Learning to Live Together

Enhancing International Understanding through Innovative Educational Resources

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(Asia-Pacific Centre of Education for International Understanding)
Teacher’s Resources
Learning Materials
Contents

1. Game
2. Story
Educational Game ‘SEA Journey’
Background


Title: APCEIU–SEAMEO Multimedia Material Development for Multicultural Education

Partner Organizations

SEAMEO INNOTECH
SEAMEO SEAMOLEC
SEAMEO SPAFA

Type: CD Kit with Game and Guide for Teachers
Goal of the Project

Overall Objectives

• To provide Southeast Asia countries with multimedia materials for multicultural education
• To promote intercultural understanding
Overview of e-Learning system in Southeast Asia
Overview of multicultural education in Southeast Asia

Year 1: 2007
Situational analysis on e-Learning system

Year 2: 2008
Multimedia Material: SEA Journey
Game development
Contents development

Year 3: 2009
Pilot & Teacher’s Guide Development
Revisions, and pilots
Teacher’s guide development
Why Game?

• Games can ‘trick’ a child to learn
  → Games serve as a medium for learning
Teacher’s Manual

Activity 1: Geographical Positioning of ASEAN Countries and their Flags

Lesson Outline

Age Level: 7 - 9

Topic
Geographical Positions of ASEAN Countries and their Flags: Locate the puzzle shapes to match the geographical positions of ASEAN countries and their flags.

Learning Objectives
1. The students will be able to match the names and the location of the country on the map.
2. The students will be able to identify the flags for each ASEAN country.
Instructional Activities

1. Gain Students' Attention
   - Play traditional music from one of the ASEAN countries.
   - Start the SEA JOURNEY game to stimulate students to anticipate the lesson.
   - Show where their country is located on the SEA JOURNEY map, and ask them about the countries close to their own.

2. Inform Learners of Objectives
   - Inform students about the learning objectives.
     1. The students will be able to match the names and the locations of the countries on the map.
     2. The students will be able to identify the flags for each ASEAN country.
     3. The students will be able to learn about the different histories and meanings of the symbols on the different flags.

3. Stimulate Recall of Prior Knowledge
   - Ask students to name a country they visited or learned about in other classes.
   - Ask students to identify a country they would like to visit and explain why.
   - Have a group of students work an SEA JOURNEY Stage 1. Students will work together to find the right puzzle pieces to be placed. Most of the students will make guesses when playing the game.
   - This will give students a chance to test their level of geographical knowledge, and have fun playing the puzzle. While students play the game, teachers should assess the knowledge gap. Using the results from this pre-test, teachers can modify activities for the students.
   - At this stage, students may not complete the task on time. The aim of the exercise is to expose the students to this puzzle, to stimulate their prior knowledge, and be ready for the contents to be presented next.

4. Presenting the Contents
   - Learn about history and culture
     - Search information about ASEAN countries before the class.
     - Introduce and lecture about who are ASEAN member countries. Teach students about historical facts about each of the ASEAN countries.
     - Show a brief movie (about 4-5 minutes) about an ASEAN country (refer to www.youtube.com).
SEA Journey Tasks

- Multiple Choice
  - Question: What is the natural reserve known for the two shallow bodies of black water joined by a narrow channel?
  - Options: Art and Handcraft Training Centre, Tsunam, Malacca, National Archives
  - Correct answer: Malacca

- Short-Answer Quiz
  - Question: Where are the roots of these traditions?
  - Answer: Malay

- OX Quiz
  - Question: Malay, Islam, Karen is adopted national philosophy of Saudi which stresses the Malay culture, Islam, and monarchy.
  - Correct answer: O

- Congratulations
  - Point: 50
  - You've won new clothes!
“SEA JOURNEY” is a CD game for students in the upper primary and lower secondary school level, depending on the region, aimed at enhancing intercultural understandings among students in the region towards a Culture of Peace. The game will make a useful learning material for classrooms not only in the Southeast Asia but also all other parts of the world that have interests in learning about the region.

[Play Game]

We appreciate your contribution to our survey on “SEA journey.” To participate in the survey, please click the SURVEY button.
Use of SEA Journey
Telling Tales from Southeast Asia and Korea: Book, DVD, Picture Card, and Website
Background

- **Period:** 2010–2012
- **Title:** APCEIU–SEAMEO Multimedia Material Development
- **Partner Organizations**
  - SEAMEO Secretariat
  - SEAMEO SPAFA
- **Types:** Book, DVD, Picture Card, Website and Guide for Teachers (each type)
Why Folktales?

- Folktales teach children inherent values and help them rediscover their identities
Steps

Year 1: 2010
Situational Report of the Use of Folktales in Southeast Asia and Korea
Tales from Southeast Asia and Korea: Teacher’s Guide

Year 2: 2011
DVD on Telling Tales from Southeast Asia and Korea

Year 3: 2012
Picture Cards on Telling Tales from Southeast Asia and Korea
Website on Telling Tales from Southeast Asia and Korea
The Mighty Babau

(Bruni Darussalam)

The villagers of Kampung Serai were scared and they had good reason to be! Every night a tiger roamed their village. Nobody felt safe anymore and they decided something had to be done. They had to catch this tiger but how could they do this?

At the start of a working day in the fields, Babau, a buffalo, was being readied to plough all day long in the sleeping heat. The villagers mocked him by singing:

Babau, Babau, Pulau Babau, Babau, Babau, Fat Babau, Babau, Babau, Lulu Babau, Babau, Babau.

You are a fool, Babau, What are you going to do?

Supplementary information

- The term 'kampung' in Kampung Serai means village in the Malay language. Kampung is also found in Nakho Manta, another story from Brunei Darussalam.

- For the terms of buffalo in the languages of Southeast Asia, refer to page 143.
Telling Tales from Southeast Asia and Korea: Situational Analysis

Figure 3 shows that a vast majority of the 60 folktales mentioned by the country respondents (five respondents per country) were published in textbooks for grade 4 and 5 students.

Approximately 63 percent of the respondents revealed that folktales were frequently taught in language classes in primary schools. The majority of these folktales may be found in primary-school language textbooks written in the country’s mother tongue and/or in English (see Figure 5).

Among the 12 countries surveyed, role playing and storytelling were the most popular class activities used to teach folktales. The next most popular teaching method was traditional class recitation, followed by a combination of several methods such as memory, PowerPoint slide presentation, textbook reading, jazz chanting, concept mapping, semantic webbing, dramatization, and chamber theater presentation. Group discussion came in fourth place. Meanwhile, the least preferable technique identified by the respondents was small-group discussion (see Figure 6).

In Vietnam, the teachers ask the students to take turns in reading and loudly retelling stories with proper expression. The students also used puppets to imitate the characters in the stories. The Philippines indicated using jazz chants, semantic webs, and concept maps in teaching folktales while Brunei Darussalam often used PowerPoint slide presentations and storybook reading.
DVD on Telling Tales from Southeast Asia and Korea
Picture Cards on Telling Tales from Southeast Asia and Korea
Website on Telling Tales from Southeast Asia and Korea
Looking Ahead

• Teachers role in cultivating intercultural competency

• Enhancement of teachers’ ICT competency and ICT infrastructure
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THANK YOU!