



THE ISLAND
FOUNDATION

Yayasan Peduli Kepulauan Indonesia



LEARNING FOR SUSTAINABILITY

LEARNING CENTRES FRAMEWORK

SUMMARY

November 2023

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WHO IS THE ISLAND FOUNDATION?

A Singapore-registered international charitable organisation, operating as a Yayasan (not-for-profit foundation) in Indonesia. We work with remote small island and coastal communities in the Riau Islands, Indonesia that are underserved and have sustainable development challenges. Children in these communities face a range of barriers to accessing quality learning that often result in low learning outcomes and children dropping out of school, setting them up for futures with limited self determination fuelled by systemic inequities.

OUR VISION

Childhood learning is a force to serve and sustain remote small island and coastal communities.

OUR MISSION

To transform learning ecosystems in Indonesia's remote small island and coastal communities through learning for sustainability.

01 WHAT IS LEARNING FOR SUSTAINABILITY?

The World Economic Forum is calling for a revolution of learning: to move away from traditional learning models and to focus on the development of higher order thinking and life skills through experiential, fun, place-based and inclusive learning opportunities.

Converse to the traditional way of teaching, Learning for Sustainability means adopting a more holistic approach to education with the aim of creating a better world for this generation and future generations of all living things on planet Earth. This allows every child to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Living sustainably is about changing our attitudes in a way that helps transform our lives into something that doesn't impact too heavily on our current routines, while using the planet's resources in moderation.



Learning for Sustainability is not only about being environmentally-friendly; it also involves developing life-skills including leadership, communication and management; all of which are extremely important for personal development.

By equipping young people with these relevant capabilities in addition to their environmental knowledge, they can excel at living lives which not only further humanity, but that care for and respect our planet's resources too.

WHY INCORPORATE SUSTAINABILITY IN LEARNING?

PROVIDES THE KNOWLEDGE,
SKILLS, AND VALUES FOR THE
ENVIRONMENTAL, SOCIAL, AND
ECONOMIC ISSUES OF THE FUTURE.

ENHANCES OVERALL
EDUCATION.

ENCOURAGES
INDIVIDUALS TO
TAKE ACTION.

PROMOTES
ENVIRONMENTAL AND
SOCIAL RESPONSIBILITY.

FOSTERS CRITICAL
THINKING AND PROBLEM-
SOLVING SKILLS.

ADDRESSES
LOCAL AND
GLOBAL ISSUES.

MAKES LEARNING
MORE ENGAGING
AND RELEVANT.

BUILDS A SENSE OF
COMMUNITY AND
SHARED RESPONSIBILITY.

**“ADOPTING A MORE
HOLISTIC APPROACH
TO EDUCATION WITH
THE AIM OF **CREATING
A BETTER WORLD FOR
THIS GENERATION
AND FUTURE
GENERATIONS OF ALL
LIVING THINGS ON
PLANET EARTH**”**

THE LEARNING FOR SUSTAINABILITY FRAMEWORK

Our Framework is divided into three main components.



1

LEARNING OUTCOMES

Outlines the **learner profiles, skills, and knowledge** that will be gained as a result of participating in the program.

2

LEARNING AND ASSESSMENT STRATEGIES

Incorporates proven **teaching methods** and **assessments** to foster active learning, critical thinking, and real-world application of knowledge and skills.

3

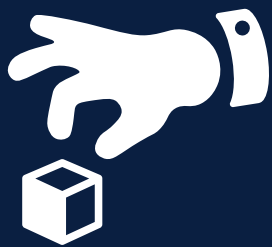
COMMUNICATING THE IMPACT

Communicates the progress and impact of the program to various stakeholders, including **learners, educators, policymakers, and the broader community.**

1.1 LEARNING OUTCOMES

Learning for Sustainability learning outcomes are three-dimensional in form, recognising the central importance of learner profiles, skills and knowledge:

**LEARNER
PROFILES**
CARING
EMPOWERED
REFLECTIVE



SKILLS

COMMUNICATION
CRITICAL THINKING
COLLABORATION
CREATIVITY

KNOWLEDGE

ME AND MY COMMUNITY
OUR BEAUTIFUL PLANET
VIBRANT LIFE AROUND US



1.1 LEARNING OUTCOMES

LEARNER PROFILES



LEARNER PROFILES

CARING
EMPOWERED
REFLECTIVE

SKILLS

COMMUNICATION
CRITICAL THINKING
COLLABORATION
CREATIVITY

KNOWLEDGE

ME AND MY COMMUNITY
OUR BEAUTIFUL PLANET
VIBRANT LIFE AROUND
US

Learner profiles identify the characteristics and qualities that learners will develop as a result of participating in the program:

CARING

We show kindness, empathy, compassion, and respect toward others.
We serve and act to make a positive impact on our surroundings.

EMPOWERED

We represent our interests in a responsible and self-determined way,
and take action in making a difference.

REFLECTIVE

We actively monitor and assess what does and does not energise us, to
learn to act in a more self-conscious manner.

1.1 LEARNING OUTCOMES

SKILLS



**LEARNER
PROFILES**
CARING
EMPOWERED
REFLECTIVE

SKILLS
COMMUNICATION
CRITICAL THINKING
COLLABORATION
CREATIVITY

KNOWLEDGE
ME AND MY COMMUNITY
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COMMUNICATION

The ability to express oneself clearly and effectively, both verbally and in writing. This includes English language skills through content-based language learning.

CRITICAL THINKING

The ability to analyse information, evaluate evidence, and make informed decisions. This includes skills such as reasoning, logic and problem solving.

COLLABORATION

The ability to work effectively with others, both in person and online. This includes skills such as teamwork, negotiation, and conflict resolution.

CREATIVITY

The ability to think outside the box and come up with new ideas and solutions. This includes skills such as imagination, curiosity, experimentation and making.

1.1 LEARNING OUTCOMES



KNOWLEDGE

LEARNER PROFILES

CARING
EMPOWERED
REFLECTIVE

SKILLS

COMMUNICATION
CRITICAL THINKING
COLLABORATION
CREATIVITY

KNOWLEDGE

ME AND MY COMMUNITY
OUR BEAUTIFUL PLANET
VIBRANT LIFE AROUND
US

Lessons are organised into three overarching themes that guide the development of locally-relevant and locally-informed knowledge, which is later reinforced and applied throughout the sustainability action process.

ME AND MY COMMUNITY

Explorers understand where we came from, how we live today, and where we may find ourselves tomorrow.

OUR BEAUTIFUL PLANET

Explorers understand the amazing, intricate, and interconnected systems of the changing planet we live on.

VIBRANT LIFE AROUND US

Explorers reveal, celebrate, and help to protect the amazing and diverse life we share our world with.

2.1 LEARNING & ASSESSMENT STRATEGIES

Learning and assessment are two interconnected parts of the learning process, and are best viewed as a whole. Assessment provides a way to measure learning and development, and learning provides the content and context for assessment.



LEARNING APPROACH

PARTICIPATORY
OUTDOOR AND EXPERIENTIAL LEARNING
CONTENT-BASED ENGLISH LANGUAGE LEARNING



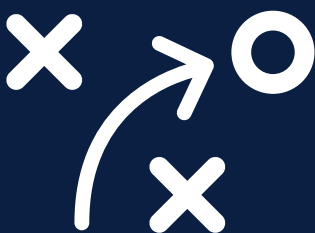
LEARNING CYCLE

ENGAGEMENT
EXPLORATION
APPLICATION
REFLECTION
CONTINUATION



ASSESSMENT

PRE-ASSESSMENT
FORMATIVE ASSESSMENT
SUMMATIVE ASSESSMENT



PLANNING THE LEARNING PROCESS

1. DETERMINE LEARNING GOALS AND OBJECTIVES
2. PLAN THE ASSESSMENT
3. DESIGN CONTENT FOR INSTRUCTION

2.1 LEARNING & ASSESSMENT STRATEGIES

LEARNING APPROACH



- PARTICIPATORY

Learning for Sustainability involves active participation and engagement by all learners through group discussions, debates, and collaborative projects. The aim is for learners to take an active role in their own development, to reflect critically on their own assumptions and perspectives, and to consider alternative viewpoints and approaches.

- OUTDOOR AND EXPERIENTIAL LEARNING

Outdoor and experiential learning are powerful tools to engage learners in issues of sustainability. Activities can include learning in outdoor spaces, nature walks and scavenger hunts, field trips and excursions, or community service projects that allow learners to connect with their place and all things in their place.

- CONTENT-BASED LANGUAGE LEARNING

Content-based language learning is an effective method for building vocabulary and dialogue. Learners should be encouraged to read, watch videos, or sing songs related to the lesson plan, and to practice using relevant English vocabulary and simple sentence structures. Additionally, learners can engage in activities such as group discussions, drama workshops and performance that allow them to practice using this vocabulary in meaningful ways.

2.1 LEARNING & ASSESSMENT STRATEGIES

LEARNING CYCLE



1 ENGAGEMENT

Learners are first engaged in the topic through an activity or experience that captures their curiosity and interest in sustainability.

2 EXPLORATION

Learners explore the topic through observation, experimentation, and research, gathering information and data on the sustainability issues they are studying.

3 APPLICATION

Learners apply their understanding to solve a problem or complete a project related to sustainability. They may design sustainable systems, products, or policies, or identify ways to reduce environmental impact.

4 REFLECTION

Learners reflect on their learning experience, evaluating the effectiveness of their solutions, and identifying areas for improvement.

5 CONTINUATION

The cycle continues, with learners using the feedback they received to improve and refine their work, or to move on to new and more complex sustainability-related problems and projects

2.1 LEARNING & ASSESSMENT STRATEGIES

ASSESSMENT



PRE-ASSESSMENT

Teachers observe and determine learners' knowledge, skills, or profiles before the learning process begins in order to plan and track individual progress. Pre-assessment can be as simple as prompting learners to describe where they are in their learning journey, how they will participate in their learning, and what next steps they will likely need to take.

FORMATIVE ASSESSMENT

A planned, ongoing process used by learners and teachers to track progress and support students in becoming self-directed learners. These can be done through weekly check-ins, asking learners to appraise their performance, discuss potential issues and develop next steps to improve or enhance their learning.

SUMMATIVE ASSESSMENT

A type of evaluation that takes place at the end of a learning period, course, or instructional unit. It is used to measure learners' understanding of the material that has been taught, as well as their ability to apply it to real-world situations.



2.1 LEARNING & ASSESSMENT STRATEGIES

PLANNING THE LESSON



Backward Design: a learner-centred approach to instructional planning that starts with the end goal, then works backward from there. Backward design helps teachers focus on learners' individual processes of learning, rather than on their own teaching.

1 DETERMINE THE LEARNING GOALS & OBJECTIVES

Identify the goals and objectives of what we want learners to explore and be able to do. A goal should be identified for each of the learning profiles and skills outcomes (the theme of the learning unit will cover one of the knowledge learning outcomes).



2 PLAN THE ASSESSMENT

Plan the summative assessment, formative assessment and pre-assessment. Identify the product (what the learner will create/display/perform etc.) and the criteria (elements the product must have).



3 DESIGN CONTENT FOR INSTRUCTION

List down possible activities described in the learning cycle. The content should be divided into each of the five stages of the learning cycle.

2.1 LEARNING & ASSESSMENT STRATEGIES

PLANNING THE LESSON



1 DETERMINE THE LEARNING GOALS AND OBJECTIVES

GOAL- What do you want learners to achieve in this lesson?

LEARNING PROFILES- How will the lesson help learners to become more:

- Caring
- Empowered
- Reflective

SKILLS- How will the lesson help learners to develop their:

- Communication skills
- Critical Thinking Skills
- Collaboration Skills
- Creativity Skills

KNOWLEDGE- What theme does the lesson cover:

- Me and My Community
- Our Beautiful Planet
- Vibrant Life Around Us

2 PLAN THE ASSESSMENT

PRE-ASSESSMENT

- How will you assess the learners' knowledge, skills and profiles prior to starting the lesson?

FORMATIVE ASSESSMENT

- What task will you assign?

SUMMATIVE ASSESSMENT

- What project will you assign and what is the criteria?

3 DESIGN CONTENT FOR INSTRUCTION

ENGAGEMENT

- What activity will capture learners' curiosity?

EXPLORATION

- How will you empower learners to explore the topic deeper?

APPLICATION

- What is a problem learners can explore, or an activity they can conduct to apply their new understanding of the topic?

REFLECTION

- How will you facilitate reflection?

2.1 LEARNING & ASSESSMENT STRATEGIES

LESSON STRUCTURE








The program runs with 2 x 90 minute sessions each week. Every session includes an allocated 30 minutes for Content-Based Language Learning.

Content-Based Language Learning (CBLL) refers to an approach to second language learning in which teaching is organized around the content or information that learner will acquire, rather than around a linguistic or other type of syllabus. It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught.

The structure of each 90 minutes session:



03 COMMUNICATING IMPACT

TO WHO	WHY	HOW
 STUDENTS	<p>Motivates learners by providing feedback on their progress and recognising their achievements.</p>	<p>Learner portfolios and showcases</p>
 PARENTS	<p>Facilitates collaboration between learners, teachers and parents through a shared understanding of impact.</p>	<p>Learner report cards and open days</p>
 TEACHERS	<p>Allows for evaluation of the effectiveness of the learning program, identifies areas for improvement and helps in decision making.</p>	<p>Reports including impact and annual reports</p>
 COMMUNITY	<p>Builds trust which in turn enables opportunities to scale up the program through greater reach and more effective impact.</p>	<p>Community events, open days/ talks and (social media and newsletters)</p>
 FUNDERS	<p>Helps demonstrate accountability and progress towards goals and objectives.</p>	<p>Evaluations, impact reports and digital communications (social media and newsletters)</p>

3.1 COMMUNICATING IMPACT

EXAMPLE: LEARNER PORTFOLIOS



**A LEARNER PORTFOLIO IS A
COLLECTION OF WORKS THAT
DEMONSTRATES A LEARNER'S SKILLS
AND PROGRESS.**

The portfolio can be either digital/online or physical, although more and more educational institutions are moving towards using digital portfolios. Learner portfolios are used to assess knowledge and skills development, as well as provide a way for learners to reflect on their own progress.

The Island Foundation uses digital portfolios, using Google Sites to document learners' progress. The portfolio describes the process and the progress of every student for each unit of learning over a half-yearly basis and informs learner report cards and communication with parents.

SAMPLE LESSON PLANS

4.1 SAMPLE LESSON PLAN

TRADITIONAL GAMES

GRADES

1-3 primary

THEME

Me and My Community

MATERIALS REQUIRED

- Bamboo sticks
- Used string
- Used plastic bag
- Mosquito coils (for the glue)

LEARNING OBJECTIVES

Learners will be introduced to the concepts of protecting, preserving and celebrating local culture by making and playing together traditional games that are becoming less popular in contemporary society. Traditional games will be created using environmentally friendly and/or found materials.

PROCEDURE

Introduction (10 Minutes)

- Begin by asking learners if they can recall any games that they or their parents used to play in their village or community
- Brainstorm and create mind maps of games that learners or their parents used to play in their village or community
- Collect all of their ideas and advise learners that we are going to make and play one of the games that they have brainstormed
- Show learners a picture of the a game - for example a handmade kite - and ask them what they know about it, what do we need to make it, and how we can play it.

TRADITIONAL GAMES

CONTINUED

Activity (30 Minutes) - Kite making

- Divide learners into small groups and ask them to look for the materials that they need - for example, bamboo sticks, used plastic, etc. Learners can also be asked ahead of time to bring materials from home
- Group learners and prepare the materials - learners can start to make their own kites
- Support and encourage learners to try to make the kites without direct instructions - the teacher should monitor their work and provide helpful guidance rather than direction
- After all the learners have completed their kites, suggest going outside to fly the kites with their classmates.

Discussion (20 Minutes)

- Lead an interactive group discussion about the different types of kites made by learners
- Ask the learners what they observed, felt, thought, remembered while their making and playing with their kites
- Facilitate learners to reflect on why some kites can/cannot fly and what changes could be made
- Ask the learners what they observed, felt, thought, remembered while flying their kites
- Ask learners what they enjoyed, what was their favorite part of the lesson, what makes kites unique.

TRADITIONAL GAMES CONTINUED

Conclusion (10 Minutes)

- Summarise the main learning points of the lesson and review the causes and effects
- Encourage learners to think about ways that they can take action in their own lives to preserve local traditional culture through playing games and using environmentally friendly materials.

Assessment

Observe the learners' understanding of the lesson at different stages, including the introduction, activity (creation and play elements) and discussion session. Produce a brief written or illustrated reflection at the end of the class for your own reference/records. If there is an opportunity, you can also ask the learners to form small groups and present a recap of the lesson back to you.

On the following pages you will find a Rubric Assessment you can follow to assess the learner's understanding of the lesson.

TRADITIONAL GAMES CONTINUED

RUBRIC ASSESSMENT

01

EXPLORER OF TRADITIONS

Limited understanding of the concept of preserving local culture. Minimal engagement in making and playing traditional games. Little to no use of environmentally friendly materials. Demonstrates basic knowledge but struggles to articulate the importance of preserving local culture

02

CULTURE APPRENTICE

Basic understanding of the concept of preserving local culture. Limited effort in making and playing traditional games. Some use of environmentally friendly materials, but choices may not be well justified. Can express the importance of preserving local culture in a basic manner.

03

HERITAGE GUARDIAN

Good understanding of the concept of preserving local culture. Active participation in making and playing traditional games. Consistent use of environmentally friendly materials with some consideration for their impact. Clearly articulates the importance of preserving local culture and its connection to traditional games.

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PAGE

TRADITIONAL GAMES CONTINUED

RUBRIC ASSESSMENT

04

TRADITION MAESTRO

Advanced understanding of the concept of preserving local culture. Takes a leadership role in organizing and facilitating the creation and playing of traditional games. Purposeful selection of environmentally friendly materials, with clear justifications. Articulates the importance of preserving local culture in a nuanced and insightful manner.



05

CULTURAL STEWARD

Exceptional understanding of the concept of preserving local culture, demonstrating deep insight. Demonstrates exemplary leadership in the design and implementation of traditional games. Adopts innovative and sustainable approaches to using environmentally friendly materials. Articulates a sophisticated understanding of the interplay between local culture, traditional games, and environmental sustainability.

4.2 SAMPLE LESSON PLAN

ENDANGERED ANIMALS CAMPAIGN

GRADES

4-6 primary

THEME

The Vibrant Life Around Us

MATERIALS REQUIRED

- Sticks
- A2 Paper (try reusing)
- Colour Pencils

LEARNING OBJECTIVES

Learners will be introduced to the concept of wildlife conservation and how we can protect animals and their habitats by creating a poster campaign and exhibition around the learning center.

PROCEDURE

Introduction (10 Minutes)

- Begin by asking the learners to recall animals that they often see near their community or village
- Then prompt learners to reflect on animals that they used to see, or have heard used to live, nearby their village or community that they now no longer see, or rarely see
- Brainstorm and create a mind map of animals in a range of habitats - forest, mangroves, sea, rivers, grasslands - that learners used to, but no longer or now rarely, see near their community or village
- Collect all of the learners' ideas and advise them that we are going to make a poster and we are going to campaign around the learning center about saving our animals and why it is important.

ENDANGERED ANIMALS CAMPAIGN CONTINUED

Activity (30 Minutes) - Poster and Mask Making

- Divide the learners into two types of groups:
 1. One group will explore via discussion, writing and drawing the various animals that they often see near their village or community
 2. The other group will explore the various animals that they used to (but now no longer or rarely) see near their village or community
- Ask the learners to visit the other group to share and contribute to ideas
- When the learners return to their original group, ask them to work together to select one animal and create a poster that delivers a message about why we should protect and save this animal.
- Then, get creative, and suggest the learners to make a mask of the selected animal to use in their campaign
- The teacher will monitor and give guidance (not instruction) while learners make their posters and masks
- After both groups have finished, the learners can prepare for the campaign gallery walk showcase
- All learners will then participate in the gallery walk, with the teacher prompting engagement with the posters and central messages.

Discussion (20 Minutes)

- Lead an interactive group discussion about the cause and effect of the animals being endangered
- Ask the learners what will happen if there are no more animals in or near their village or community? Why do we see less and less animals? And what are small things we can do to help protect animals and their habitats?
- Ask learners what they felt during and after the campaign and while making the poster
- Ask learners what they enjoyed, what was their favourite part of the lesson.

ENDANGERED ANIMALS CAMPAIGN CONTINUED

Conclusion (10 Minutes)

- Summarise the main learning points of the lesson and review the causes and effects
- Encourage learners to think about ways that they can take action in their own lives to protect animals and their habitats.

Assessment

Observe learners' understanding of the lesson at different stages, including the introduction, activity and discussion sessions. Produce a brief written or illustrated reflection at the end of the class for your own reference and/or records. If there is an opportunity, you can also ask learners to form small groups and present a recap of the lesson back to you.

RUBRIC ASSESSMENT

01

NOVICE EXPLORER

Basic awareness of wildlife conservation. Tentative steps in creating a poster. Limited involvement in setting up the exhibition.

02

EMERGING ADVENTURER

Developing understanding of wildlife conservation concepts. Making strides in creating a poster with a basic message. Contributing with some guidance in setting up the exhibition.

NEXT
PAGE

ENDANGERED ANIMALS CAMPAIGN CONTINUED

RUBRIC ASSESSMENT

03

SKILLED NAVIGATOR

Proficient understanding of wildlife conservation concepts. Skillfully creates a visually appealing poster with a clear message. Actively contributes to the exhibition setup with organization and teamwork.

04

MASTER CONSERVATIONIST

Deep understanding of wildlife conservation concepts. Designs a masterful poster with creativity and a compelling message. Takes a leadership role in organizing and setting up the exhibition.

05

ECO-CHAMPION


Exceptional mastery of wildlife conservation concepts. Creates an outstanding and unique poster that effectively communicates the message with creativity and clarity. Assumes a leadership role with enthusiasm, showcasing a deep commitment to wildlife conservation.

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