

Our World

Project Report

Phase 1: Brunei Darussalam



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Brunei. The Borneo Rainforest

The '*Our World*' film project is a peer education resource produced by a group of secondary school students in Brunei Darussalam. There were 60 students involved in making the films and animations. All of the documentary filming was done by Year 8 students – they were the writers, camera operators, sound engineers, directors and presenters.

The resource was created within a time frame of a week, although the students were given time prior to the filming week to research and a further week was taken to edit the material. The whole process is explained in '*The Learning Journey*' chapter on the DVD.

Why the Rainforest?

Conservation of the rainforest in Borneo was chosen as the focus of the project because Brunei still has most of its rainforest intact. It is unique in that it is the only country on the Island of Borneo that has **not** conducted mass deforestation to create palm oil plantations. In this DVD the students show off their beautiful country and share their knowledge of how important it is with students both in Brunei and abroad.

The project is designed so that students in other countries, initially England and Botswana, can watch the DVD and then be inspired to create their own peer education resource about conservation issues in their part of '*Our World*'. Teachers intending to use the resource outside Brunei are advised in the DVD insert to do some preparation with their students first.



Using the OUR WORLD project

- as a 'best practice' model

The 'learning journey' undertaken by the 60 students involved in the project has encompassed many elements of 'best practice' methodology. It has made the students responsible learners who are informed and challenged both by the content of the material covered, but also through the skills needed to achieve the end product: storyboarding, team cooperation/collaboration, filming, directing, animating, managing sound and making editorial choices.

Overview of Project:

The 2010 Our World project came about as a result of 7 years Global dimensions and peer education work carried out by students in Botswana, Africa and Norfolk, England. On arriving in Brunei last January, Jean Kiekopf (a CfBT teacher) realised there was enormous potential for expanding this international school link to include students from her school SM PAP Hajah Rashidah Sa'adatul Bolkiah in Lumut.

The focus of the project is to give students in all three countries an opportunity to learn and teach each other about their unique environments and the important environmental issues in their part of '*Our World*'.

During Phase 1, CfBT Education Trust and the Ministry of Education, Department of Schools, provided funding for Media Projects East, a British video company, with a long established record of teaching video and animation skills to young people, to come to Brunei to work with students in Year 8 and Form 5. They enabled the students to use film and animation to share what they have learned about conservation of the rainforest in a DVD. The final resource will be used in Brunei, England and Botswana. In phases two and three, the students in these schools will respond by making a film about their unique environments and conservation issues they feel are important.

The project aims to challenge the high achieving students to stretch themselves and to motivate the less academic. All activities for Year 8 were carefully planned to accommodate Brunei's SPN 21 and SBAfL techniques.

Students began preparations earlier in the year. They planned, researched and wrote informative leaflets, made displays using recycled paper and prepared to make their films and animations when the Media Projects East crew arrived.

The Intensive Week. 26th – 31st July 2010

Between the 26th and 31st of July, 8A had an intensive week of film and animation with Media Projects East.

On Monday morning the 8A class were introduced to the film makers from MPE and spent the day learning film language and documentary production. The students then made a

documentary portrait of their school. The students were responsible for directing, camera work and sound management. The methodology used was entirely student centred and learner based with a varied visual, kinaesthetic and auditory approach.

In the afternoons the IGCSE students in 5D received an introduction to plasticine and cut out animation. They spent the next 3 days creating public awareness advertisements about the Rainforest. These have been included in the final film.

On Tuesday the 19 students from 8A visited Wasai Wong Kadir on the Labi Road. Working in four teams They then shot presentations on their selected themes:

What is the Rainforest like?

Why is it important?

What are the problems?

What are the solutions?

They also spent time engaged in some descriptive writing and observational drawing using their senses to observe the environment.

They spent the rest of the week learning animation skills and making cut out and plasticine animations. Throughout the week the students gained in confidence using the equipment and performing in front of the camera. Their feedback on the project has been enthusiastic and reflective.

The completed project will now be sent to Botswana and England to inspire other students to try their skills at animation and film making and tell us about their environment and concerns.

The Our World project was designed to:

...contract students into the work – Students in form 5D wrote a letter to our possible sponsors CfBT and MOE in February 2010. In this letter they explained why they wanted to do the project and what they thought they would gain from it. 8A students wrote a journal entry outlining what they thought they would learn and why it was important to them. This very real writing activity gave ownership of the project to them.

...be student based and student led – All students who made the films and animations made decisions about what and how the material should be presented. The integrity of the end product is therefore maintained as it has been created to suit the students' perceptions of what their peers in other countries will a) be interested and b) understand.

...be used by a real audience – The initial letters and the final film, with animations for students in other schools and other countries, provided motivation for the students to achieve their best. It provided a real sense of purpose in meeting deadlines and ‘*getting it right*’.

...embrace AfL (Assessment for Learning) and APP (Assessing Pupil Progress) techniques – using checklists (*Table 1*) to scaffold and check their work ensures that students strive to understand how they can improve. Peer and self evaluation heightens their proofreading skills and raises the stakes on a piece of work. Sharing the rubrics for a piece of writing also allows the students to identify their own strengths and weaknesses. Assessments they made allowed them to then target specific areas for improvement. (*Table 2*)

| Our World - Leaflet | | Peer Assessment Checklist | |
|------------------------------|---------------------|---------------------------|--------------------------|
| Term 2 SBAfL. Year 8A. 2010. | | ☆ | T |
| Content | Correct information | <input type="checkbox"/> | <input type="checkbox"/> |
| | Outline problems | <input type="checkbox"/> | <input type="checkbox"/> |
| | Suggest solutions | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisation ... | Clear layout | <input type="checkbox"/> | <input type="checkbox"/> |
| | Headings | <input type="checkbox"/> | <input type="checkbox"/> |
| | Sub headings | <input type="checkbox"/> | <input type="checkbox"/> |
| Accuracy | Capital letters | <input type="checkbox"/> | <input type="checkbox"/> |
| | Punctuation | <input type="checkbox"/> | <input type="checkbox"/> |
| | Clear paragraphs | <input type="checkbox"/> | <input type="checkbox"/> |
| | Correct spelling | <input type="checkbox"/> | <input type="checkbox"/> |
| Vocabulary..... | New words | <input type="checkbox"/> | <input type="checkbox"/> |
| ☆ | _____ | | |
| ☆ | _____ | | |
| T | _____ | | |
| Peer assessor | | | |

Table 1: Peer assessment checklist for Leaflet

| How well did you write your letter? | | | |
|---|---|---|---|
| You are going to rewrite your letter before we send it. Use this table to see what improvements you must make in your correction. Colour in the boxes below that describe how well you have written your letter. Use the colours as indicated. | | | |
| | Green | Orange | Red |
| Content | I included all of the correct information. | I included most of the information. | I missed out a lot of the information. |
| Organisation | My letter has the address, greeting and paragraphs all clearly written. | My letter has paragraphs but some of the layout is wrong. | My letter has no paragraphs. I have made some mistakes in the layout. |
| Accuracy | My punctuation, sentences and tenses are all correct. | I have made some mistakes with my punctuation and tenses. | Most of my sentences have mistakes, which I will try to correct. |
| Vocabulary | I have used a lot of the new vocabulary and linked ideas using connectives. | I have used some of the new vocabulary and will try to use connectives next time. | I haven't used the new words or connectives, but I will try to next time. |

Table 2: Traffic light form for students' letters. This forms a Self assessment task using rubrics.

...improve literacy – Learning new language: digital, cine, scientific, descriptive, emotional and expressive. Students have had to think carefully about the communication of facts, how to explain problems and solutions and how to describe their environment. They have had to consider audience and style. The choices have reflected elements of humour, information, reflection, description and account.

...include numeracy – Working out the number of captures per second and total needed for the animation. Pacing script and voiceover to match times in the stories they tell.

...make full use of ICT and technology– Students have used the www (world wide web) to research information about the rainforest and to find out what is currently being done, in Brunei and elsewhere, to protect and save the rainforest. (*Picture 1*) They have kept abreast of the latest news and initiatives. They have also learned to use Sony high definition camcorders with external microphones, headphones, tripods and lighting equipment. (*Picture 2*) They have been tutored in how to use animation capturing software and to add voiceovers using a separate sound track.

Picture 1 (Left): 8A researching in the ICT room



Picture 2: Filming using the camera and audio equipment.



...allow transference of skills across the curriculum – Students have transferred language skills. This is essential if they are to achieve their best across all subjects. Literacy across the curriculum becomes supported and standards are therefore raised. For example, Science and English.

...require teamwork. Students have had to work cooperatively in groups of 4 or 5 to make both the documentary film and animation. They have learned that by communicating at each stage they are able to achieve the end product they desire. They can only successfully film or capture an image when they are **all** prepared. They also worked together to design the treatment for the film making and the storyboard for the animation. Each member was then assigned a task which contributed to the whole. (In filming: the camera operator; sound engineer; presenter and director. *Picture 3*. Or in making an animation: the set creator; model builder; script writer; storyboard artist; camera image controller and animator. *Picture 4*.)



Picture 3: Students filming on Labi Road field trip.

Picture 4: Group working on a cut-out animation



...culminate in peer education –

Students learn by teaching. They become the experts and then work out the best way of

“teaching” what they have learned to their peers. “The best way to understand something is to teach it!” This involves teaching both information and skills. For example, about the rainforest or how to conduct interviews / make notes...

...cater for all learning styles –kinaesthetic, visual and auditory learning styles have all been incorporated in the project. The variety ensured that all students remained engaged throughout. The theoretical and literacy elements were given in a very brief introduction and were followed up quickly with the actual film making and practical animation creation.

...offer wider choices for life: The project has opened up a range of possible career paths and choices through hands on experience. This is especially important for some of the form 5 students who may not have considered the possibilities in media careers. Having this to aim for could have a positive impact on their attitude to education and working towards a goal.

...accommodate a successful end product which the students can be proud of.

Film – Using film allows for mistakes to be corrected. Through edits and retakes and self and peer comments and constructive criticism, the final product can be improved and made error free. This is especially important to students who often feel disillusioned with the outcome of their efforts. **Animation** work allows the students to be creative and consider how messages are transferred in the media. It is also a media that many of them already know and enjoy, but which is clouded in mystery. Doing this project allows them to unlock the mystery and become more discerning viewers.

...allow Inter school / International links. Allows for students to learn from each other what it is like to live in different countries and how we are all global citizens. They share the message that the whole planet is all of our responsibility.

To this end the Our World Project has encompassed many important ‘best practice’ initiatives which means that whilst having fun and learning to create films and animations the students were also becoming more reflective learners and taking control of their own learning experience.

The Showcase: 7 August 2010: Sekolah Rendah Anggerek Desa

The showcase gave the students and MOE officers a chance to view the DVD and to give feedback. It was a wonderful celebration of the students’ achievements. As a result of the feedback Media Projects East included some subtitles where meaning may have been lost and undertook some sound adjustments where the students’ voices were soft.



“We are lucky – Brunei’s rainforests are still intact”.

Jean Kiekopf has also written an insert for the DVD to guide teachers in using it, especially overseas.

Guest of Honour was, Mr Cheong Huat Joo, Assistant Director - Secondary Education.

Some quotations from the students' journals about their *Learning Journey* presented at the Showcase on 7 August 2010:

"We first learned about the project in February 2010, when we wrote paragraphs to say what we hoped would happen when Media Projects East came to our school."

"We had to do a lot of research using our ICT skills. We also studied the Heart of Borneo leaflets to make sure we understood all about the rainforest."

"I was so excited, waiting for the week to come. I learned many things about the rainforest, making films and animations and working with my friends. It was the best week of my life!"

"When we made the documentary film about our school we had to learn how to use the cameras and sound equipment. It was not easy, but it was really fun to see how real films are made and to do it ourselves."

"My group and I had fun making voice over's. It was great to see the story come to life."



"All of us had lots of fun using our creative skills to make models to animate. I hope I have another opportunity to do it again."

"My group made cut outs. We had to work as a team to make the animation come to life. I am so proud of what we did and look forward to seeing what the children in England and Botswana do!"

"I loved looking at nature using my senses. You might think that sunlight is a normal thing, but when it shines through leaves and bounces off water, it is magical."

"We have learned that saving the rainforest is a priority for all of us and hope our project will help raise awareness for the people in Brunei and other countries."

Press Coverage:

Newspapers: Borneo Bulletin 29 July and Brunei Times 9 August 2010.

News: Radio and television. It was reported on RTB Malaysian and English News on 7th and 8th August.

Live TV: On Thursday 12 August 2 teachers and one student appeared live on Rampai Pagi. 09.40 – 10.00am.

Television Feature:- Monday 16th August. Malay interviews with teachers and students at the Showcase. 09.30-09.50am



What next for Brunei?

Our World is a unique undertaking and not all schools will be able to facilitate a project of this scale, but with adaptations, the educational elements listed above can easily be used in every school's SPN21 School Based Assessment for Learning. To challenge and motivate learners at all attainment levels.

Teacher Training Workshops:

On the 9 and 10 August two training days were held by MPE, at SM PAP Rashidah, for teachers from the four districts in Brunei. 8 teachers received training in documentary film making and cut-out and plasticine animation. These workshops delivered hands-on training and provided the teachers (and visiting MOE officers) with a chance to explore these media. They produced animations that have been added to the final film resource. There is also a 10 min documentary of the training days.



Some suggestions:

How to... peer education films/workshops. Students become experts on *How to...* Topics could include: ...write a summary, make effective notes, write a description, introductions, science units, historical periods etc and they share this in a mini film or workshop presentation for their peers. They could present to others in their class to gain confidence, then year group, school, other schools in their cluster or make a short film and get their teacher to share it in a specified folder on Skydrive or another web sharing site.

Animation. 8 Bruneian teachers have had training in making animation and short documentary films. Their workshops have been recorded and appear on the DVD. The skills can now be practised and shared using the 'multiplying model' of cascading information and skills.

Storyboarding using photographs or drawings and speech bubbles can be as effective as a moving film and can easily be edited in *Powerpoint* or other educational software like '*Comic life*.'

These methodologies motivate students who struggle to express themselves in written forms and can challenge high achievers and Gifted and Talented students to share understanding and knowledge with their peers in a way they can easily understand.

Other: Hopefully, as teachers in different schools see the '*Our World*' DVD they will be inspired to undertake similar projects with their students, especially as part of their SBAfL projects for SPN 21. The format will not necessarily be the same and nor should it be. 'Best-practice' approaches to student-centred learning require that the students are involved in the planning process. Teachers should negotiate with the students and use their preferred approach and method of presentation. The 'best practice' approaches above can be used to guide them into the best choices for their situation.

Dissemination and sharing can be achieved through use of a Virtual Learning Environment, workshops or printed DVDs. Both resources are available to view on line:

Our World - Phase 1: The Brunei Rainforest: <http://vimeo.com/14580370>

The Learning Journey: <http://vimeo.com/15660555>

A Final Note: In student-centred learning we have to constantly remind ourselves that it is the learning journey that is important and that the end product is an added bonus! Having said this, I have no doubt that students in Botswana and England will love this glimpse into a Bruneian student's life and beautiful country. I am certain that it will inspire them to produce a similarly exciting project.

Ensuring success in student-centred learning: What makes this project successful for the students is that they have been given the chance to share their experience and knowledge with others. It is crucial that they were able to use the new skills they have been taught to do this. In '*The Learning Journey*' section of the DVD students can be seen using all the equipment themselves and worked as teams to succeed. They listened to each other and felt a great sense of pride in the end product. It is true, with more teacher intervention the end product could be slicker and more polished and it could perhaps be tailored to express our own perceptions rather than those of the students. It could also be made to reflect what we wish to present, rather than what is actually there. The danger in this is that the project gets taken from the students and the sense of ownership is lost. Of course we are teachers though and so our leadership and guidance is crucial to helping the students in their decision making.

Measuring impact of *Our World* Project on 5D IGCSE class.

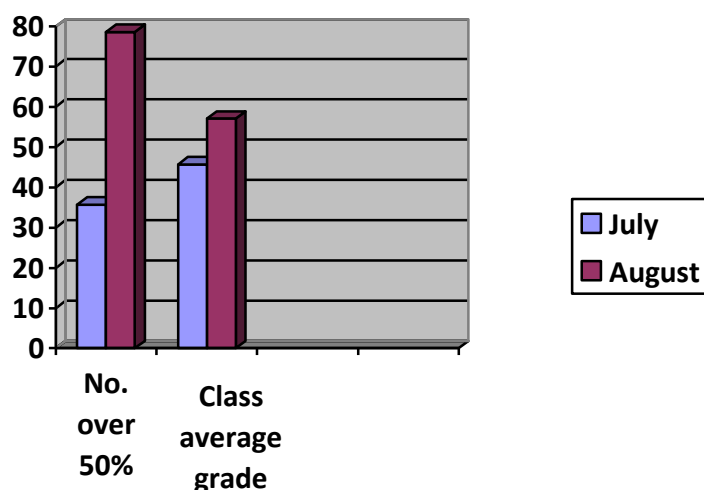
Attributing student improvement to one factor can be tenuous, but the 5D class circumstances have allowed some very clear results to be measured. The table and graph below show a comparison between their July Qualifying exam and August Mid Year exam 2010.

| Dates | Exam | Papers | % of students who achieved over 50% | Class mean average |
|-------------------|---------------|--|--|----------------------------|
| 12 & 14 July 2010 | IGCSE English | R&W 1. Listening 3 Qualifying exam set by CfBT. | 10/28 35.71% | 45.75 |
| 16 & 18 Aug 2010 | IGCSE English | R&W 1. Listening 3 June IGCSE papers | 22/28 78.57 % Increase of 42.86% | 57.10 Increase of 11.35 |

The 3 teaching weeks between the exams fell over the '*Our World*' project. During this time the students made 3 trips to the Forestry department to visit the museum and palmetum, interview the officers and visit Sungai Liang Forest Park. 14 of them attended school in the afternoons to create animations, which involved discussion, storyboarding and listening to instructions in English. (Kinaesthetic, visual and auditory learning styles) 10 of the students also attended the Showcase on 7 August 2010 and felt very proud of their efforts and the end result.

Other regular classroom lessons during the 3 week period were spent working on texts based around the project. One lesson was observed by my HOD who graded it as excellent. We spent 2 lessons reviewing the Qualifying exam.

Their involvement in the project increased their pride in their work and resulted in greater motivation to improve their English. This, arguably, brought about the marked improvement in results.



5D Comparative results between July and August exams 2010

Our perceptions: By looking at topics and our school through the eyes of our students we can become more aware of what their experience is in school. If, for example, we see something we are not entirely happy with, we can review what we do about the learning environment we provide for our students and do something about it.

In this project we have opted for cut out and plasticine animations as these require students to work cooperatively and collaboratively in groups. They have to share and create ideas, but also physically make the set and animated characters move. Together they breathe life into their creation and work as a team. As one student said of her animation in her journal writing:

*"The part I loved the most was when **we** made a bulldozer cut down the forest and people were clapping and they were amazed and I knew that **we** had 'scored a goal' to make animations that interest people."*

Year 8 student.

Phase 2: England. This is due to take place in England at a High School in Norfolk. Funding still has to be secured.

Whilst in the UK in September, Jean and Klaus Kiekopf took the resource to Framingham Earl High School (FEHS) and presented it to 4 classes: Year 8,9,10 and 11. They also discussed the next phase with a group of teachers from 4 disciplines in the school: English, Geography, PSHE and Science. It was felt that the next phase could be undertaken as a cross curricular project during Enrichment or Activities days or as part of a Gifted and Talented initiative. FEHS have a long standing record of such cross curricular projects and with active partnerships with schools in Botswana and China, already have exemplary International links.



Jean kiekopf presenting the DVD to Headteacher, Nicola Furneaux in the UK



Students in a Year 10 class in the UK viewing the film.

During the Brunei phase, August 2010, some educators visiting Brunei from the UK, had the opportunity to see Phase 1 in action. They were teachers from two schools in Sheffield, who had previously taught in Botswana. They viewed the resource produced by the Brunei students and are very keen to present to their head teachers as a possible school project. Their comments have been extremely encouraging and their visit to Brunei has given them a real love of the country – its peaceful, friendly people, stunning rainforests and waterfalls and, of course, lovely enthusiastic students.

Their comments in the 'Our World' feedback book:

"A wonderful cross-curricular project. So great to see children 100% engaged in their learning. An inspiring model to be used back home."

"Seeing pupils so actively engaged and enjoying their learning, in so many aspects of the curriculum, is a motivational tool for me as an educator. Great!"

Addition to Project:

The students in 8A are currently producing a mini travel documentary film about Brunei showing all the districts and attractions on film. They plan to write letters to request assistance with filming from the air and on the rivers. They hope to complete this project after they have finished their Student Progress Exams in November 2010. This aspect of the project has been entirely student driven, demonstrating that they now feel inspired and empowered by the work they have done so far.

