MYTHS & BELIEFS PROJECT

Prepared by:
Zamimah Azaman
KTDTHB Miri
Myths and Beliefs project is designed to represent the theme of Community Diversity proposed by British Council for the Better Community Better Life Competition. To ensure maximum learning through this project, its frame has been specifically structured by using PBL approaches outlined by Intel Teach.
Learning Objectives

• At the end of the project, students will be able to:

1. know the myths and beliefs of every ethnic focused in the project.

2. understand the messages conveyed in every story gathered and shared.

3. re-compose the story or information gathered based on what they have heard, researched on and understood.
Learning Objectives

4. Give appropriate responses towards the stories shared by their fellow classmates and identify and propose the strongest elements that should be highlighted in producing materials to represent the chosen stories and information.

5. Interpret and transform the selected elements in the story or information gathered into another form of representation.

6. Apply ICT skills in sharing stories, information, ideas, opinions and also experiences.
Learning Objectives

7. plan an exhibition to share their works with the school and outside community (concept of the exhibition, activities, launching of the event, committee members, budget, procedures, etc).

8. gain confidence in speaking with people of different ages and backgrounds.

9. perceive diversity in community as a form of uniqueness that every member of the community should be proud of and interpret their understanding in the form of acceptance, tolerance and respect.
Twenty-First Century Skills

Digital Age Literacy
- Basic, scientific and technological literacy
- Visual and information literacy
- Cultural literacy

Inventive thinking
- Curiosity and creativity
- Higher order thinking and sound reasoning

Interactive communication
- Teaming and collaboration
- Personal and social responsibility
- Interactive communication
## Project Design

<table>
<thead>
<tr>
<th>Subject area/s</th>
<th>Main subject</th>
<th>Cross-curriculum links</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>ICTL, History, Art, Mathematics</td>
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<table>
<thead>
<tr>
<th>Grade level</th>
<th>Duration</th>
<th>Team structure and responsibilities</th>
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</table>
| Lower form (14-15 yrs) | 3 months (2 periods of English Lesson for every week and 2 periods of ICTL for every first two weeks) | Teacher/s: 3 TEACHERS as advisors and mentors  
Students: 53 STUDENTS who each is given roles of a cultural anthropologist and an artist |
# Activities

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>Planning and designing the project</th>
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| PHASE 2 | Introduction and preparing the students for the research and documentation activity:  
- Introduction To Myths & Beliefs Project  
- Research Procedures Workshop  
  (Pair Teaching With History Teacher)  
- Write Your Thoughts  
  (Documentation & Writing Workshop) |
| PHASE 3 | Preparing materials for the exhibition:  
- Sharing Through ICT Mediums  
- Story Telling Activity  
- Interpreting And Representing The Story  
  (Pair Teaching With Art Teacher)  
- Students prepare exhibition materials |
<table>
<thead>
<tr>
<th>PHASE 4</th>
<th>Planning and preparing for the exhibition day</th>
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<tbody>
<tr>
<td>PHASE 5</td>
<td>Students hold the exhibition and teachers evaluate students’ work.</td>
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<td>[EXHIBITION]</td>
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<td>PHASE 6</td>
<td>Teacher and students do post mortem on the project.</td>
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<td>[STUDENTS’ COMMENTS]</td>
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Maximizing students’ learning

Teaching & learning methods
- Pair teaching
- Peer teaching
- Discovery & independent learning

Scaffolding instruments
- Checklist & task guidelines
- Workshop
- Rubrics
“I was able to sharpen my leadership skill, a vital quality especially in the working world.” (Norman Chong)

“Our class also learned to cooperate with each other despite of our differences.” (Amirah Fatin)

“I think this project is good for everyone because we can learn to organize an exhibition and to communicate well with people.” (Nur Aziemah)