

## EDU318 Society & Environment Curriculum: Sample S&E Unit Program

**Overview of Unit:** Mapping Indonesia (Geographic mapping skills)

### **Rationale:**

“Asia has never been of greater global significance, and as a global economic and strategic weight shifts from west to east, global institutional frameworks reflect this in turn” – Prime Minister Julia Gillard speaking at the announcement of the ‘White Paper’, an investigation into Australia’s engagement with Asian economies as we move into the ‘Asian Century’.

Australia’s education system needs to adapt and prepare our students for greater understanding and engagement with Asia. In this programme, geographic skills such as mapping, graphing, interpreting images, etc. are integrated with an investigation into one of our nearest Asian neighbours, Indonesia. This investigation will extend past tourist destination of Bali to get to know the richness and diversity of the Indonesia’s country and cultures. These skills and knowledge are essential for the completion of a final integrated assessment task which is initiated and independently researched by students in their main interest area within the Unit of Inquiry.

### **School and Classroom Context:**

This unit is designed for Year 7 students from an urban independent or international school. The programme is aimed at students of International Baccalaureate or related institutions which take student-centred, inquiry learning as a whole school approach. However, it may be adapted to suit any school which allows students to gain a gradual independence of inquiry learning within the unit. It is assumed that the school has internet access and resources available to encourage students to undertake on self study and research projects. It is assumed that Indonesian is the school language program.

In this Inquiry learning environment, it is assumed that students will possess varying degrees of prior knowledge regarding Indonesia. Students are encouraged to share perspectives, personal experiences, media reviews and travel which will enrich the context of the Unit Inquiry. The programme takes into account the various multi-literacies by including a range of resources to engage the different learning styles.

**Assumed and Prior Knowledge:**

As this is designed for Year 7/8 students, it is difficult to assume prior knowledge. However, we can know that, according to the Australian curriculum, students have been exposed to 'Identity & Diversity' which includes our multicultural Australian history and present from as early as Year 3. The Australian History curriculum also includes ancient history study into the Asian World. As this is an independent or international school, we can assume that students may have their own personal experiences and travel to the Asian region.

It is assumed that students have already some prior knowledge of Bahasa Indonesia and some of the features through the school language classes. Students may also have some experience with line and bar graphs in Math, they will learn how to integrate these skills in geography.

As acknowledged above, it is assumed that students have experience with the inquiry learning cycle. This programme applies the Inquiry Learning cycle into the investigation into Indonesia using geographic skills including a Tuning In phase which engages students into the topic, Finding Out, Sorting Out, Going Further, Reflection and Action phases.

**S&E Outcomes and Aspects:**

The programme covers three of the learning outcomes from the S&E Curriculum Framework (1998), these are Investigation, Communication & Participation: planning investigations, conducting investigations, processing and interpreting information; Place & Space: features of places, people and places; and Culture: cohesion and diversity.

**Learning Area:** Society & Environment

**Year:** 8

**Duration of Unit:** 3 hours per week, over 4 weeks (12 classes)

**Topic/Focus Question:** How are geographic skills used to investigate Indonesia?

**Outcomes:** Investigation, Communication & Participation (ICP), Place & Space, Culture, Active Citizenship, Core values

**Unit Aims:** Students investigate Indonesian cultural diversity and their interactions with the environment

Students engage in independent research in the geography of Indonesia

Students discover the various methods and resources of investigating geography

**Key Concepts:** Asian engagement, diversity, environment, geographic skills

Week	INQUIRY STAGE; S&E Outcomes	Teaching & Learning Activities	Resources	Evaluation Strategies
<b>1</b>	<b>TUNING IN</b> Investigation, Communication & Participation (ICP)	<b>Lesson 1 - What do we know about Indonesia?</b> Short video clip about Australian surfers discussing their interactions with Indonesia. Discussion with students about what they know about Indonesia. Students will complete the “know” section of their KWL chart and then share with a partner. Pairs will also then write down 3 questions they want to know. Class will share “want to know” questions and the common themes written in their books. The skills focus of this lesson is to engage students into the Unit of Inquiry and encourage them to think critically about their own interactions with Indonesia.	“Surf Aid International” video clip; projector; marker and whiteboard (in every lesson)	<b>Diagnostic</b> Observation of student participation; student responses will be summarized and recorded. (Teacher will record observations) Observation of student participation and Asia map.
	<b>FINDING OUT</b> Investigation, Communication & Participation (ICP), Place & Space	<b>Lesson 2 - Where is Indonesia?</b> Recap the common “want to know” themes in the previous lesson. Address the variety of ways geography can help to investigate Indonesia. Discuss the different geographic resources with students. Introduce students to the world atlas. Students will work in pairs to identify and colour the different parts of Asia (East, Middle East, South, South-East). Students will work in pairs/ small groups locate Indonesia and some of their main islands, provinces, cities. The skills focus of this lesson is to encourage students communicate and collaborate.	World map worksheets; atlases	
	<b>SORTING OUT</b> Investigation, Communication & Participation (ICP), Place & Space	<b>Lesson 3 - Mapping Indonesia</b> Recap and discuss the Indonesian Islands, provinces and cities located on the world map. Address the structure of maps and the B.O.L.T.S.S. system (border, orientation, legend, title, scale, source). Identify the BOLTSS in an atlas (map of Indonesia). Students will work individually to create a map of Indonesia using the BOLTSS system. The skills focus of this lesson is to use an atlas and construct a map.	Map of Indonesia; (students need own ruler)	<b>Formative</b> Peer Assessment of BOLTSS map.

2	<b>FINDING OUT</b> Investigation, Communication & Participation (ICP), Place & Space	<b>Lesson 4 - Google Earth/ Indonesia's natural environment</b> Recap and share Indonesian maps with a partner and check each of the BOLTSS are present (Peer Assessment). Students will collect their map for individual portfolios. Students will use 'Google Earth' to research and answer general questions about Indonesia's environment. Students will also be encouraged to find out information that relate to the "want to know" questions. ICT lesson will conclude with a short discussion about what they found out about Indonesia using 'Google Earth'. The skills focus of this lesson is using internet applications in research.	<u>Book the computer room</u> ; internet access; 'Google Earth' application; 'Environmental investigation' questions	<b>Formative</b> Observation of student participation in group work and internet research skills; worksheet questions
	<b>SORTING OUT</b> ICP, Place & Space, Core values	<b>Lesson 5 - Natural and Human Environments</b> Recap 'Google Earth' and discussion about what they noticed about Indonesia's environment. Using a topographic map, students will complete a worksheet to find the natural and man-made features of Java. The skills focus of this lesson is locating features in a map using latitude, longitude, area and grid references.	Java topographic maps (one for each group of 4); topographic map worksheets	Observation of student participation; written responses to questions
	<b>FINDING OUT/ SORTING OUT</b> ICP, Culture, Active Citizenship, Core values.	<b>Lesson 6 - Cultural Diversity</b> In small groups, students will collect and interpret photographic images about a few of the different Indonesian cultures (Batak, Minang, Javanese, Balinese, Papuan). Students will present to the class their analysis of the pictures (other students are encouraged to ask questions). Students will locate the regions of these cultures on the class map of Indonesia. The skills focus of this lesson is describing and interpreting photographic images.	Envelopes with pictures of traditional costumes, festivals, food, weapons, language, etc; Large map of Indonesia (class decoration)	Observation of student participation in group work and interpreting skills

3	<b>GOING FURTHER</b> ICP, Place & Space	<b>Lesson 7 - Population</b> Outside the classroom, students will compare the population of Australia and Indonesia using scaled down chalk 'maps' and fitting people into the spaces. Students will then graph the Indonesian population change over time, comparing with Australia using a line graph. Revise the structure of line graphs, if not known, and the steps. The skills focus of this lesson is to construct and interpret bar and line graphs.	Chalk; Graph paper	<b>Formative</b> Population line graphs
	ICP, Place & Space, Active Citizenship	<b>Lesson 8 - Natural Disasters</b> Students will watch a documentary about the recent tsunami and earthquake in Indonesia. "How does geography play a part in predicting natural disasters such as tsunamis, earthquakes and eruptions?" Students will complete a worksheet relating to the documentary. They can share the answers with their partner and discuss with the class. The skills focus of this lesson is to collect information.	'National Geographic' documentary about 2010 earthquake; 'Collecting Data' worksheet	'Collecting Data' worksheet
	ICP, Culture, Active Citizenship, Core values	<b>Lesson 9 - Sister-school in Indonesia Interview</b> Address assessment criteria for collecting, interpreting and representing data. In small groups, students will write down 1 (or 2) question that they want to know about students in Indonesia (Hobbies? Favourite music? Cultural backgrounds?) that they can map or graph. In the second half of the class, the groups will decide how they will represent the information that they found out and begin creating the map or graph. The skills focus of this lesson is to collect data and represent data.	Internet access; projector; (students need their own ruler)	Observation of student participation

4	ICP, Place & Space, Culture, Active Citizenship	<p><b>Lesson 10 - Independent Mapping Project</b> Recap the previous lesson and the assessment criteria. Students will be given time to create the graph or map in the class. For students that have completed the assignment, students are able to read youth magazines from Indonesia and create a Venn diagram based on their interpretations of the similarities and differences of Australian and Indonesian pop culture. The skills focus of this lesson is to work independently to a specified time frame.</p>	Graph paper/ Indonesian maps/ World maps (depending on student needs); magazines; protractors. <u>Corrected Assignments</u>	<p><b>Summative</b> Representing data in maps or graphs.</p>	
	REFLECTION Active Citizenship, Core values	<p><b>Lesson 11 - Reflection</b> Corrected assignments distributed and discussed. A few selected students will present and explain their maps or graphs to the class. Students will organize their portfolios and reflect on “what they have learned” on their KWL chart. Discuss and written responses to the focus question: “How are geographic skills used to investigate Indonesia?” The skills focus of this lesson is to write reflections on what they had learned.</p>			Written reflective writing.
	TAKING ACTION ICP, Active Citizenship, Core values	<p><b>Lesson 12 - Guest Speaker</b> In the final class, an NGO representative (Surf AID) working in Indonesia will be invited to the class to present information about the work they are doing in Indonesia. Students will be able to ask questions and give their opinions. In small groups, students will debate and discuss some of the issues. The skills focus of this lesson is to encourage students communicate and collaborate with professionals working in Indonesia. (Lesson 11 and 12 can be reorganised to suit the schedule of the guest speaker)</p>			Guest speaker; discussion topics cards.

**Resources:**

For classroom: Large world map, Large Indonesian Map, projector/computer; whiteboard and markers; classroom rulers, protractors, etc.

Worksheets: World map, Indonesian map, graph paper

Books

Calder M. (1997) “Show Me the World: Units with a global perspective for primary and middle school”; Global Education Centre, SA SOSE Group & Flinders University; SA

Global Education Centre SA (2010) “Building Global Awareness: 50 Activities and Ideas for Upper Primary and Lower Secondary School students”, Global Education Project, South Australia.

Healy J. (2008) “The Globalization Issue”, Issues in Society series, vol. 272, Spinney Press, NSW.

Roberts B (2009) "Educating for Global Citizenship: A practical guide for schools", International Baccalaureate Organization, UK.

Triolo R. (2003) "Go Global: Global perspectives in the secondary classroom", Aus AID, Curriculum Corporation, Vic.

#### Internet Sources

Google Earth; Available online: <http://www.google.com/earth/index.html> (ensure program is downloaded onto computers prior to class)

Surf AID "Schools Program Student Intro" video; Available online: <http://vimeo.com/16675995>

Surf AID "Geography Focus: Couldn't walk away" Curriculum; NSW Dept. of Education and Training, Billabong & Surf AID International;

Available online: <http://www.surfaidinternational.org/schoolsprogram>