



DISCOVER INDONESIA

Objectives	
<p>Achievement outcomes</p> <p>Students will gain knowledge, skills, and experience to:</p> <ul style="list-style-type: none">• Understand how cultural practices vary but reflect similar purposes (Level 3)• Understand how people view and use places differently (Level 3)• Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people (Level 4)	<p>Years: Year 5-8</p> <p>Curriculum Level: Level 3-4</p> <p>Unit Duration: 10 weeks</p>

Integration into other learning areas
<p>ENGLISH - LISTENING, READING AND VIEWING</p> <p>Processes and strategies</p> <p>Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.</p> <p>Purposes and audiences</p> <p>Show a developing understanding of how texts are shaped for different purposes and audiences.</p> <p>Language features</p> <p>Show a developing understanding of how language features are used for effect within and across texts.</p>
<p>ENGLISH - SPEAKING, WRITING AND PRESENTING</p> <p>Purposes and audiences</p> <p>Show a developing understanding of how to shape texts for different purposes and audiences.</p> <p>Language features</p> <p>Use language features appropriately, showing a developing understanding of their effects.</p>

DRAMA - COMMUNICATING AND INTERPRETING (1 lesson only)

Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.

HEALTH AND PHYSICAL EDUCATION - MOVEMENT CONCEPTS AND MOTOR SKILLS (1 lesson only)

Movement skills

Develop more complex movement sequences and strategies in a range of situations.

Values:

Excellence
Innovation, inquiry, and curiosity
Diversity
Equity
Community and participation
Ecological sustainability
Integrity
Respect

Key Competencies:

Thinking
Using language, symbols, and texts
Managing self
Relating to others
Participating and contributing

Principles:

High expectations
Treaty of Waitangi
Cultural diversity
Inclusion
Learning to learn
Community engagement
Coherence
Future focus

Assessment Opportunities:

At the end of the unit students will have the opportunity to present their learning about Indonesia in a form of their choosing. Some ideas include:

- Complete a venn diagram comparing New Zealand and Indonesia (Copymaster 12)
- Draw a cartoon strip to show an aspect of Indonesia they have learnt about- school, daily life, animals
- Write a postcard to a family member/friend pretending you are in Indonesia
- Perform a roleplay with a group to demonstrate some of the aspects they have learnt about

The teacher also has the option to use an assessment rubric provided to assess students on the Taking action phase of the unit, their independent advertisement, if they choose to do this part of the unit also.

Unit Focus:

The core learning in this unit consists of the students learning about Indonesia and then also comparing what they have learnt throughout the unit to New Zealand and our day to day life.

After the unit students can do a Taking action project and independently create a travel brochure to entice their community to travel to Indonesia and really showcase the unique and rich cultural identity of Indonesia.

It is also easily integrated into your writing program with a focus on persuasive writing, using the Taking action, part of unit.

At the conclusion of the unit students will partake in an Indonesian banquet and prepare food for the community to come in and celebrate their learning with them. Students can then present their advertisement they have done.

Context:

For each week that the unit runs the teacher will begin by focusing on one topic that supports the students to discover Indonesia.

This will develop a foundation of knowledge that may be useful for their independent research. The lesson topics, one of which will be the focus for each week throughout the unit, include; Maps of Indonesia, Island life, animals, festivals, games and sport, social etiquette, school, landmarks, climate and food. It is intended that each of the 10 lessons are integrated and extended across the curriculum. Teachers are able to pick and choose lessons that their students may have a stronger interest in, or may relate to other focuses in the school.

The unit is designed in two parts, 1st part teacher led and the 2nd part Taking action in constructing an advertisement for their community. You can do both or just the first part and not the taking action if short on time.

LESSON 1 - Hook into unit and What do we already know

Curriculum achievement objectives

Understand how people view and use places differently (Level 3)

Learning Intention

We are learning to explore what we already know about Indonesia

To kick-start the unit play a “Where in the world” Game with the class, using the supplied pictures (all from Indonesia). Students try and guess where in the world they are from. [Copy Master- 15 Pictures of everything to do with Indonesia](#)

Explain to the students that over the course of the next few weeks that we will be learning about Indonesia, the world’s largest Island country with more than 17,000 islands! Before we go into the unit it is important, we look at what we already know and what we may want to explore further.

Get the students to individually complete [Copy Master 1 - Think, puzzle, explore](#) (Visible thinking routine). It would be a good idea to model an idea under each heading first if the thinking routine is new.

- Think- What do you THINK you know about Indonesia?
- Puzzle- What questions or PUZZLES do you have about Indonesia?
- Explore- How can you EXPLORE this topic? Or would you like to EXPLORE further.
- Further information and explanation on thinking routine here: [Think, puzzle, explore](#)

After this get students to bring their completed Think, puzzle, explore sheet together and collate student’s thoughts on a whole class one that you will keep displayed throughout unit to refer back to.

Create a “Wonder Wall” in your classroom. This wall is where students can write any questions that they have throughout the unit. Model how to compose a question and add it to the wall. Encourage any students that already have questions including what they put in their PUZZLE column. Possible prompts that could be used could include:

- I wonder why...
- I wonder if...
- I wonder what would/would not have happened if...
- I wonder who...
- I wonder how...

Using the website epals, <http://www.epals.com/#/connections> students can search for an Indonesian epal. Throughout the unit allow time for students to develop a relationship with their epal. You may wish to develop this further as part of your writing programme e.g. create postcards etc.

Encourage students to question their epal about their schooling, family etc. to gain an insight into their lives. Students could also use their epals to ask them questions that will help them create their travel brochure throughout the unit, they may wish to choose an epal from the country/city they want to look into further.

If you have some time at the end you may wish to engage students further with this Lonely Planet video about Indonesia [Lonely Planet video](#) (scroll down to Introducing Indonesia video) Record 2 of the most interesting facts you learnt during this video and share with a buddy.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Hello!	Halo!	HAH-loh!
Good morning	Selamat pagi!	She-LAH-mut PAH-gee

Reflection - Bring class back at end of the lesson and ask them to do a fist to five of how interested they are in visiting Indonesia after the brief introduction we have had, get students to show you their number between 1 and 5 and explain their answer to a buddy and share back to class.

LESSON 2 - Where is it?

Curriculum achievement objectives

Understand how people view and use places differently (Level 3)

Learning Intention

We are learning to locate Indonesia on a map and it's specific Islands

Inform the students that today we are focusing on where Indonesia is located and identify some of the main islands in Indonesia.

Ask if anyone can find Indonesia on a world map. Copy Master 2: World Map.

Once Indonesia is located, ask the student how he/she knew where Indonesia was e.g. Had they been there on holiday? Originally from there etc.

Get students to either individually or in small groups do some quick research and find 2 or 3 facts about the country with a focus on its population, landscape, and other special features. Some facts they may discover include:

- It is the world's largest Island country with more than 17,000 islands
- It is officially called the Republic of Indonesia
- It is the world's 4th most populous country and the 7th biggest in terms of land area
- Due to being near 3 tectonic plates it had at least 150 active volcanoes and frequent earthquakes

Discuss how Indonesia's population of 270 million compares to New Zealand's population of 4.8 million, ask students to create a visual picture in their head of just how different this would be and imagine all the islands in the area.

Hand students their own map of Indonesia to refer to - Copy Master 3: Map of Indonesia. Students are to find and label the areas listed.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Good evening!	Selamat malam!	She-LAH-mut MAH-lahm
How are you?	Apa kabar?	AH-pah KAH-bahr
Fine, thank you	Baik, terima kasih	Bah-EEK, Tuh-REE-muh KAH-see

Reflection - Have a discussion with the class about what they imagined Indonesia was like before today, did they think it just consisted of one big island, what were they surprised to learn about?

LESSON 3 - Island Life

Curriculum achievement objectives

Understand how people view and use places differently (Level 3)

Learning Intention

We are learning to compare how daily life is different to ours

Inform the class that today we will be focusing on what daily life in the islands is like.

At the start of the lesson discuss together if any students have travelled to Indonesia before, do they know anyone in the school or in their family that has been to Indonesia before? If you are able to find someone in your community that have travelled there before or even better lived there, invite them in and at the conclusion of this lesson get students to come up with questions they would like to ask them to uncover further information about their experience there

Then students could either work in pairs or a small group to read through the Copy master 4 - Island life.

Explain the Venn diagram and give an example under each heading so students understand what to do.

Then together brainstorm some questions to ask our community expert around their experience in Indonesia.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Please	Tolong	TOH-long
Thank you	Terima kasih	Tuh-REE-muh KAH-see

Reflection - Ask students to visualise themselves in Indonesia after what they have learnt today, create a picture in their heads of how different their life would be, what would they be wearing, what would their parents do for jobs, how would they get around etc. They may even wish to draw a quick picture of what it may look like.

LESSON 4 - Animals

Curriculum achievement objectives

Understand people view and use places differently (Level 3)

Learning Intention

We are learning to identify common animals found in Indonesia

We are learning to describe simple facts about common Indonesian animals

Give students the walht for today, and then type in Google images “Indonesian animals”. Look through the pictures together asking if any students have seen any of the creatures in zoos etc. before. Discuss how they are different to NZ native animals- birds, lizards etc. Discuss why some of these animals are from Asia (Elephant, rhino, monkeys etc.). Why might they like this sort of climate in comparison to New Zealand?

Students could work with a buddy, in a small group or on their own depending on quantities of devices to complete the activity on [Copy master 6 - Identify Indonesian animals](#), (If students do not have access to a QR scanner it may be a good idea to provide them with the names of the animals). Students independently research about the provided animals, bring together to discuss answers at the end and anything else they found interesting.

After this, students need to choose one animal they have learnt about from the activity, or another animal they know is found in Indonesia. Students need to then research how this animal contributes to the country in any way, for example are they found on any coins/notes/stamps? Do they attract or bring in tourists to the country?

Is it endemic to the country? How many are left in the world and where are they located if endangered? How are they part of Indonesians identity and why are they important to them?

Read more: <http://www.everyculture.com/Ge-lt/Indonesia.html#ixzz4jHKMlt8T>

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Goodbye	Selamat tinggal!	She-LAH-mut TING-gahl
I don't understand	Saya tidak mengerti	SAH-yah TEE-dah muhn-ger-TEE

Reflection - Think, pair, share about one animal that you would really like to see in person, why did you choose this particular animal? In the second part of the lesson you looked closely at the animals and how they contribute to Indonesian’s identity. What New Zealand animals do you know off that contribute to our identity?

LESSON 5 - Festival

Curriculum achievement objectives

Understand how cultural practices vary but reflect similar purposes (Level 3)

Learning Intention

We are learning to express our ideas about what represents a festival or celebration

Using Copy Master 7: Indonesian Celebrations, print off each of the colour photos, stick in the middle of a big piece of paper and divide into 2 sections “What do you see?” and “What do you know”. Spread these sheets around the room. For each photo/festival, students move around the room making notes about what they see in the pictures and what do they know already about this festival.

Use the questions below to prompt their thinking: (You may wish to write these on the whiteboard)

- What do you think the people in this photo are doing?
- Where do you think this is?
- When do you think this photo was taken?
- What things in the photo gives you clues about what the whole picture may show?
-

As a class compare and discuss the photos. Ask questions such as:

- What are some of the things that are the same or nearly the same in all the photos?
- Are any of the things you see happening familiar?
- What would be a good name for this celebration?
- Do you think this celebration started in New Zealand or has it come from somewhere else?
- Do you know of any celebrations in New Zealand that follow similar traditions or have a similar purpose?

The photos could be grouped and categorized by the student’s own criteria, and then displayed for future reference.

Divide students into small groups of your choice, ask them to research briefly about one of the festivals: Before conducting their research, discuss together as a class if there is anyone in the classroom that may have some experience with a festival to offer further insight into it. Is there

anyone that we could ask to come in and tell us more about these celebrations? (If there is maybe sit down and come up with some questions at the conclusion of the lesson).

- Waisak Day
- Independence Day
- The Holy month of Ramadan
- Islamic New Year
- Eid al-Fitr

Construct a Google slideshow to demonstrate their findings to the following.

- Name of festival
- When is it held?
- Why is it celebrated?
- Is it something that is celebrated in New Zealand or other parts of the world?
- Include some pictures as well.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Yes	Ya	Yah
No	Tidak	TEE-dah

After looking closely at the festival

Reflection - 3-2-1

3- things you learnt

2- questions that you still have

1- Something you would like to learn more about, or see!

LESSON 6 - Games and sport

Curriculum achievement objectives

Understand how cultural practices vary but reflect similar purposes (Level 3).

Learning Intention

We are learning to demonstrate how to play Sepak Takraw

Inform the class that today we will be experimenting and playing a game that is popular in Indonesia called 'Sepak Takraw'. It is basically the same as volleyball but they hit with the feet rather than hands.

Tell the students that soccer, badminton, basketball, surfing, flying kites and video games are also popular in Indonesia. Watch the video together that explains the rules [Rules of game](#).

Discuss the basics of a game- you can just play a simplified version.

Firstly, using a ball bigger than a tennis ball but smaller than a soccer ball ideally have students practice kicking it to each other in pairs up in the air. Practice this for 5mins. Discuss the different styles of kicks they saw- you may not want to practice other ones unless on grass though!

Set students up in a group of 3 or 4 and set up some games, depending on your courts will depend how many games you can have. Do a basic game of best to 5 points, not worrying about the small rules.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
What is your name?	Namamu siapa?	NAH-mah-moo see-AH-pah?
My name is.....	Nama saya.....	NAH-mah sahy-yah

Reflection - After the game discuss together, after playing was it harder/easier than you expected it to be? Looking at the players on the video, what sort of body types did the players have, discuss how those body types are different to NZ rugby players, and why our rugby team may not be suited to that style of sport. Discuss how in each country there are different sports that the country is good, often Oceania countries are good at similar sports, Asian etc.

Lesson 7 - Social etiquette

Curriculum achievement objectives

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people (Level 4)

Learning Intention

We are learning to describe how culture effects the way we act

Students are divided into groups of three or four and are given one of the [Copy Master 8 cards](#) that describe how to be polite in Indonesia. Students are given time to make up a role-play that demonstrates one of the values that they hold in Indonesia.

Each group presents their role-play to the class and then the class guesses what their card said. The group presenting shares their card and shares their discussion about this, and why they think they may hold this value in Indonesia.

Finish off by watching this video describing what not to do in Indonesia [What not to do!](#)

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Nice to meet you	Senang bertemu anda	Se-NAHNG berr-tee-moo AHN-dah
You're welcome	Terima kasih kembali	Tuh-REE-mah KAH-see kem-BAH-lee

Reflection - Have a discussion around what values and customs we have in our country. What customs do we have in New Zealand, is there anything you do in your family? Shoes off at the door, eat at the table for dinner, pray before dinner, shake hands when meeting people, often use first names with people, often take something when going for a meal to someone's house, put fork and knife together on a plate when finished etc.

In New Zealand so we have any customs from Tikanga Maori that you are aware off? Refer to this website for ideas <http://www.victoria.ac.nz/maori-at-victoria/ako/teaching-resources/tikanga-tips>

Are there any aspects that are similar to New Zealand? Can you think of any other countries that may hold these values also?

Lesson 8 - School

Curriculum achievement objectives

Understand how cultural practices vary but reflect similar purposes (Level 3).

Learning Intention

We are learning to discuss how schools in Indonesia are different and similar to New Zealand schools.

Watch [Indonesian School Life](#)

Have a discussion about the differences between New Zealand and Indonesia and why these differences may exist. What surprised them the most in the video? Was it different than what they expected? Discuss what schools outside of these modern cities may look like in the small islands. It is important during this discussion for the students to realise that there is no right and wrong way but that culture influences education systems in different countries.

Then using the knowledge from the video and information from [Copy Master 9-School](#). Students complete the graphic organiser 'Same, different' on [Copy Master 10](#).

To make the learning more authentic, students may like to email Indonesian students their age and ask these questions. They can use the epal they set up in Lesson 1 from

<http://www.epals.com/#/connections>

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Excuse me (getting attention)	Maaf	Mah-AHF
Excuse me (begging pardon)	Maaf, permisi	Mah-AHF pehr-mee-see

Reflection - Look at the images on this website of how children get to school around the world in difficult conditions.

[Getting to school around the world](#). Discuss together how lucky we are in our country that we have roads and easy access to school. Get students to imagine how difficult it would be to do this every day in all weather.

Lesson 9 - Landmarks and climate

Curriculum achievement objectives

Understand how people view and use places differently (Level 3)

Learning Intention

We are learning to identify famous Indonesian landmarks and explain why they are popular.

Using a world map or atlas ask the students to find the equator, ask if anyone knows what the climate is like when you live near the equator? Locate Indonesia, see how close it is to the equator.

Tell the students that this means the climate doesn't change that much all year round (They don't get the big changes in seasons like we do). Typical weather in much of the country is hot and humid. Mountainous areas are generally cooler.

The dry season lasts from April to October and the wet season lasts from November to March, which includes Monsoon winds, heavy rain and severe thunderstorms.

Students will then break up into pairs and research briefly one famous landmark in Indonesia, it may be a good idea to create a class Google slideshow and every pair can use 2 slides to show their research.

Students need to research:

- Why is it an attraction?
- When was it built?
- What part of Indonesia is it found in?
- What is it rated on Trip adviser?
- And include a picture of the attraction

Attractions

- Lake Toba - on the island of Sumatra an immense volcanic lake.
- Tanjung Putting National Park
- Mount Bromo
- Bunaken - one of the most famous dive and snorkeling areas
- Komodo National Park
- Borobudur- one of the most famous Buddhist temples in the world

- Ubud - stunning terraces rice fields National monument
- Prambanan
- Sewu temple
- Plaosan temple
- Jakarta cathedral

After students have completed their research present it briefly to the class.

Extension- Students research famous New Zealand landmarks/attractions, are there any attractions that are similar to Indonesia? https://www.tripadvisor.co.nz/Attractions-g255104-Activities-c47-New_Zealand.html (National parks, mountains etc.) Do they think we attract similar tourists in New Zealand in comparison to Indonesia? Or different? How are the attractions/sites we have similar or different.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
Help	Tolong	Toh-long
Look out!	Hati-hati	Hah-tee hah-tee

Reflection - Tell the person next to you, out of all the attractions you learnt about, what is one that you would really like to see if you had the chance.

Lesson 10 - Foods

Curriculum achievement objectives

Understand how people view and use places differently (Level 3)

Learning Intention

We are learning to create an Indonesian banquet of traditional food.

Tell the students that they will be having an Indonesian banquet to celebrate our learning about the unit, and to invite our community in to see what we have learnt so far, if possible showcase their Indonesian advertisements to the community and students can explain the process they went through to create these.

Students need to research traditional Indonesian food, discuss together once they have researched what some meals are that would be easy enough to make as a class. (As easy option that wouldn't need a kitchen would be ice with added condensed milk or fruit flavorings called Es campur, or fried rice/noodles.)

Depending on your school you may need to send a letter asking permission for their child to partake in this shared Indonesian lunch.

Invite Indonesian members of the school community to assist them in making these meals. Discuss traditional New Zealand foods, how are these similar/different to Indonesian foods, are our traditional foods rice based? Discuss how Indonesia makes a huge amount of rice so that is why majority of their meals reflect this.

You could also get some students to make some typical New Zealand foods.

Indonesian phrases to introduce -

English	Indonesian	Pronunciation
I don't understand	Saya tidak mengerti	SAHY-yah TEE-dah mng-GEHR-tee
Where is the toilet?	Di mana kamar kecil?	Dee MAH-nah kam-AR ke-CH-ill?

Reflection - Complete a PMI of the whole unit, do together as a class or individually. What have they enjoyed, what were the minuses (or things they didn't enjoy so much), and the Interesting things they learnt. Use Copy master 11 -PMI.

Assessment

At the end of the unit students will have the opportunity to present their learning about Indonesia in a form of their choosing. Some ideas include:

- Complete a venn diagram comparing New Zealand and Indonesia (Copymaster 12)
- Draw a cartoon strip to show an aspect of Indonesia they have learnt about- school, daily life, animals
- Write a postcard to a family member/friend pretending you are in Indonesia
- Perform a roleplay with a group to demonstrate some of the aspects they have learnt about.

The teacher also has the option to use an assessment rubric provided to assess students on the Taking action phase of the unit, their independent advertisement, if they choose to do this part of the unit also.

Additional resources

Copy Master 1- 15

Picture book - Rice is Life - In rhyming verse Rice is Life describes scenes in an Indonesian sawah (a wet rice field) throughout the growing season. Side notes provide quite a bit of information about how rice is grown in Indonesia.

Picture book - The white nights of Ramadan - This story of three siblings and their family observing the Islamic holy month of Ramadan conveys the excitement of children as Eid approaches. The White nights of Ramadan includes engaging dialog and information about the customs and meaning of Ramadan.

Indonesian Children's Favourite Stories- By Joan Suyenaga- This colorfully illustrated multicultural children's book presents Indonesian fairy tales and other folk stories—providing insight into a rich oral culture.