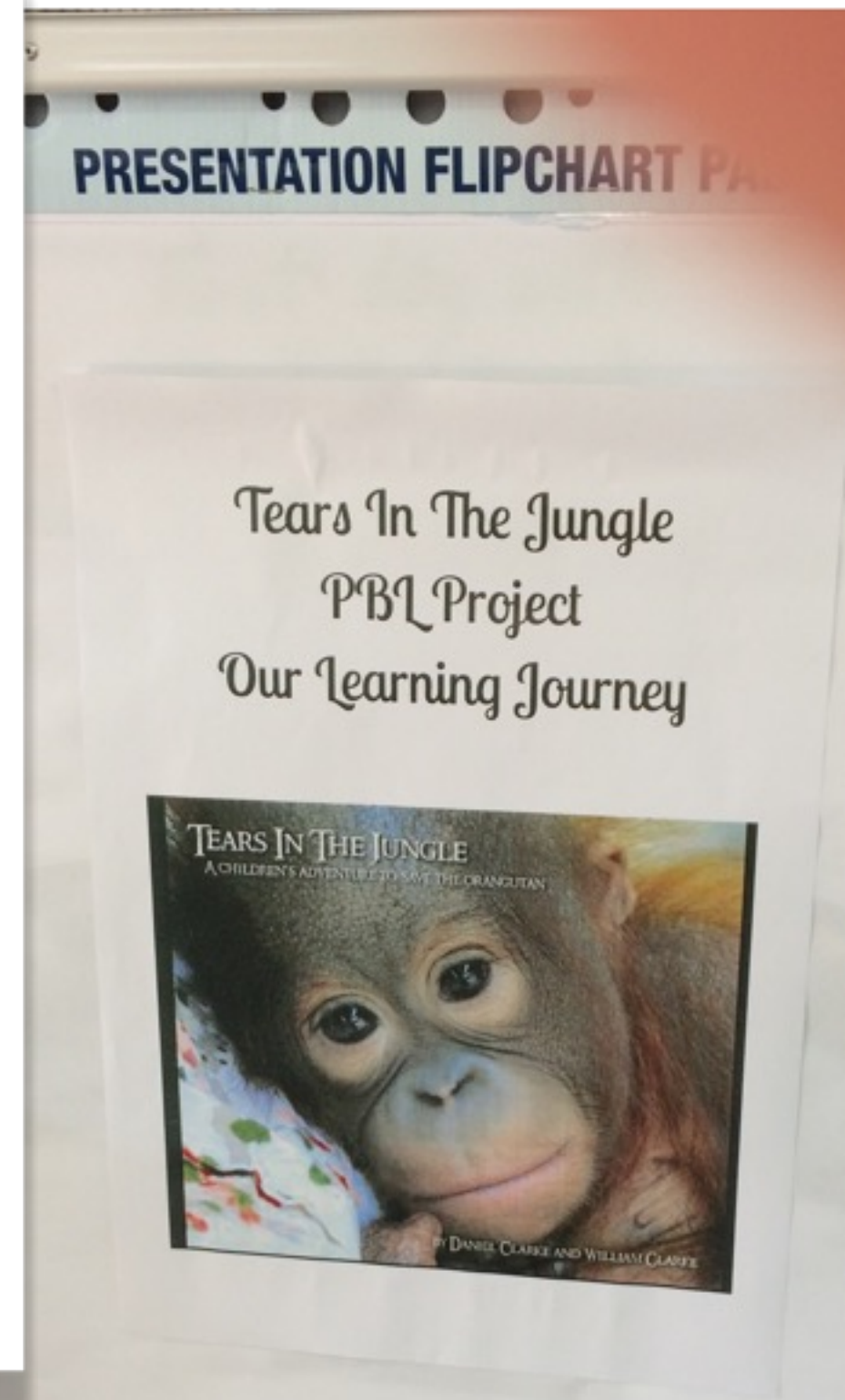



2018 'Education for Sustainability' Cross-KLA Program Update



Week Two

Learning intention:
To broaden knowledge about the Indonesian culture, environment, people and places, with reference to the use of resources and images from the Internet.
To find out more about the natural environment of orangutans and use of their behavioural characteristics.



We used a Venn diagram to compare Australia to Indonesia.

Australia

- clean water
- friendly country
- bushland
- rainforest
- cyclones
- animal-native to Australia
- Seasonal changes - 4 seasons
- temperatures
- Natural landmarks

Indonesia

- polluted air
- rubbish thrown in the water
- crowded city
- hot and steamy
- karts moving
- sell food
- Bones - very green
- Wet, very big trees
- most beautiful scenery
- environment one of where orangutans are found



Why do we think orangutans build nests up high?

- protection from predators
- they like to swing on the high branches
- to check for danger from up high

Where are the nests located on the tree... From our observation we could see...

- they were right at the top of the tree
- built out of sticks and branches.

Who will look after us and help us learn to survive in the jungle?

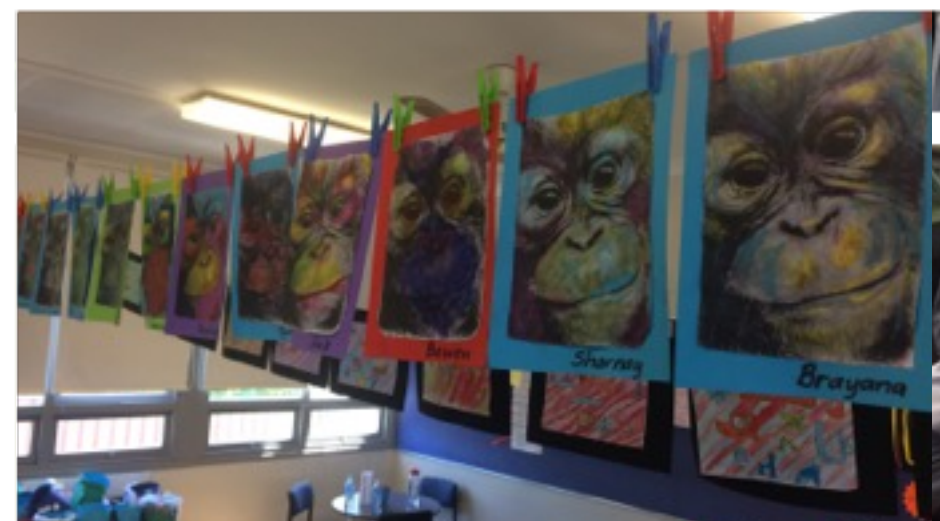
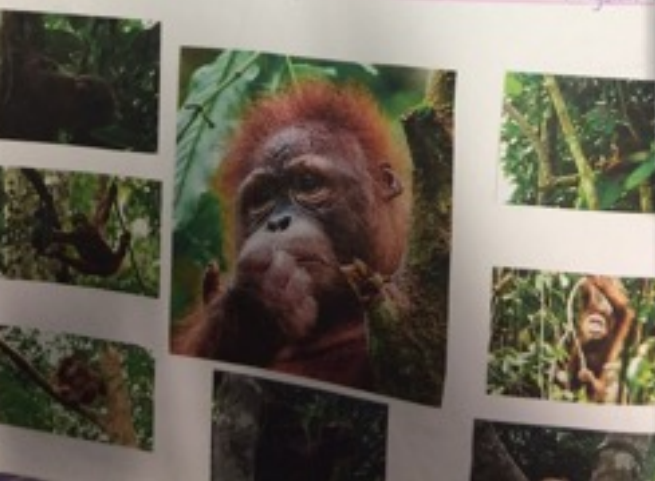
Student Reflections

Week



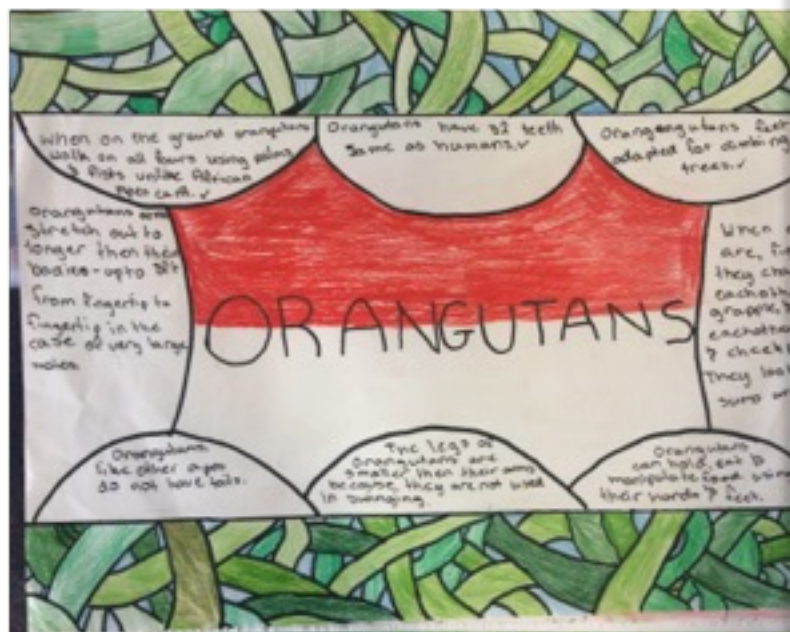
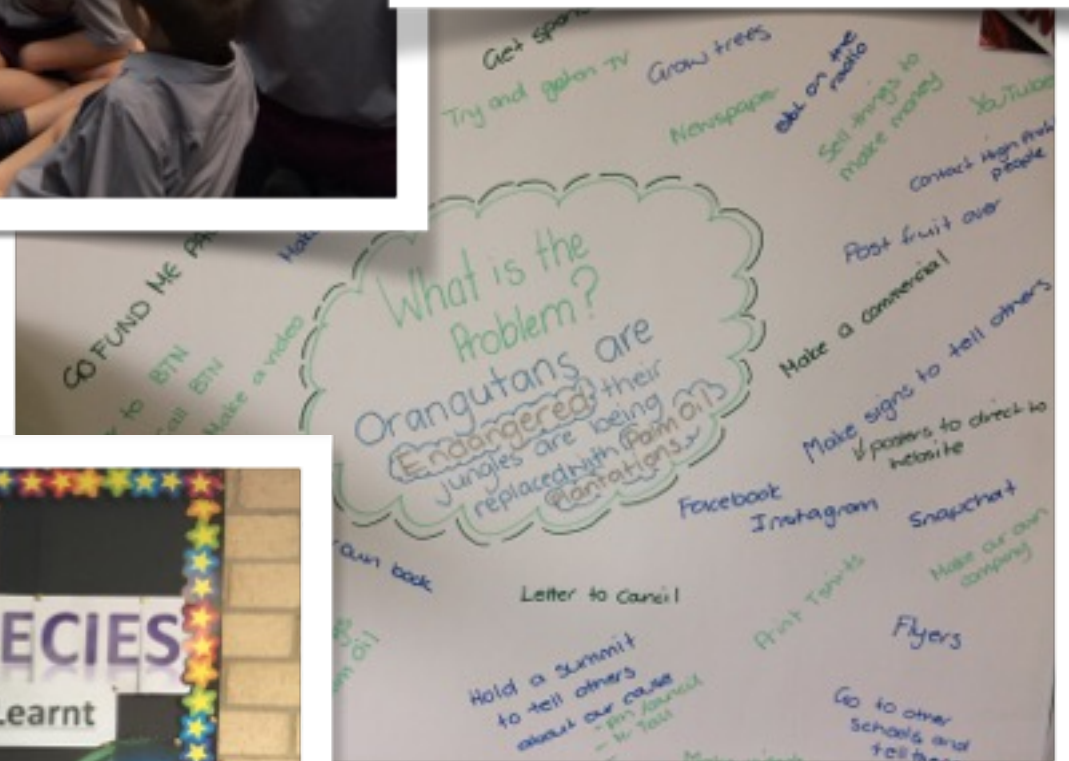
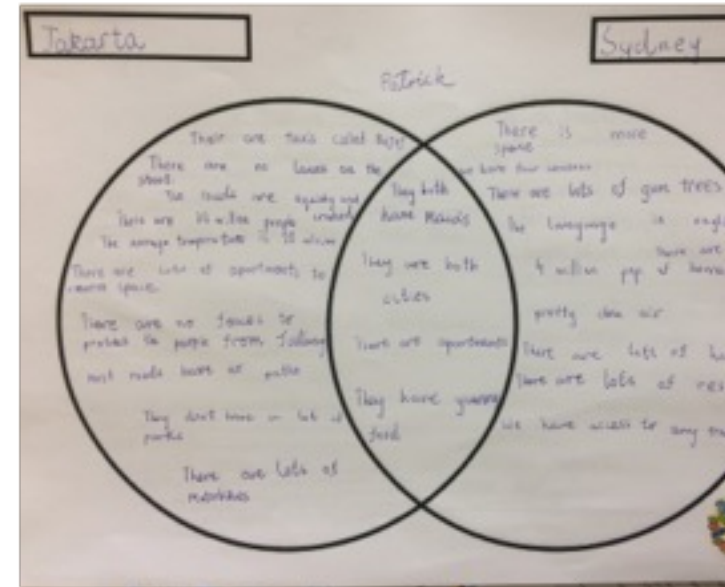
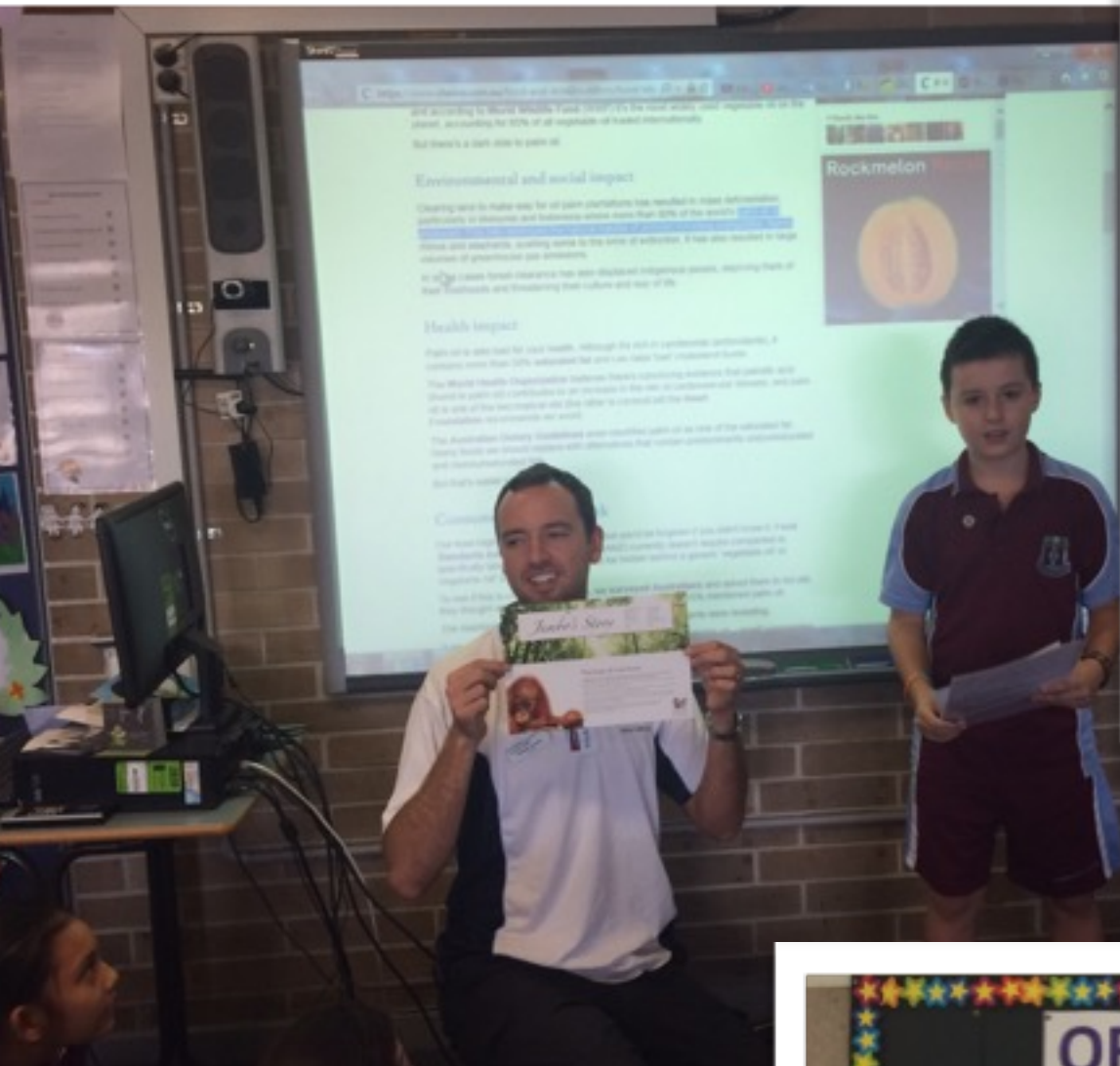
Reason: Kedaung is the one we want to pick because he is the only one that is sick, and has been numerous times, and he is only seven!

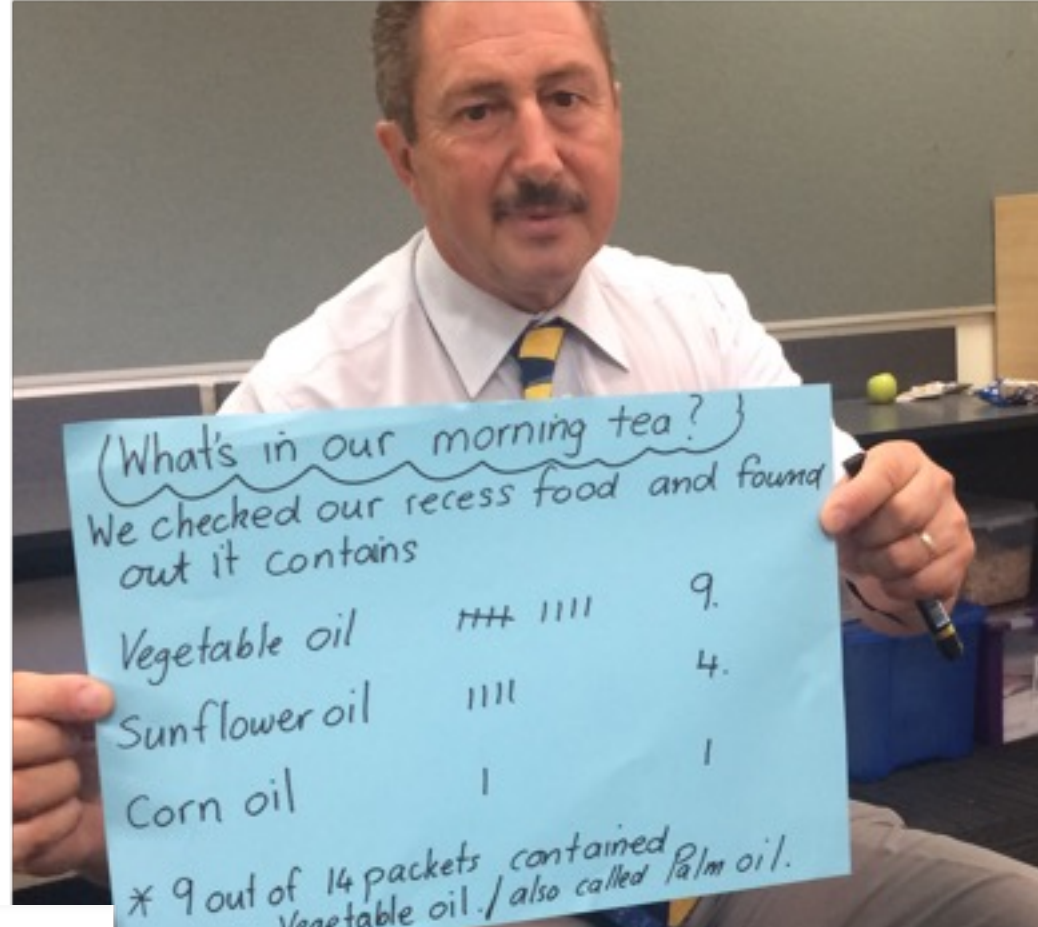
Facts: Sex: Male, Approximate Date of birth: April 1, 2013, Arrival Date: April 1, 2013, Rehabilitation Centre: Bukit Tigapuluh Sumatran Orangutan Release Centre, Physical:



11:00 - 11:20	Recess	Recess	Recess	Recess	Recess
11:20 - 12:00	Spelling/Literacy	Maths (100)	Maths (100)	Maths	Writing with...
12:00 - 1:00	Maths (100)	Maths (100)	Maths (100)	Research Hour	Research Hour
1:00 - 1:30	Eating Time Lunch	Eating Time Lunch	Eating Time Lunch	Eating Time Lunch	Eating Time Lunch
1:30 - 2:00	CR - Tears in the Jungle Science Focus	CR - Tears in the Jungle History Focus	Civics Time	CR - Tears in the Jungle Science Focus	Assembly Old and New CR - Tears in the Jungle History Focus
2:00 - 3:00			FOHPC		
3:00 - 3:30					

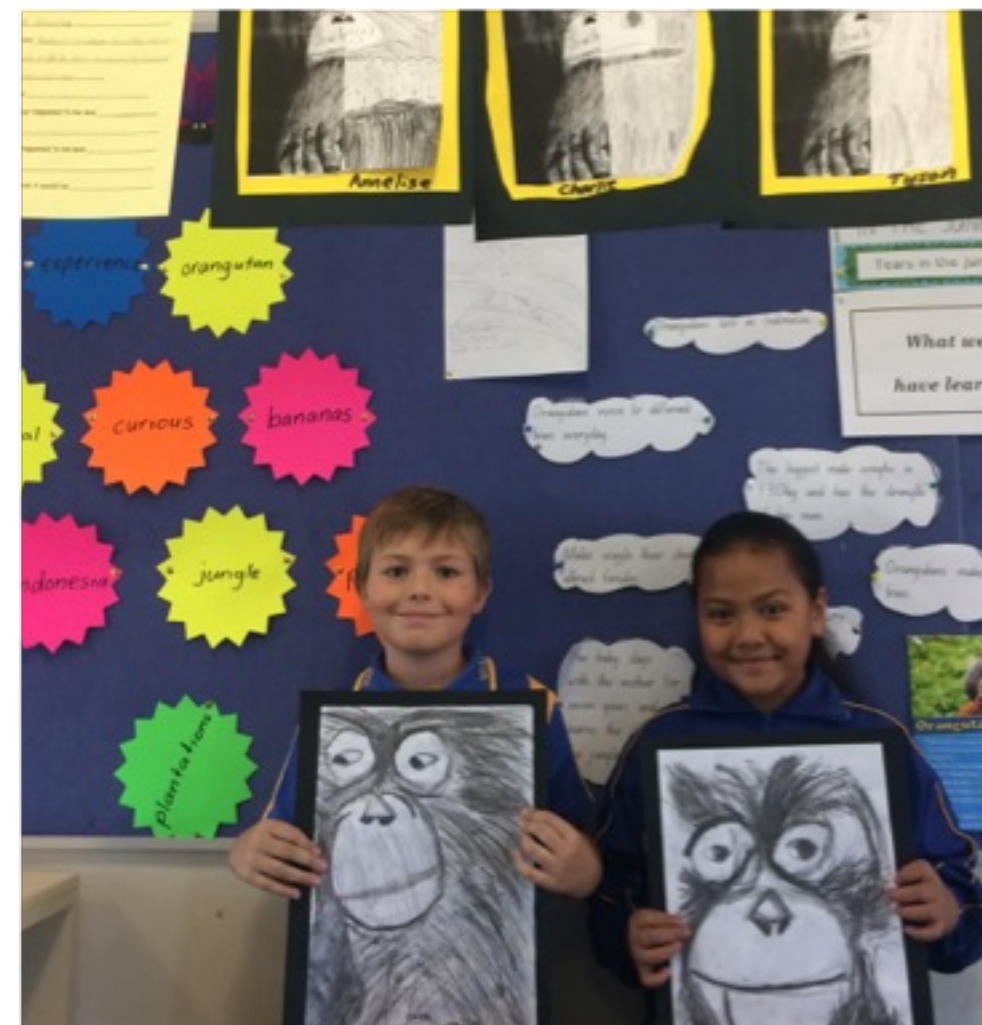
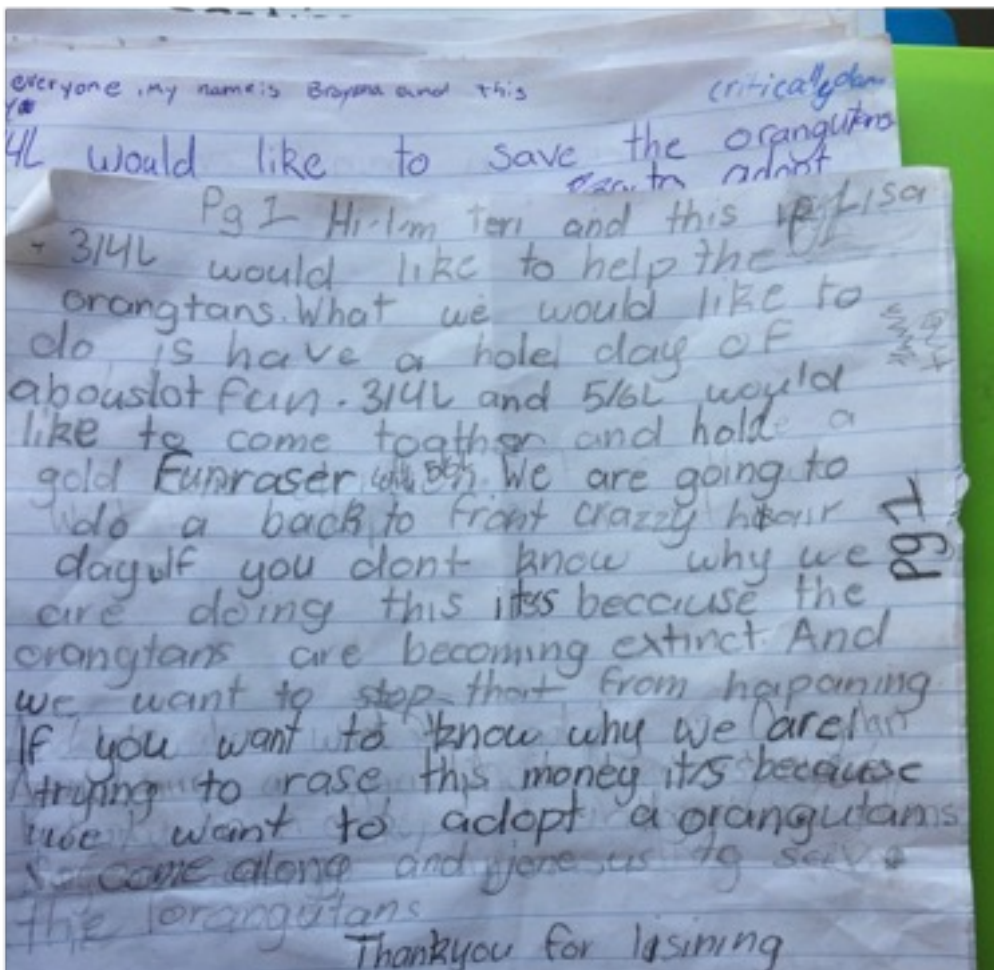
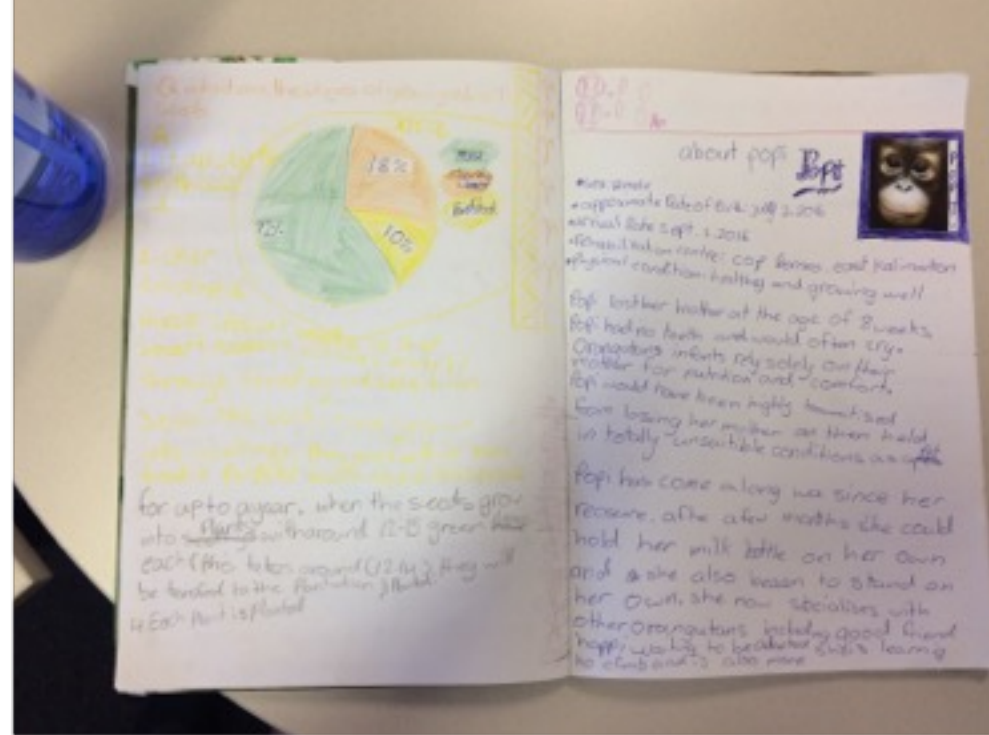






Bunga Sleep Over





Science

ST1-11LW describes ways that different places in the environment provide for the **needs** of living things
ST2-11LW describes ways that science knowledge helps people understand the **effect** of their actions on the environment and on the survival of living things
ST3-11LW describes some physical conditions of the environment and how these affect the growth and **survival** of living things

Science Values & Attitudes

Early Stage 1 to Stage 3 outcomes A student: Stage 4 outcomes A student: STe-1VA, ST1-1VA, ST2-1VA, ST3-1VA shows interest in and **enthusiasm** for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities
ST2-2VA, ST3-2VA demonstrates a willingness to engage responsibly with local, national and **global** issues relevant to their lives, and to shaping **sustainable** futures
STe-3VA, ST1-3VA, ST2-3VA, ST3-3VA develops informed **attitudes** about the current and future use and influence of science and technology based on reason

English

Across a stage of learning, the selection of texts **must** give students experience of texts that include aspects of environmental and social **sustainability**.

The study of English should develop a **love** of literature and **learning** and be challenging and **enjoyable**.

They develop clear and precise skills in speaking, listening, reading & writing.

A. Communicate through speaking, listening, reading, writing, viewing and representing*

B. Use language to shape and make meaning according to purpose, audience and context.

D. express themselves and their relationships with others and their world

'Tears in the Jungle. A children's adventure to save the Orangutan

Maths

The ability to make informed decisions and to interpret and apply mathematics in a variety of **contexts** is an essential component of students' preparation for life in the 21st century. Students learn to apply their mathematical knowledge, skills and understanding in a broad range of contexts **beyond** the mathematics **classroom**, including in such core learning areas as science, geography, history and English.

The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain **enjoyment** from mathematics, and become self-motivated learners through **inquiry** and active participation in challenging and **engaging** experiences.




Stage 1-3

Working Mathematically







Number and Algebra

Measurement and Geometry

Cross-curriculum priorities

	Aboriginal and Torres Strait Islander histories and cultures
	Asia and Australia's engagement with Asia
	Sustainability

General capabilities

	Critical and creative thinking
	Ethical understanding
	Information and communication technology capability
	Intercultural understanding
	Literacy
	Numeracy

Personal and social capability

Other learning across the curriculum areas

	Civics and citizenship
--	------------------------

PDHPE

Healthy Eating/Diet,
Food Labelling

CAPA

Drama Play, 'Call to
Action' Posters

Geography

Stage 1 outcomes

A student:

GE1-1 describes features of places and the connections people have with places

GE1-2 identifies ways in which people interact with and care for places

Stage 2 outcomes

A student:

GE2-1 examines features and characteristics of places and environments

GE2-2 describes the ways people, places and environments interact

GE2-3 examines differing perceptions about the management of places and environments

Stage 3 outcomes

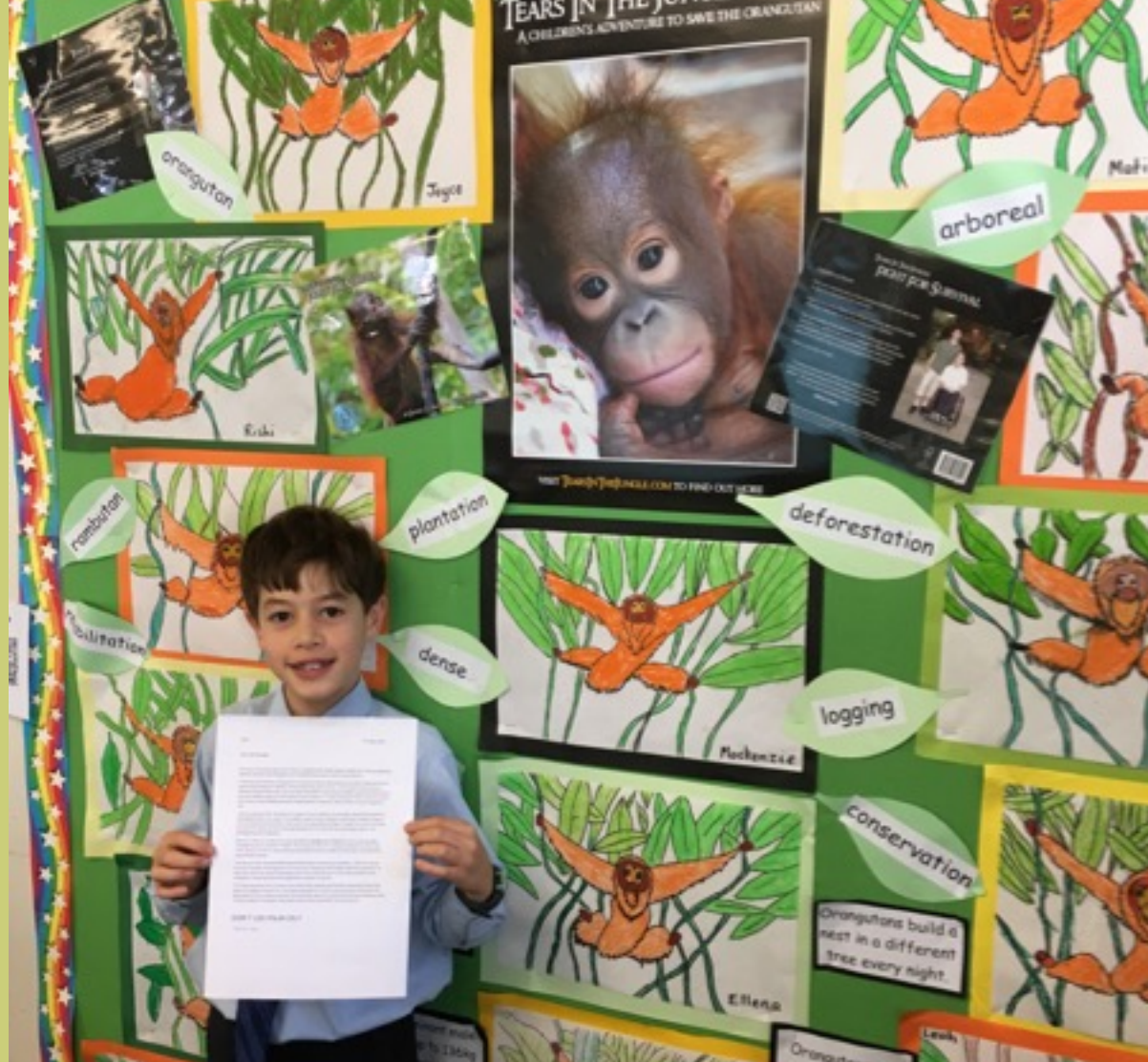
A student:

GE3-1 describes the diverse features and characteristics of places and environments

GE3-2 explains interactions and connections between people, places and environments

GE3-3 compares and contrasts influences on the management of places and environments





ALDI

31st May, 2018.

Dear Aldi Manager,

My name is Harrison and I am in Year 3 at Oakhill Drive Public School in NSW and I am learning about Borneo and how the Orangutans are endangered because of palm oil plantations.

In Borneo and Sumatra, orangutans are harmless and yet deforestation for palm oil plantations are destroying orangutan's habitat. Did you know that each minute 15-20 football fields of natural habitat are destroyed? Also, are you aware that 80% of their natural habitat is gone and now there is less than 2000 orangutans left in Borneo and Sumatra? It is really important that we preserve what's left of their natural habitat because if deforestation continues, there will be no more orangutans left.

I want to tell you that I see palm oil in many of your products. For example, Beautifully Butterfully spreadable butter, ice cream, Tiny Teddies, peanut butter, Nutella, muesli bars, sultanas, Shapes, and my favourite cereal which I have every morning, Balanced Right. It makes me sad to think that the very first thing I eat each morning has palm oil in it and that by continuing to eat it, I am endangering the orangutans.

Dear Mrs Dixon,

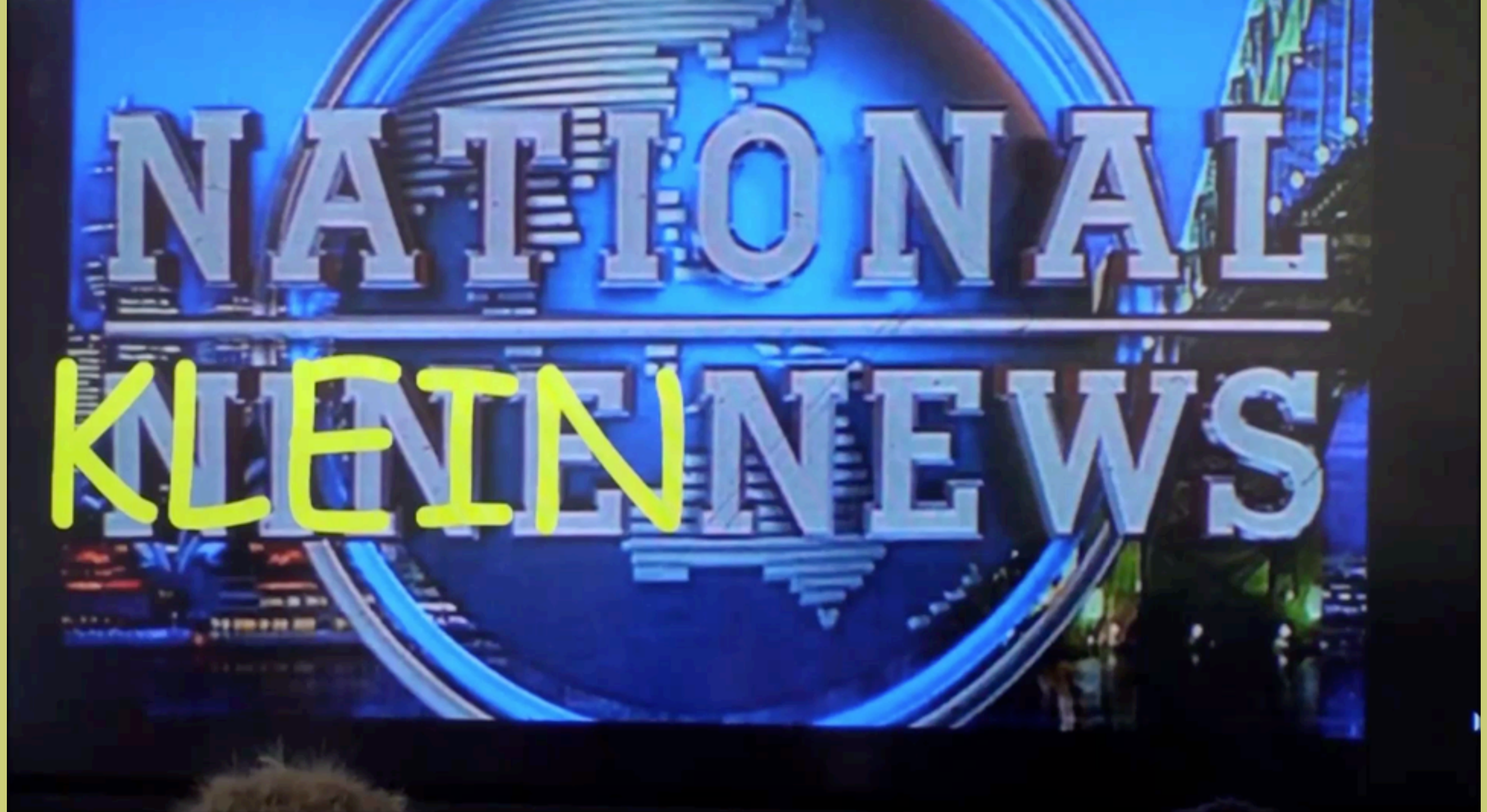
I just wanted to say that Harry has been very engaged in the issues in Borneo - particularly relating to Orangutans and their loss of habitat.

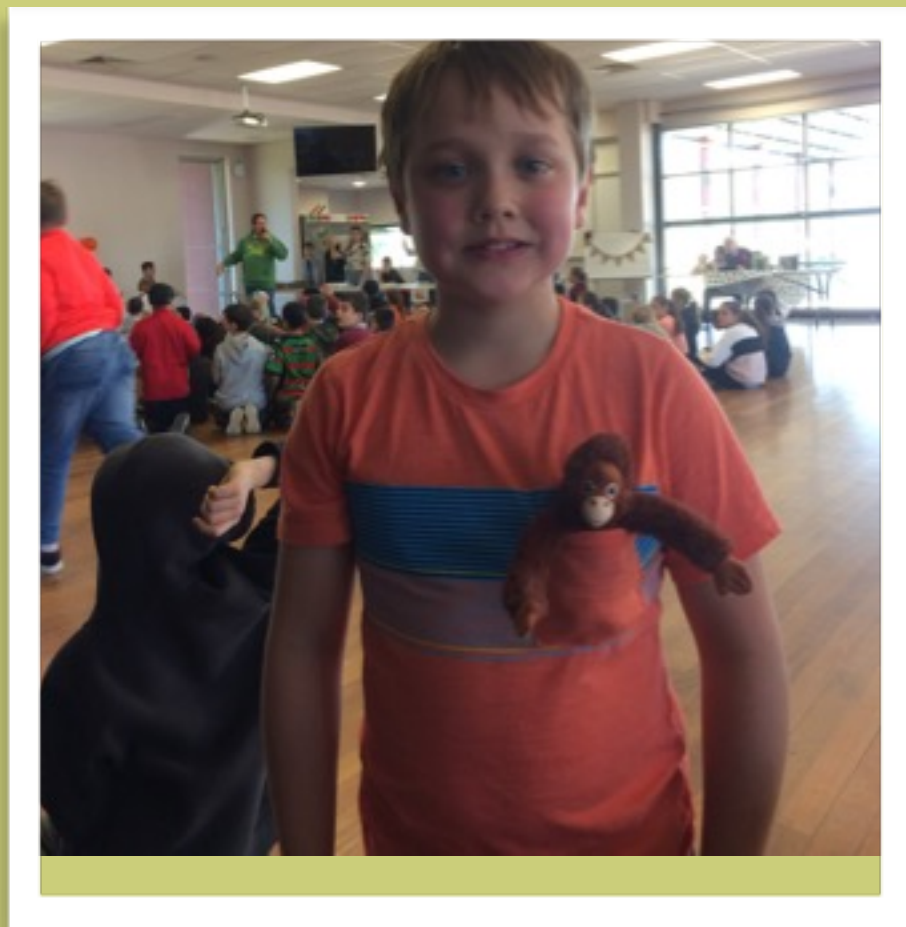
He has been looking closely at the products we have at home that have palm oil and realised that Aldi sells a lot of products with palm oil.

He wrote this letter - I helped him "order" his thoughts and corrected spelling/grammar - but these are his words.

Thank you for engaging him, inspiring him and encouraging him. I have not seen him this interested in school before, it is wonderful to see!

With many thanks,
Sarah Long.







\$1400 raised for 'The Orangutan Project - Adoption of orphan babies





2018 Expo

Project Ideas

1. Equipment for Care Centres - International Animal Rescue
- Christine Rattel
christine@internationalanimalrescue.org
2. Orangutan Foundation International - Kobe Steele
(founder) info@ofiaustralia.com
3. The Orangutan Project (Leif Cocks) leif@orangutan.org.au
4. Borneo Orangutan Survival Foundation - BOS Dr Willie Smits (buying of land to plant rainforest & establish work opp)
5. Write Letters to your Local Member who will reply.
6. [PalmOil Action.org.au](http://PalmOilAction.org.au) - writing letters about labelling.
Joining the debate.
7. Orangaton Race around the oval. They are sponsored on per lap basis - \$1-2 (max \$5), Terry Hills PS. Or / Bike Race too; Daniel can do it too with the kids;

School Feedback

“I have never seen our students and teachers more engaged in a project since I have been a principal here, that is over the last ten years”.

Adam (Principal)

Cambridge Gardens Public School

“This project has revitalised the learning in our school, it has always been good but now its excellent”!

Michael (Principal)

Chisholm Catholic Primary School, Bligh Park

“It has created opportunities for both our students and staff at our school, thank you for all your help!”

Mark (Deputy Principal)

Oxley Park Public School

EfS Project 1



TEARS IN THE JUNGLE

A CHILDREN'S ADVENTURE TO SAVE THE ORANGUTAN

FIND OUR
PREMIER
CHAL

Palm Oil Free Popcorn is a BLAST !!

Posted on August 1, 2017 by rc

Daniel and William received the following letter from Mrs Mackey, a teacher at Marayla Public School, NSW;

It's official, Maraylya Public School absolutely loves the book 'Tears in the Jungle' written by brothers Daniel and William Clarke. We are a rural school situated in the Hawkesbury district and are dedicated to stopping palm oil sourced unsustainably being used in our foods, which will help save the orangutans' habitat in Indonesia.

Mrs Mackey and class 2/3 have been reading the book 'Tears in the Jungle' as part of the English unit incorporating sustainability. The class was so inspired by this book that they wanted to do something to help Daniel and William save the orangutans.

Mrs Mackey and the children sourced popcorn with no palm oil in it and set about, through a project-based learning approach, putting together a presentation using a PowerPoint to present to the school P&C meeting to introduce this popcorn into our canteen. The children spoke passionately to the parents and also showed them Daniel and William's video so they could help the parents understand the plight of the orangutans. The P&C that night unanimously voted to introduce the popcorn into the school canteen. The next day the popcorn was included on the school canteen menu and immediately sold out as the whole school got behind class 2/3's initiative to help save the orangutans. [Continue reading →](#)

