

LINK TO LINGKUNGAN KITA

TEACHER NOTES

The Indonesian educational kit, ***Link to Lingkungan Kita***, has been developed jointly by the LOTE Unit, Student Learning Division, Department of Education and Early Childhood Development and the Education Services of the Melbourne Zoo. ***Link to Lingkungan Kita*** will enable teachers and students of Indonesian to make their class visit to the Melbourne Zoo a combined environmental, conservation, cultural and linguistic experience.

The purpose of the kit is to:

- Investigate Indonesian animals with a particular focus on endangered animals and conservation in Indonesia
- Develop language skills and intercultural understandings about Indonesia
- Demonstrate in Indonesian their understandings related to this topic

The kit comprises:

- Task Grid of student focused activities for:
 - Lower Primary Years – Prep to Grade Two
 - Middle to Upper Primary Years – Grade Three to Grade Six
 - Secondary Years
- Teacher Notes
- VELS Grid
- e5
- Stand-alone Activities
- Vocabulary list in Indonesian and English
- Resource list, including useful websites
- Podcast in Indonesian (including transcript)

MELBOURNE ZOO

The Melbourne Zoo has a wide variety of tropical flora and fauna from around the world, many of which come from Indonesia. The ***Kampung Gajah*** (Elephant Village) provides teachers and students with a stimulating environment for practicing the Indonesian language and fostering understanding of the fragile state of Indonesian wildlife and gaining awareness of Indonesian conservation issues.

Zoos Victoria has worked closely with Fauna and Flora International (FFI) to protect a major part of Indonesia's Gunung Leuser National Park in northern Sumatra since 2002. FFI is the world's longest established international conservation body, founded over 100 years ago. FFI focuses on solutions that are sustainable, are based on sound science and take account of human needs. By working with local communities and government agencies, FFI is building skills and capacity to protect this important habitat in the future.

MELBOURNE ZOO - EDUCATIONAL PHILOSOPHY

- ▶ **CONNECT**
Students will use the zoo as a local basis to investigate the problems faced by people and animals in Indonesia today.
- ▶ **UNDERSTAND**
Students will develop an informed awareness of the issues and generate opinions.
- ▶ **ACT**
Students are given the opportunity to develop a range of outcomes/products which reflect their understanding and promote/share their solution with the wider community, using the Indonesian language.

The Melbourne Zoo also has an Indonesian tailored lesson called 'Banyak Binatang', which could be incorporated into your excursion to the zoo.

INTRODUCTION – TASK GRID

The tasks suggested in this unit are designed to provide a wide range of language-based learning activities for primary and secondary school students. The intention is to allow students to develop and use their Indonesian language skills in a variety of ways, taking into account the following:

- Bloom's Taxonomy
- Gardner's Multiple Intelligences
- VELS
- e5 teaching strategies
- 21st Century learning
- The Melbourne Zoo educational philosophy

Teachers are encouraged to use the suggested tasks creatively as a number of possible approaches are available to use. Teachers may want to use the Task Grid as a stand alone unit of work for students, or teachers may prefer to use the Task Grid activities parallel to their regular Indonesian classes of vocabulary and grammar. For example; part of a regular Indonesian lesson could be devoted to regular learning outcomes and then part of the lesson students could go on to complete activities from the Task Grid.

The "Cultural Task-Based Approach" is designed to allow all students in a class to achieve success in their own preferred learning styles. A comprehensive resource list is provided to

assist students and teachers in choosing tasks and resources appropriate to their skills and interests. In this approach, students are invited to choose their activities from the Task Grid, where students should choose one horizontal (multiple intelligences) task for each of the vertical (Bloom's Taxonomy) components.

A number of possible approaches can be used, depending on teacher preference and time restraints.

- Students are free to select any activity of their choice but a minimum of one activity has to be chosen from each horizontal level (multiple intelligences) tasks.
- Students may select a certain number of tasks according to their interests. For example; teachers using the Middle to Upper Primary Task Grid may prefer to advise students to complete 2 or 3 tasks from the Task Grid such as; an 'Applying' task to be researched at the Melbourne Zoo and a 'creating' task as a major project to be completed in class.

The tasks have also been developed with the possibility of being used as stand-alone activities where students could work as a class, in groups or individually to complete an activity. Many of the tasks blend themselves to a cross-curricular focus as well. Any approach that is used by teachers will ensure to accommodate students' various learning needs, abilities and preferred styles.

Teachers may allocate points for the successful completion of each activity, for example 10 points for each task completed. Alternatively, teachers are able to assign differing marks for each task depending on their focus and assessment requirements. Teachers who have used this approach have found it successful in motivating students and keeping them engaged and focused.

When introducing the Task Grid to students, teachers need to ensure that students have pre-selected which task/s they are going to complete before visiting the Melbourne Zoo, to ensure that students know what they are going to research whilst at the zoo and that they are fully prepared with all the necessary equipment on the day of the zoo visit. This might also require some prior research.

Ways of gathering information or evidence at the Melbourne Zoo:

- written notes
- sketches
- photos
- video/audio recordings
- interviews
- collect realia (brochures/postcards etc)

Students should also consider various ways in which they can present their chosen task, if it is not specified:

- video clip
- photo story
- Power Point Presentation
- cartoon strip/story
- podcast
- brochure
- scrapbook
- display (for classroom or school)
- share at a whole school assembly

- share in a school newsletter
- share on the school's website, wiki, blog etc

THINKING TOOLS

Students should complete one or more of the following reflection tools:

- T-CHART [T-Chart Template](#)
- LOTUS DIAGRAM [Lotus Diagram](#)
- KWL [KWL Template](#)
- MIND MAP

The 'Thinking Tools' can be used as pre and/or post activities and also as part of an assessment task.

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