



# LESSON 2

FASCINATING ASIA

**CENTRAL COAST MARINERS**  
**POSTCARDS FROM ASIA**

# TEACHING AND LEARNING PLAN

## LESSON 2

Fascinating Asia

## LESSON VENUE

Classroom/library

## LESSON DURATION

60 minutes

## STUDENT PRIOR KNOWLEDGE

Students should be able to use a range of research tools to conduct an investigation into an Asian country.

## WALT - WE ARE LEARNING TO...

Investigate fascinating aspects of an Asian country.

## WILF - WHAT I'M LOOKING FOR...

- I can identify and write what I know about an Asian country.
- I can identify and write what I would like to know about this country.
- I can investigate what I would like to know.
- I can write down what I have learnt.

## TIB - THIS IS BECAUSE...

What we learn about an Asian country will be used to help us create our postcard later in the unit.

## LESSON PREPARATION

Prior to the lesson teachers should organise the following:

- Access to an interactive whiteboard or Information and Communication Technology (ICT) (computer, laptop or iPad) for students to view images
- Activity sheet 2.1 - Our Asian country K-W-L chart - hard copy to each student or interactive pdf version on student computers, laptops or iPads.

## LESSON DELIVERY

The following provides you with a suggested plan on how to deliver this lesson. You are encouraged to take a flexible approach and modify this lesson and its timings to suit the needs and abilities of your students.

### 1. Introduction (5 minutes)

To prepare for the upcoming season **Central Coast Mariners** will tour an Asian country and play games.

Explain to students that in this lesson each group will be assigned an Asian country. Each student in their group will create a 2D visual backdrop to their postcard showing something they have learnt about their country during their fictional football tour.

Before they create their backdrop students will need to find out about their Asian country. They will use their research to produce a postcard backdrop that will convey to their family and friends, something they find fascinating (or at least very interesting) about the country.

### 2. Assigning Asian countries (5 minutes)

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities.

In the Australian Curriculum studies of Asia pay particular attention to the sub-regions of:

- North-east Asia, including China, Mongolia, Japan, North Korea, South Korea and Taiwan
- South-east Asia, including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia
- South Asia, including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives.

The Asian Football Confederation, of which Australia is a member, also has member countries from West Asia such as Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, United Arab Emirates (UAE) and Yemen.

Assign one of these countries or other countries in the ASEAN, Central, South, East or West Asia regions that is of particular interest or relevance to each student group. This can be done at random or by student choice.

### 3. Discovering something fascinating about your Asian country (50 minutes)

Distribute to each student Activity sheet 2.1 - Our Asian country K-W-L chart - hard copy to each student or interactive pdf version on student computers, laptops or iPads.

Explain that each student is required to use this K-W-L chart to research an aspect of the Asian country they have been assigned. To interest readers of their postcard, students will have to make sure the research topic is something that fascinates them about their country. To avoid duplication, students will need to check with team members to ensure they are not covering the same topic.

Consistent with the art themes of the unit you may decide to restrict research topics to:

- Asian artworks
- Cultural symbols
- Traditional dance

- Architecture
- Drama and theatre
- Cultural music.

If you prefer to provide students with a broader inquiry experience research topics could be widened to include:

- Tourist destinations
- Language - script
- Language - words
- National food and cuisine
- Geography
- Iconic country symbols
- Capital city
- Well known people
- Country maps
- Major religions.

#### 4. Teacher advice - Using the K-W-L chart

Discuss the K-W-L chart with the class. Ask students to first think about what they already know about the topic they have chosen. They should write this information in the first column on the chart.

Students should then use column two to write questions about the topic that they would like to find out about.

As students conduct their research they should add the information they are gathering in the third column, showing what they have learnt.

Students are to use ICT and (or) school library to conduct research.

#### 5. Teacher advice - Research outcomes

By the end of their research students should have information about the selected topic that they find fascinating and a photographic image that readers will be engaged by.

The content and their interpretation of the image will be used as part of their postcard creation in the next lesson.



Matt Sim, Defender