

Project : **LINK TO LINGKUNGAN KITA**
Theme : **Animal Conservation - with particular focus on Indonesian Animals**
Target Group : **Prep to Grade Two**

(Design is VELs compliant whilst sensitive to Gardner's Multiple Intelligences)

	Verbal/ Linguistic	Logical /Mathematical	Visual/ Spatial	Kinesthetic	Music	Interpersonal	Intrapersonal	Naturalist
ACTIVITY / TASK	<p>TASK 1: CLASS BOOK – ‘BINATANG INDONESIA’ Use photos of various Indonesian animals and create a class book.</p> <p>TASK 2: MINI BOOKS Students create their own Mini Book about Indonesian animals.</p>	<p>TASK 1: CLASSIFY Using photos of various Indonesian animals, students classify them into groups of their choice and discuss classification.</p> <p>TASK 2: VENN DIAGRAM Students create their own Venn Diagram to classify Indonesian animals. Use the Venn Diagram Template.</p>	<p>TASK 1: DESIGN A ZOO Sketch a design of a zoo for Indonesian animals. Label each section with animal names.</p> <p>TASK 2: 3D MODEL OF A ZOO Using your sketched design of a zoo for Indonesian animals, create a 3D model.</p>	<p>TASK 1: ANIMAL MASKS Students use mask templates or design their own and make one Indonesian animal mask each.</p> <p>TASK 2: DRAMA Read a variety of Indonesian folktales based on animals. Students use their animal masks during the dramatisation of one of the folktales.</p>	<p>TASK 1: SONG Learn the song 'Nona Manis' with converted lyrics and write three new verses for the song, focusing on Indonesian animals.</p> <p>TASK 2: BODY MOVEMENTS In relation to the new version of 'Nona Manis', create body movements/actions for the song and perform.</p>	<p>TASK 1: PROFILE PAGE Create a 'Profile Page' for one Indonesian animal and display in the form of a poster.</p> <p>TASK 2: PRESENTING PROFILE PAGE Students should present their 'Profile Page' to the class.</p>	<p>TASK 1: CLASS POEM Model various forms of poetry based on Indonesian animals. As a whole class create poems about Indonesian endangered animals.</p> <p>TASK 2: WRITE YOUR OWN POEM Choose one form of poetry and write your own poem about one Indonesian endangered animal. Design a poster for display incorporating your poem and illustrations of the endangered animal.</p>	<p>TASK 1: ANIMAL SURVIVAL As a whole class research and discuss what the animals need to survive in their own natural habitat and link the discussion back to student's own needs.</p> <p>TASK 2: HABITAT COLLAGE In small groups, students create a collage using natural materials to show the destruction caused by man to a particular habitat in Indonesia.</p>

Verbal/Linguistic Activity

Class Book – ‘Binatang Indonesia’

Task 1

As a whole class, students work collaboratively to create a class book titled: ‘Binatang Indonesia’. Language focus can be tailored to the year level and abilities of students.

Pre-visit

Students should be familiar with a variety of Indonesian animal vocabulary; this can be learned by playing oral language games such as memory.

Teacher should be clear on what the language focus is for the age group of students.

Language focus could include; colours, numbers, adjectives, habitats, food etc.

For example: - Prep focus: animals, numbers and colours.

- Grade Two focus: animals, numbers, colours, adjectives and habitats.

At Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal and collect information about each animal.

Post-Visit

1 – As a whole class look at all the photos of the Indonesian animals taken from the Melbourne Zoo. Additional photos of Indonesian animals, which are not at the Melbourne Zoo, can be downloaded from the Internet.

2 – Each student chooses a different Indonesian animal.

3 – Following a teacher model, students design an A3 or A4 page for the class book with their own sentences and photos.

4 – All student pages are collated and made into a book, which may be read to the class. Each student can begin to read their own page and then extend their reading skills by reading other students’ pages.

5 – The class book – ‘Binatang Indonesia’ can be printed and used as part of the LOTE Room Resources Library and students should be encouraged to borrow the book to take home and read with their parents. The book could also be recorded with an audio component.

6 –

Note: The class book could also be made as a Power Point with audio or by using the Web 2.0 application: myebook, and could therefore be uploaded to the school BlogSpot or website for students to enjoy at home with their parents. Alternatively, it could be put on to a CD/DVD for home borrowing.

If digital resources are not available, the class book could be made with student illustrations and written sentences.

Mini Books

Task 2

Students work individually to create their own Mini Book about Indonesian Animals, using the class book as a guide.

Post-Visit

- 1 – Students decide if they would like to use digital images or draw their own illustrations for their book.
- 2 – Students choose six Indonesian animals to include in their book.
- 3 – Using an A4 or A3 piece of paper or card, students fold the piece of paper in half vertically, fold in half again and fold in half again. Open up the piece of paper and there should be eight folded squares. Cut along the middle line of the two middle squares. Fold the piece of paper in half vertically again and then pull the two middle sides of paper out until the two opposite sides meet then fold into a mini book.
- 4 – Students create a title page for their book e.g. 'Binatang Indonesia' or 'Banyak Binatang'.
- 5 – Students use one page for each animal.
- 6 – Write at least three sentences about each Indonesian animal. (Students in Grade Two can write up to five sentences depending on their language skills and abilities.)
- 7 – Add a digital photo or illustration of each animal.
- 8 – Read the book to a friend, a teacher, the class and/or their parents.

Logical/Mathematical Activity

Classify

Task 1

As a whole class or in small groups, students are to work collaboratively to use photos of various Indonesian animals to classify them in to different categories of their choice.

Pre-Visit

Teacher should introduce and discuss new vocabulary.

Language focus could include numbers, colours and adjectives.

Further extension could include animal classification of vulnerable, endangered and extinct.

At Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal and collect information about each animal.

Post-Visit

1 – As a class gather together the photos of the Indonesian animals taken at the Melbourne Zoo. Additional photos of Indonesian animals, which are not at the Melbourne Zoo, could be downloaded from the Internet.

2 – As a class, students classify the photos of Indonesian animals into categories, using different coloured hoola hoops. Students suggest ways they could be classified and classify the animals in three different ways e.g. animal size, colour, number of body parts e.g. 4 legged animals etc.

3 – Discuss students' choices for classification and the variety of ways that animals can be classified.

4 – As a further extension teacher can introduce the concepts of vulnerable, endangered and extinct.

Using three hoola hoops, students can classify the animal photos into groups according to whether each animal is vulnerable, endangered or extinct.

5 – Discuss the student choices and ensure that photos are correctly grouped.

Venn Diagram

Task 2

In small groups, students create their own classifications of Indonesian animals.

- 1 – Students use a template of either two circles or three circles (Venn Diagram/Tri- Venn Diagram).
- 2 – Students decide how they are going to classify the Indonesian animals.
- 3 – Students work in small groups to create their own classification. Students should write animal words and the language associated with their classification in Indonesian and include animal illustrations.
- 4 – Students share their classification with the class and discuss their choices.
- 5 – Student work can go on display to share with the wider school community.

Visual/Spatial Activity

Design a Zoo

Task 1

In small groups or individually, students sketch a design of a zoo for Indonesian animals. Students should label each section with the Indonesian animal names.

Pre-Visit

Teacher should introduce and discuss new vocabulary.

Language focus: numbers, colours, adjectives and habitats.

Further extension: animal classification of vulnerable, endangered and extinct.

At Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal and their environment. Also collect information about each animal.

Post-Visit

1 – Using photos taken by students on their Zoo visit, discuss animals and their environments.

2 – Students begin planning a design for their own zoo for Indonesian animals. They need to decide which animals they would like to include and consider which animals can be placed in the same or similar enclosures.

3 – Students should consider each animal's needs and any special features that are necessary.

4 – Once students have completed their draft of their zoo design, they should create an A3 or A2 poster of it.

5 – Students label each animal and any signs in Indonesian.

6 - Students present their zoo design to the class. Discuss choices of design aspects and special features.

3D Model of a Zoo

Task 2

* Students use their 2D design of a zoo for Indonesian animals to create a 3D model.

1 – Students decide what medium and/or materials they would like to use to create their 3D model, such as; clay, plasticine, mod-rock, natural materials etc. Students could also use a combination of materials.

2 – Students use their 2D design as a basis for their 3D design, incorporating any changes they feel are necessary.

3 – Students label each animal and any signs in Indonesian.

4 – Students present their 3D model to the class and discuss their choices of design aspects. Some students may like to present their design at a school assembly.

* This task could be completed with students working in small groups to make each enclosure – to be put together at the end to make a full zoo.

Note: This task could be integrated with Art classes.

Kinesthetic Activity

Animal Masks

Task 1

Students create masks of an Indonesian animal. Students may use the mask templates provided or design their own mask template.

Pre-Visit

Teacher should discuss new vocabulary, which could include; numbers, colours, adjectives and body parts.

At Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal, and focus on their facial features (close-up photos would be most valuable). Also collect information about each animal.

Note: Masks of the 'orang hutan' can be found at the Orang utan Sanctuary at the Melbourne Zoo. Link to photos provided below.

Post-Visit

1 – Observe the photos taken at the Melbourne Zoo (and any others you have downloaded). Discuss the various animals and their different facial features.

2 – Students choose one Indonesian animal to base their mask design on.

3 – Students decide if they want to use a mask template or create their own. (This may vary depending on the students' year level and abilities).

4 – Mask Template - Students choose a template from the link provided below.

Designing their own mask template: Students should draw an Indonesian animal face on an A4 or A3 piece of card. Students can use the templates provided as a guide to size and shape of mask.

5 – Students colour in their mask and cut out along the outside black line.

6 - Students can attach a fairy-floss stick to the back of the mask or make holes on either side with a hole-punch and attach elastic to tie around their head.

Note: If students are making their own Indonesian animal mask, this task could be integrated with Art classes and students could make a 3D mask made of mod-rock or paper mache etc.

Drama

Task 2

As a whole class, read a variety of Indonesian folktales based on animals. In small groups, students, decide on one Indonesian folktale to create a re-dramatisation of the folktale, using their Indonesian animal masks.

1 – Teacher reads a variety of Indonesian folktales to the class.

2 – As a class discuss the animals in each story and the moral of each story. Looking at photos of animals from the stories could be useful for generating discussion about each animal's features and characteristics.

3 – Choose one Indonesian folktale to focus on.

4 – Students create a dramatisation of the Indonesian folktale. Each student can take on the role of one Indonesian animal and use their mask to help them with their re-enactment.

5 – In small groups, students present their dramatisation of an Indonesian folktale to the class. To encourage some language use, students could use the Indonesian animal names for each animal in the story/drama.

Some groups may like to perform their folktale at a school assembly to share their drama with other students in the school and also the wider school community.

An extension activity:

Students may like to work in small groups and write their own Indonesian folktale about Indonesian animals and read their story or create a dramatisation of their folktale to the class, again using their Indonesian animal masks.

Note: This task could also be completed with hand puppets or shadow puppets.

Kancil and Buaya is excellent for practicing counting to ten in Indonesian.

Music Activity

Song

Task 1

As a whole class, learn the song Nona Manis with the new lyrics. As a whole class, with teacher guidance, develop three more verses for the song focusing on Indonesian animals. The whole class will perform the song and the teacher could video the class performance.

Link to *Nona Manis*: <http://www.youtube.com/watch?v=o7bTOSaiXmw>

Pre-Visit

Teacher should discuss new vocabulary, which could include; numbers, colours, adjectives and body parts. Or other vocabulary that is included in the song.

At Melbourne Zoo

Teacher/Students take digital photos and video clips of animal movements and collect information about each animal.

Post-Visit

- 1 – Students are introduced to the Nona Manis song with new lyrics. Firstly, students should listen to an audio of the song several times to become familiar with the tune and possibly some of the vocabulary.
- 2 – Introduce students to the new vocabulary relating to Indonesian animals.
- 3 – With teacher guidance, develop three new verses for the song (so there are a total of six verses).
- 4 – Everyone sings the song.

Note: Teacher can video the class singing the song. The video clip could be shown at a whole school assembly.

Chant

Task 2

Using the song developed in Task 1 create body movements and actions to match each verse and students sing the song with movements. Perform at a school assembly or as above, teacher could create a video clip of the class performing the song and share at a whole school assembly.

Interpersonal Activity

Profile Page

Task 1

Individually students create a 'Profile Page' for one Indonesian animal and create a poster to display the information.

Pre-visit

Teacher should be clear on what the language focus is for the age group of students.

Language focus should be revision of all language previously learnt including; animals, numbers, colours, adjectives and habitats.

At the Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal and collect information about each animal.

Students could focus on one particular animal, and take many photos of that animal and also collect information about that particular animal.

Post-Visit

1 – As a whole class look at all the photos of the Indonesian animals at the Melbourne Zoo. Additional photos of Indonesian animals, which are not at the Melbourne Zoo, could be downloaded from the Internet.

2 – Each student will decide on one Indonesian animal to focus on. *

3 – Students begin to research and collect information about their chosen animal.

4 – Teacher could provide a model of language to use and sentence structures, on the board.

5 - Students create a draft of their poster including all information in Indonesian and the photos that they want to use.

6 – At this stage, it is beneficial for teachers to proofread each student's draft poster and correct language and suggest additional information to be included.

7 - Students create a good copy of their poster – 'Profile page' of their chosen animal, including all relevant information and photos.

Note: Student's 'Profile Page' Posters could be put on display in the LOTE room or around the school. This task could also be included in each student's Portfolio as an assessment task.

** Students could choose one Indonesian animal from The Verbal/Linguistic Task 1 and extend on that information.*

Presenting 'Profile Page'

Task 2

Students should present and read their 'Profile Page' of their chosen Indonesian animal to the class.

Note: Teachers can use this task as a Reading Assessment.

Intrapersonal Activity

Class Poem

Task 1

Model various forms of poetry based on Indonesian animals. As a whole class create poems about Indonesian endangered animals.

Pre-visit

Revision of all previously learnt language: animals, numbers, colours, adjectives and habitats.

At Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal and collect information about each animal.

Post-Visit

1 – As a class look at various different forms of Indonesian poetry (use examples from the link below or teachers can create their own). Read the different poems out loud and discuss language meanings.

2 – Decide on one form of poetry to base the class poem on.

3 – With teacher guidance, begin writing the poem, incorporating different student's suggestions and ideas.

4 – Students create a poster of the class poem, including relevant photos. This could be done individually or as a group.

5 – Students should practice reading the poem out loud as a class and individually.

Write your own Poem

Task 2

Individually, students write their own poem based on the whole class model. Create a poster with visuals to display your poem.

Post-Visit

- 1 – Revise previously learned forms of poetry.
- 2 – Each student will write their own poem based on the whole class model, with teacher guidance.
- 3 – Once a draft poem is completed and proofread by teacher, students publish their poem as a poster, with illustrations or photos.
- 4 – Students' posters could be displayed in the LOTE room and around the school. Optionally, an Indonesian Poetry Recital Performance could be held to ensure that students have the opportunity to share their poems with the wider school community.

Note: For Prep students, teachers could provide students with a poem and ask students to fill in the gaps with learnt vocabulary relating to Indonesian animals.

Naturalist Activity

Animal Survival

Task 1

As a class research and discuss what an animal needs to survive in its natural habitat and link discussion back to student's own needs.

Pre-visit

Language focus: colours, numbers, adjectives, habitats (home), food, water etc.

Further extension of vocabulary and short phrases in relation to animal survival.

At Melbourne Zoo

Teacher/Students take digital photos of each Indonesian animal and collect information about each animal and their needs. Students could interview zoo staff about animals' needs and survival.

Post-Visit

- 1** – As a class research and discuss animal needs and survival in their natural habitat and what would happen if those needs were not met. Link discussion back to student's own needs.
- 2** – Brainstorm ideas. Could draw up two columns – one for student needs and one for animal needs and make comparisons and similarities.
- 3** – As a class view relevant video clips and photos demonstrating survival issues.
- 4** – Discussion leads to – 'What is student's role in looking after their own environment?'

Habitat Collage

Task 2

In small groups, students create a collage using natural materials to show the destruction caused by man to a particular habitat in Indonesia.

Post-Visit

- 1 – Revise previous information discussed about the importance of caring for the environment.
- 2 – Review video clips and photos of habitat destruction in Indonesia.
- 3 – In small groups, students create a collage using natural materials to show the destruction caused by man e.g. deforestation in Sumatra.
- 4 - Display the collages with labels of facts about human-animal conflict in Indonesia to educate the wider school community about conservation issues in Indonesia.