

THE EARTH'S ENVIRONMENT - COMPARING AUSTRALIA AND INDONESIA

Stage 2: Geography GE2-1, GE2-2, GE2-3



Explore the climate, native vegetation and animals of places in Australia and Sumatra. Examine the importance of habitats and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. Identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.

OUTLINE

AT SCHOOL

Begin an investigation into Australian and Sumatran environments; examine the unique features of the Australian and Sumatran habitats and the animals that depend on these environments.

AT THE ZOO

Explore Taronga's Asian and Australian trails and immerse yourself in the new Tiger Trek to encounter first-hand the rich habitat of Asian animals. Discover how your everyday actions can help protect local and Asian species.

ZOO WORKSHOP

Meet a variety of Australian native animals and learn about their reliance on habitats for survival. Discover exactly how critical it is that we care for these animals. Explore the unique relationship that Aboriginal and Torres Strait Islander People have with the land and how making better choices protects natural resources and our wildlife.



BACK AT SCHOOL

Discuss natural resources provided by forests in Sumatra. Through learning about global forest habitats and the biodiversity within, students will be empowered to make informed sustainable choices about palm oil. Challenge your students to educate their community to purchase certified sustainable palm oil.

AT SCHOOL – BEFORE THE ZOO

Students will learn about the features and characteristics of Australian and Asian environments

HOME AND AWAY



- Use the compare and contrast graphic organiser below to research Australia and Sumatra in terms of location, climate, habitat, fauna and culture.

Compare-Contrast

	Alike?	
	Different?	
	Category of Differences	
	Category of Differences	
	Category of Differences	

- On a map of Australia and Sumatra, create a key and highlight different habitat types – in particular tropic rainforest.

- Explore [forest loss in Australia and Sumatra](#) since 2000.

- Use the [Wild Australia Zoo App](#), to explore native Australia animals and create a digital poster to inform others about what they can do to help them survive in the wild.



- Create your own Sumatran equivalent with native Sumatran species (Students could use [Glogster Edu](#))



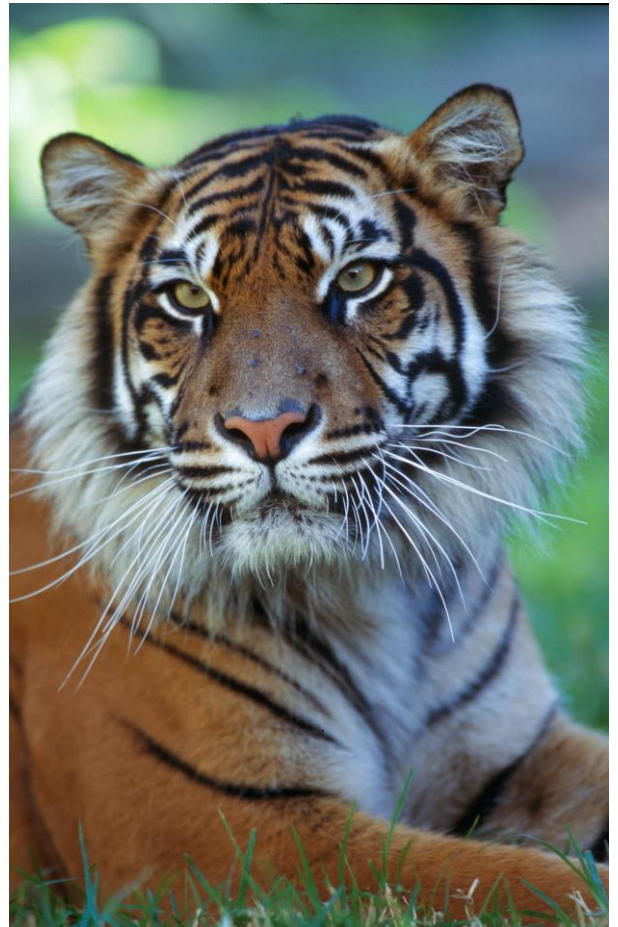
AT THE ZOO

Get up close to native Australian animals at the Zoo and compare these to Asian species seen on the self-guided tour of the Asian trail and Tiger Trek.

TIGER TREK SELF GUIDED TOUR

(map reference G14)

- Journey to Sumatra by small cargo plane and see the extent of deforestation from the plane window.
- Land in the small village of Way Kambas and see how rangers track tigers. Get up-close to the magnificent, critically endangered Sumatran Tigers.
- Finish your journey with a trip to the supermarket and learn about how your choices can save tigers.



SUGGESTED TRAILS

ASIAN RAINFOREST TRAIL

(map reference G13)

AUSTRALIAN BLUE MOUNTAINS BUSH WALK

(map reference H5)

Bring Your Own Device (BYOD) to the Zoo and document your visit using [Book Creator](#) or [Sway](#) (part of Office 365). Collect images, drawings, text and even audio to document your day at Taronga Zoo.

Engaging directly with these breathtaking environments provides the perfect stimulus to further investigate the similarities and contrasting differences between these unique habitats.

ZOO WORKSHOP

- Compare the features and characteristics of Australia's natural environment with that of Sumatra.
- Meet our native Australian wildlife and learn how people can use places and environments more sustainably.
- Identify sustainable practices, recognise that there are differing views on how sustainability can be achieved and hear about the connection between Aboriginal People and nature.

BACK AT SCHOOL - AFTER THE ZOO

Discover more about palm oil through [The Guardian Palm Oil Interactive](#)

EXPLORE DIFFERENT PERSPECTIVES

Work collaboratively to plan and present (eg. role play) **different perspectives of people to the environment** in relation to forest clearing in Sumatra for palm oil production. People with different perspectives may include:

- farmers
- local residents
- Indigenous community members
- palm oil companies
- environment advocates
- tourists
- tourism operators
- government.

For the group of people they are representing, students should consider what:

- their wants/needs are
- their feelings about the native forest
- the impact they will have on the environment
- the impact they will have on the local community.



PRODUCTS THAT COMMONLY CONTAIN PALM OIL

Food - biscuits, bread, cakes, cereals, muesli bars, chips, chocolate, ice cream, margarine.

Non food - candles, cleansers, conditioners, deodorants, eye make-up, fabric softeners, foundations, hair dyes, hair removers, lipsticks, moisturisers, shampoos, shower gels, soaps, pharmaceuticals, washing powders.

BE A CHANGE AGENT

Although using other vegetable oils may seem like a practical solution, it would actually create similar, if not larger, environmental and social problems. The best solution is to ensure you buy products that contain certified sustainable palm oil (CSPO), make the switch today.



BACK AT SCHOOL – AFTER THE ZOO

RAISE YOUR PALM

YOUR CHOICE MATTERS

From your own research and your journey through Tiger Trek at the Zoo, compile a list of companies that use certified sustainable palm oil (CSPO) in their products.



Write a letter to the company congratulating them for using sustainable palm oil.

CONSCIOUS CONSUMERS START AT SCHOOL

Audit your school canteen to determine which products are using good palm oil.

For the products that contain non-sustainable palm oil, make recommendations to your canteen for replacement products that contain sustainable palm oil.

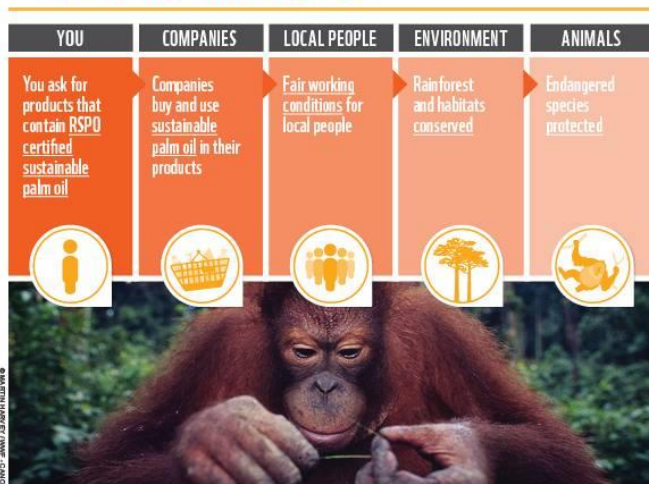
GET YOUR MESSAGE OUT THERE

Use the free app [poster my wall](#) or iMovie to create an advertisement for certified sustainable palm oil (CSPO).

Distribute the advertisement within your school network.



SUSTAINABLE PALM OIL - THE DIFFERENCE IS YOU!



To find out more visit
www.org.au/palm_oil



TARONGA
CONSERVATION SOCIETY AUSTRALIA



TARONGA
ZOO
For the Wild

RESOURCES

SYLLABUS LINKS

Sumatra and Borneo - overview and threats

<http://www.worldwildlife.org/places/borneo-and-sumatra>

Eyes on the forest

<http://maps.eyesontheforest.or.id>

Australian Land Use

<http://www.agriculture.gov.au/abares/aclump/Publishing/Images/Land-use-Aus2005-06-lrg.jpg>

Australian Climate Zones

http://www.bom.gov.au/iwk/climate_zones/images/map_01.gif

Australian Forest Habitats

<https://australianmuseum.net.au/image/forest-habitats>

Australian Fauna

<https://australianmuseum.net.au/field-guide-to-nsw-fauna-mobile-app>

Global Satellite Imaging of Deforestation

<https://earthenginepartners.appspot.com/science-2013-global-forest>

Rainforest Action Network

<http://www.ran.org/forests>

Palm Oil

<http://www.wwf.org.au/what-we-do/food/palm-oil#gs.bQXqj3c>

<http://goodbadpalmoil.org/>

From rainforest to your cupboard: the real story of palm oil - interactive

<https://www.theguardian.com/sustainable-business/ng-interactive/2014/nov/10/palm-oil-rainforest-cupboard-interactive>

Geography OUTCOMES

A student:

examines features and characteristics of places and environments (GE2-1)

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

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

Content Focus

Students explore the climate, natural vegetation and native animals of places in Australia and Asia (ACHGK020).

Examine the importance of natural vegetation and natural resources to the environment, animals and people (ACHGK021, ACHGK022, ACHGK024).

Learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples (ACHGK022, ACHGK023, ACHGK024).

Identify sustainable practices and recognise that there are differing views on how sustainability can be achieved (ACHGK023, ACHGK024, ACHGK025).

Key Inquiry Questions

How does the environment support the lives of people and other living things?

How do different views about the environment influence approaches to sustainability?

How can people use places and environments more sustainably?



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