-Saharan Africa may have changed since then?

4. Why might these figures have changed?

Children Should Not Be Slaves!

- Read **The Little Book of Children's Rights and Responsibilities**.
(Download for free or email for a hard copy from UNICEF, UK)
- Check your concept map or list of examples from Ping's life as a slave and note any incidents where the children's rights charter is contravened. Discuss how international law tries to protect children from exploitation.
- Consider how child slavery could be prevented.
- Discuss with a small group. List your group responses. Choose a reporter to present your ideas to the class.
- Create a poster for the prevention of child slavery/forced labour.
- **Become an Expert.**
Research one of the following topics with a small group.
Prepare your work in a written form and be ready to answer questions from the class about your chosen topic



Child Camel Jockeys
in Saudi Arabia



Carpet weaving
industry in Pakistan



The cocoa bean
industry in South
America.



The coffee bean
industry in South
America

Here be Dragons!

The attitude of Asian people to dragons is very different to that of European or Western people. While both types of dragon are considered powerful, the Eastern dragon is believed to be benevolent (mostly) and the Western dragon is considered to be evil .

- **Sort the following information according to which dragon is described - either Eastern Dragon or Western Dragon.**

Visit the website

<http://lair.2000.net/index.html>

<ul style="list-style-type: none">• They are believed to be kind, generous, Wise and benevolent.	<ul style="list-style-type: none">• Most can spit fire destroying everything around. Their breathe is poisonous
<ul style="list-style-type: none">• They never sleep and walch their treasure day and night.	<ul style="list-style-type: none">• They breathe clouds and heavy mist and are believed to be able to bring rain.
<ul style="list-style-type: none">• Their voices sound like jingling coins, ringing bells or clanging gongs.	<ul style="list-style-type: none">• Females lay oval shaped eggs in lairs and spend much time caring for their young.
<ul style="list-style-type: none">• They enjoy eating maidens, birds, oxen and milk.	<ul style="list-style-type: none">• Bamboo, milk and cream, the flesh of swallows and arsenic are favourite foods.
<ul style="list-style-type: none">• They can shape shift to another form to avoid danger or unwanted attenfion.	<ul style="list-style-type: none">• They have a love of treasure which they hoard in their remote lairs, and a love of riddles.
<ul style="list-style-type: none">• Are regarded as powerful, cunning, insolent and greedy.	<ul style="list-style-type: none">• They generally have a head like a camel, a mane, stag-like horns, scales, paws like a tiger, and a feathery tail.



Here be Dragons!

<ul style="list-style-type: none"> Prominent features are an arrowhead tail, thick dorsal spines, large batlike wings, clawed talons, fangs and horns. 	<ul style="list-style-type: none"> They are believed to have given the gift of writing to humankind.
<ul style="list-style-type: none"> They attack defensively, using horns, teeth and claws. 	<ul style="list-style-type: none"> Most often found near rivers, lakes and streams that hide their underwater lairs.
<ul style="list-style-type: none"> They live in remote, rocky areas where they make their lairs in mountain or sea caves. 	<ul style="list-style-type: none"> Colours may be blue, black, white, red or yellow. The blue reflects their favoured environment.
<ul style="list-style-type: none"> Females lay a pearl shaped egg which they carry with them for safety. 	<ul style="list-style-type: none"> They attack using flame, tail, claws and horns.
<ul style="list-style-type: none"> They can talk; their language is Latin but they easily learn the languages of the places where they dwell. 	<ul style="list-style-type: none"> They have a love of treasure which they hoard in their remote lairs, and a love of riddles.
<ul style="list-style-type: none"> Are regarded as powerful, cunning, insolent and greedy. 	<ul style="list-style-type: none"> May be coloured red, green, black or occasionally gold.

- Using the information you have sorted, **write an information report** for either ***the Eastern Dragon (Draco orientalis—lung)*** or ***the European dragon (Draco occidetalis magnus.)***
- Use subheadings to structure your information report and provide an illustration.

Report Writing: Newspaper Report

Read Chapter Four. Escape

Read the events on pages 47, 48 and 49.

Imagine you are a reporter for the **Huangling Mountain Times**. You have witnessed the escape of Danz' and Ping from the Emperor's palace.

- Write a newspaper report describing the escape.

DON'T FORGET TO:

- Create a sensational headline
- Write as if you are living in the Hang Dynasty—don't use **anachronisms** (objects or ideas which did not yet exist, such as police cars or helicopters)
- Include quotes from the Emperor, the Dragon hunter and the head of the Imperial Guard
- Give details of who, what, where and when.
- Give a logical sequence of events
- Include an illustration

Write an Editorial about this event

An editorial gives the editor's opinion on an event reported in the newspaper. Use *persuasive language* to win your readers to your point of view.

Write from the point of view of either:

- an outraged supporter of the Emperor
- a dragon conservationist

DRAGONKEEPER by Carole Wilkinson

The word **dragonkeeper** is a compound word.

- Join words from the two lists to form a compound word.

List 1

door

house

wood

light

bee

tree

spider

river

rain

dragon

chimney

dining

fire

List 2

side

bow

hive

web

top

house

keeper

fly

cutter

knob

room

fighter

sweep

Compound word

- Choose six of the above compound words and answer the following questions:
What do the two words mean separately?
What do the words mean when they are joined as a compound word?
Many compound words are occupations. In the past, compound words such as **blacksmith** and **gamekeeper** were common.
- Compile a list of compound words which are occupations.

Word Building: Dragonkeeper

The root of a word is the most basic form of that word.

beauty
hide

is the root of
is the root of

beautify, beautiful, beautifully
hides, hid, hiding hidden

- **Build word families from the following root words.**

Remember to use spelling rules when adding suffixes.

magic			
hunt			
protect			
slave			
fantasy			
emperor			
memory			
appear			
sorcery			

- **Find roots for the following words.**

terrify.....
inhabitant.....
dangerous.....
furious.....

herbalist.....
construction.....
explosive.....
knowledge.....

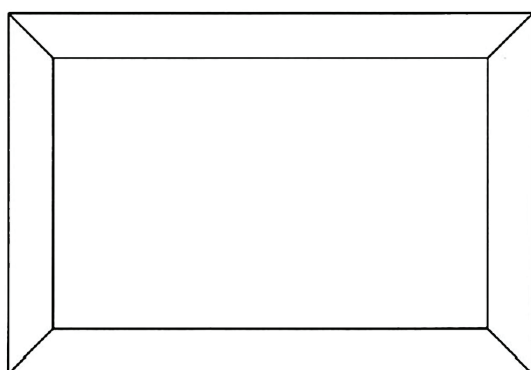
Dragonkeeper: Character Studies

A noun group is a collection of words representing who or what is involved in the story or text. It may include articles, adjectives and nouns linked together. For example,

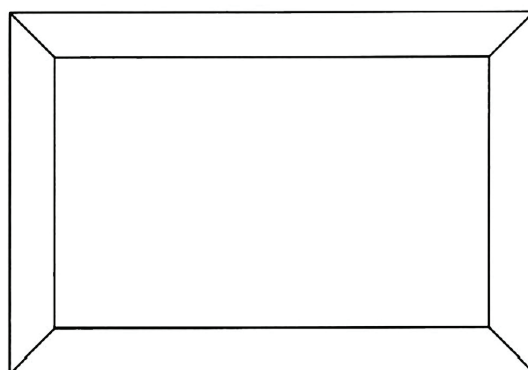
a distant, rugged, snow-capped mountain

Using noun groups in a story is a good way of condensing information about a character, place or object.

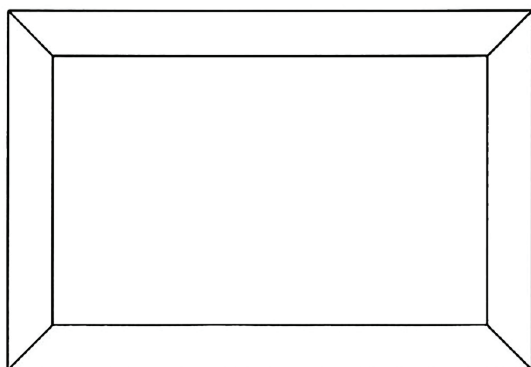
- From your reading of the novel, construct noun groups for each of the characters below.
- Illustrate your character to suit the noun group you have written.



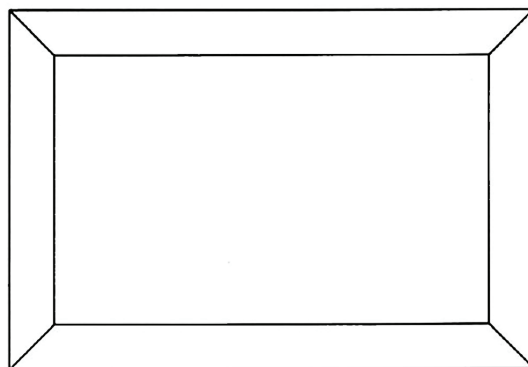
Ping



Danzi

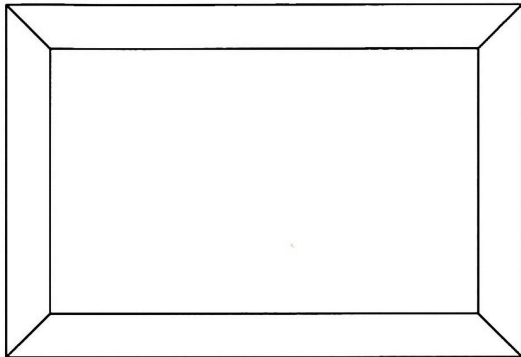


Master Lan

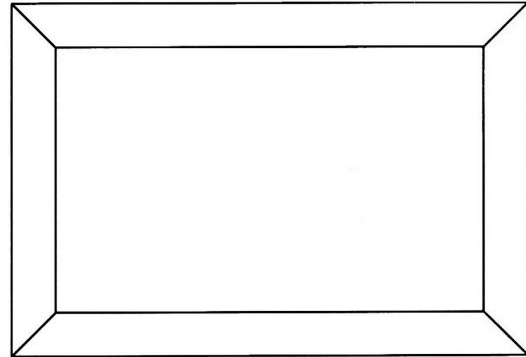


Diao

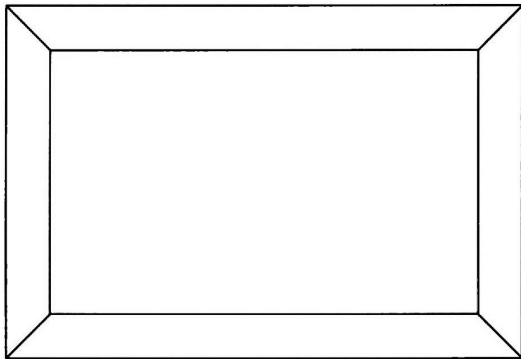
Dragonkeeper: Character Studies



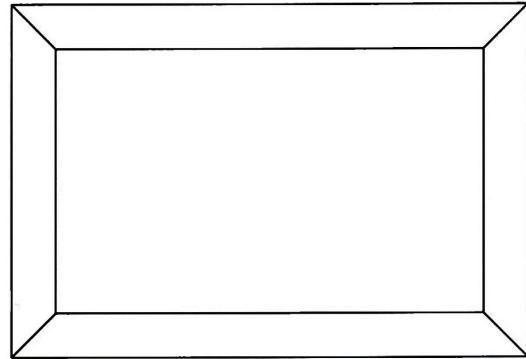
Wang Cao, the herbalist



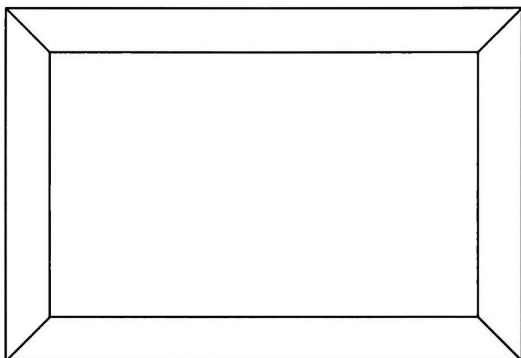
The Necromancer



Jiang Bing the boat woman



Liu Che



Hua

- Sort the characters into good or bad categories — some may not be obvious.
- Rank in order from the most evil to the least evil.
Do the same for the good characters.
- Compare your ranking with a friend and justify your ranking.

Dragons blood, Tiger Bones and Rhino Horn

Traditional Chinese Medicine and Endangered Species

In chapter 3, Diao the dragon hunter, explains that dragon brain cures nosebleed and boils. Dragon liver is used to cure dysentery, especially when cut from a living animal, and its saliva is useful for making perfume. He will become rich selling different parts of Danzi to produce traditional Chinese medicines.

Chinese traditional medicine has been practised for over 3000 years and is a strong part of Chinese culture.

Although dragons are mythical beasts, many real animals are used to produce traditional Chinese medicine. Many of these animals are on the endangered list because of loss of habitat and poaching.

- Visit the *World Wild life website* to find out how many endangered animals are used in traditional Chinese medicine.

www.worldwildlife.org/buyer beware/pharmacy.cfm

- After visiting *the virtual pharmacy*, match the following endangered animals with the cures claimed by traditional Chinese medicine.

Animal product

Tiger bones
Bear gall bladder
Rhino horn
Turtle jelly
Musk deer gland

Traditional Chinese Cure

- Treats disease of the heart, nerves and breathing
- Strengthens muscles and bones
- Eaten to improve general health
- Used to treat sprains, convulsions and fever
- Reduces fever, stops nosebleeds and prevents strokes

- **Research on the website to find where these endangered animals live and what other factors contribute to their plight.**
 - **Consider ways to prevent poaching of endangered animals.**
- Brainstorm this issue with a small group and present your ideas to the class.**

Traditional Chinese Medicine: *Trade Routes for Endangered Animal Products*



- Label the countries on the map.
- Using the information from your research on the World Wildlife website, mark in the possible trade routes for endangered animal product smuggling from the country of origin into China.

Qi: the Dragon's celestial breath

In *Dragonkeeper*, Danzi teaches Ping to use Qi to protect them from their enemies.

- Visit the following websites to answer the questions below.

<http://library.thinkquest.org/20443/culture.html>

<http://en.wikipedia.org>



What is Qi ?

What is Qigong ?

What is Feng Shui ?

What is Tai Chi ?

Why do you think these traditional Chinese activities are popular in Australia today ?

Just a girl

In the past, many Asian societies did not value female children. Even today, in some societies, families would prefer to have male children. In these societies, there is a strong cultural bias for boy children because boys carry on the family name while families need to find a dowry for a girl when she marries into someone else's family.

Having a son, in these societies, is the closest thing to an old age pension because sons are believed to be better able to provide and support their elderly parents.

- In your reading of *Dragonkeeper*, you will find some examples of discrimination against girls. Write them in the boxes.

Just a girl.		

- There is an Chinese saying that **"raising a girl is like watering someone else's fields"**.

Divide the class into three groups

- rural farmers from the past
- modern city dwellers
- modern farmers

Prepare arguments for and against this idea according to your group's view point.

- Debate this issue.

Arguments for	Arguments against

Dragons Dancing

The most spectacular event at Chinese New Year celebrations all over the world is the Dragon Dance. The Chinese associate dragons with strength, good fortune, wisdom and longevity. They believe dragons inhabit every body of water, bring rain and are linked to the Pearl of Knowledge.

It is believed the longer the dragon, the more luck it will bring. Some dragons are so long that twenty or thirty people are needed to hold up the tail. As well as bringing good luck to the community, the presence of the dragon chases away evil spirits which might impede success.

Traditionally, the costume for the dragon dance was made from a rattan frame covered in fabric painted to resemble the dragon's skin. Modern dragon frames are made from lighter materials such as plastic and aluminium. The length of the dragon can vary from 9 to 24 sections long, each section measuring from 1 ¹/₂ metres to 2 metres long. Poles are used to support each section of the dragon and are carried by the dancers.

The dragon's head is made from papier mache. The colours of the dragon are symbolic. Green represents a good harvest, yellow represents the earth or the empire, red is a lucky colour and represents excitement, silver and gold represent prosperity and blue represents the ocean or water.

Drums, cymbals and gongs accompany the dance. The drummer is the conductor and sets the rhythm for the other musicians and the dancers to follow. Another function of the drums, gongs and symbols is to purify the area of negative or stale qi (pronounced chee), and to infuse the area with positive qi.

Performing a dragon dance requires several skills; strength, agility, the disciplined training of a sports team and the flair of a performing arts troupe.

Dragons Dancing 2

- The dragon dance illustrates some examples of Chinese symbolism and beliefs, and serves several functions for Chinese communities.

Complete the table.

Beliefs	Symbols	Function
●	●	●
●	●	●
●	●	●
●	●	●
●	●	●
●	●	●

- Write a procedure for the construction of a dragon dance costume using the text as a guide.

How to write a Procedure.

Goal : Begin with a statement of what you are making.

Steps : Materials to be used in order of use, include quantities or amounts.

The steps you need to follow to complete the task presented in sequential order.

- Design a costume for an Australian festival that is suitable for a troupe of performers.
Use an Australian mythical animal such as a rainbow serpent.
- Write a procedure for the construction of your costume.
- Using percussion instruments work out a beat and a series of movements for your animal's performance.

Chinese Gardens

Carole Wilkinson has written an excellent description of a traditional Chinese garden in chapter 20, The Garden of Secluded Harmony.

The design of Chinese gardens was meant to create a place where people could escape the stress of everyday life, a place of calm and beauty where one could connect with nature.

A Chinese Garden consists of 4 essential elements:

1. Rock: used in structures and as natural sculpture. Rocks represent Yin (calm)
2. Water the softness of water is used to offset the solidity of the rocks,
3. for reflecting the sky, plants and architectural features, and for sound. Water represents Yang (activity)
4. Architecture - pavilions, terraces, walkways and inner and outer walls. The walls may have moon-shaped doors and small latticed windows. Windows frame views of the garden. Pavilions and terraces may be given poetic names. Decoration consists of calligraphy carved into rocks or walls.
5. Flowers and trees: Plants and trees are chosen for their symbolism. Pine trees represent wisdom and bamboo represents strength and resilience. Plum trees are often included because their spring blossoms represent renewal and strength of will. Chrysanthemums symbolize splendour, peonies symbolize wealth and power and the lotus symbolizes purity. Trees and flowers also provide perfume.

- Visit the website of the Chinese Garden of Friendship in Sydney.

www.chinesegarden.com.au

Download and watch the videos for views of the garden.

If there is a Chinese garden in your area, convince your teacher or parents to take you.

- Read pages 275-278 of **Dragonkeeper** for the description of the emperor's garden. (Note: the page numbers may vary depending on your edition of Dragonkeeper).
- Create a table listing the Chinese garden elements. Find examples of these elements in the Dragonkeeper text and include in your table.

Design a Chinese Garden

Design a garden using the four essential elements of a Chinese garden.

- Draw a bird's-eye view plan and label with the plants and features you intend to use.
- Provide notes explaining your choice of flowers, trees and architecture.

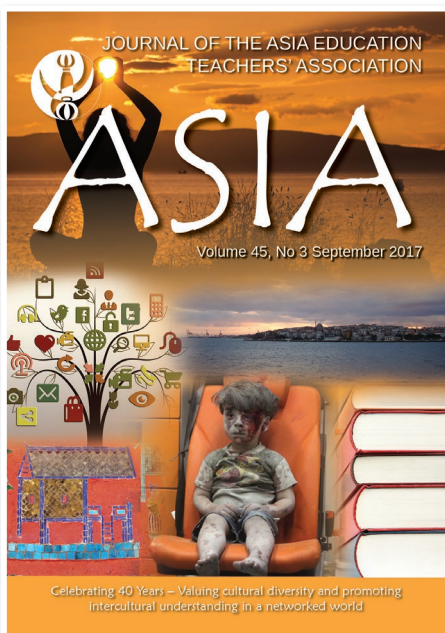
<p style="text-align: center;">Rock</p>	<p style="text-align: center;">Water</p>
<p style="text-align: center;">Architecture</p>	<p style="text-align: center;">Flowers & Trees</p>

- Paint a scene from your garden using watercolours and compose poetic names for different places in your garden.
- Include a dragon in your garden.



Policy for submission of articles to the AETA Journal

- Articles, programmes, units of work, worksheets, ideas, resources, reviews etc. are welcome as submissions to the Editor for inclusion in the Journal
- As the Association is a non-profit organisation, no payments are made to those who submit articles which are subsequently used.
- Copyright remains with the author and any copyright payments will be paid to the author.
- No members of the Executive are paid for their work or contributions to the Journal.
- The authorship of all articles is acknowledged in the Journal.
- Copyright of material must be acknowledged for any material used by a contributor where original material is used, and proof of permission must be provided to the Editor.
- The use in the Journal of an article is at the discretion of the Editor.
- Material, including images submitted for publication, must be in editable digital format and may be accompanied by hard copy.



Cover design – reflects the articles contained in this issue on Asia and its culture. Many of the images used in this publication have been sourced from Wikimedia Commons, Free Images, and Pixabay which are media file repository making available public domain and freely-licensed educational media content – http://commons.wikimedia.org/wiki/Main_Page, <http://www.freeimages.com/> and <https://pixabay.com/>

Images used:

- <https://pixabay.com/en/sun-holding-sunset-yoga-female-2571158/>
- <https://pixabay.com/en/tree-structure-networks-internet-200795/>
- <https://pixabay.com/en/turkey-bosphorus-strait-istanbul-2416760/>
- <https://pixabay.com/en/laos-luang-prabang-vat-sen-soukharam-1938013/>
- http://i.dailymail.co.uk/i/pix/2016/08/18/13/375D08A500000578-3746374-image-m-107_1471524885959.jpg
- <https://pixabay.com/en/books-education-school-literature-484766/>



ASIA EDUCATION TEACHERS' ASSOCIATION

GPO Box 2393, Sydney NSW 2001

Web: www.aeta.org.au

ABN 56 541 380 28