

## Topic: AGROFORESTRY

Unit : D  
Place Visited : Bogor Agricultural University (IPB)  
KORNITA & BBS senior high school  
Duration: 4 February - 17 February 2013  
Name: Kaori Ibushi  
Affiliation: Faculty of Horticulture

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### 1 Objective

In this lesson, each student was expected to:

- be able to define what Agroforestry is
- enumerate some reasons why either people's welfare or ecosystem are important through a debate; and
- infer that Agroforestry as one of the solutions for environmental problems.

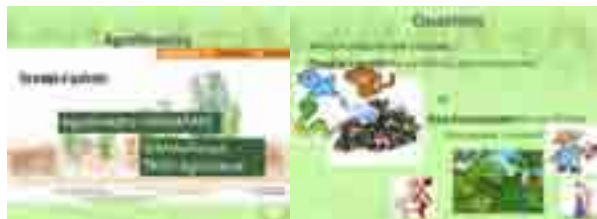
### 2 Flow of the lesson

The lesson was conducted for 90 minutes. One class had 30 students, while the other had 25 students. The students were asked to think of Indonesia's environment issues. Afterwards, the students were asked to participate in a debate, and discuss why either people's welfare (read: financial gains, etc.) or environment is important. The discussion and conclusion dealt on what Agroforestry is and its implications to environmental problems. The simple outline of the class is as follows:

**Table 1.** Flow of the lesson

Time Allotment	Activity	Materials
10 mins.	I. Introduction of the lesson A. Self-introduction B. Background (today's situation in Indonesia)	Power point slides
65 mins.	II. Development A. Debate B. Discussion	Power point slides Work sheets
5 mins	III. Conclusion	Power point slides
10 mins.	IV. Question-and-answer time	

Figure 1 below show some of the slides used during the introduction to Agroforestry and the debate.



**Figure 1.** Slides on Agroforestry (L: Introduction; R: Debate)

First, we tried to tap the students' awareness regarding some of the environmental problems in Indonesia. Many of the students shared that deforestation is one of the main problems in their environment.

Next we let the students think ponder, 'Which is more important: people's profits or a balanced ecosystem?' After which, we engaged them in a debate (see figure 2). Through this process, we wanted to let the students realize that choosing either of the two is a complicated task.



**Figure 2.** Students in a debate

After that, we introduced the concept of Agroforestry, and let the students infer that it can be considered as one of the ways to protect the environment and satisfy people's financial gains. The students were encouraged to think about some other environmental problems in Indonesia.

The class ended with a question-and-answer portion.

### 3 Realizations

These were the realizations of our group after we had our internship in Indonesia.

#### Plus points

- We were able to introduce a new concept, which was Agroforestry.
- We were able to introduce a new strategy (debate) to the class.
- The students were very active all throughout the lesson.
- The students cooperated very well.
- Through the activities, we found out that the students had keen insights about environmental issue.
- Some students mentioned that the activities were very interactive.

#### Minus points

- Some students could not understand our pronunciation.
- We felt that the students were too careful about everything (like thinking, writing, and especially speaking). So doing the debate took longer than we expected.

- c. We felt that since some students were unaccustomed to the new strategy that we introduced, they had difficulty in spontaneously stating their justifications.

4 Implications for future activities

Though it was good that we introduced a new strategy, we could have shown a short video on how a debate is being done, or could have made our instructions clearer. The students were interested in some environmental problems. In this regard, we have to plan how to include such topics and plan some activities for future internships.

## Topic: LIVING COMFORTABLY WITHIN A SMALL SPACE

Unit: D  
Place Visited: Bogor Agricultural University (IPB)  
KORNITA & BBS senior high school  
Duration: 4 February – 17 February 2013  
Name: Mayumi Toyota  
Affiliation: Faculty of Horticulture

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### 1 Objective

In this lesson, each student was expected to:

- be able to infer how Japanese thrive in such a small area; and
- realize the importance of mutual respect for cultural differences between Japan and Indonesia.

### 2 Flow of the lesson

The lesson was conducted for 90 minutes each to two classes. Each class had about 30 students. The discussion focused on how Japanese had been comfortably living in such a small space for a long time (figure 1).

We thought that through this lesson, the students could also be able to think of ways on how to utilize issues on living space in Indonesia. The lesson was ended with a short game and a question-and-answer portion.

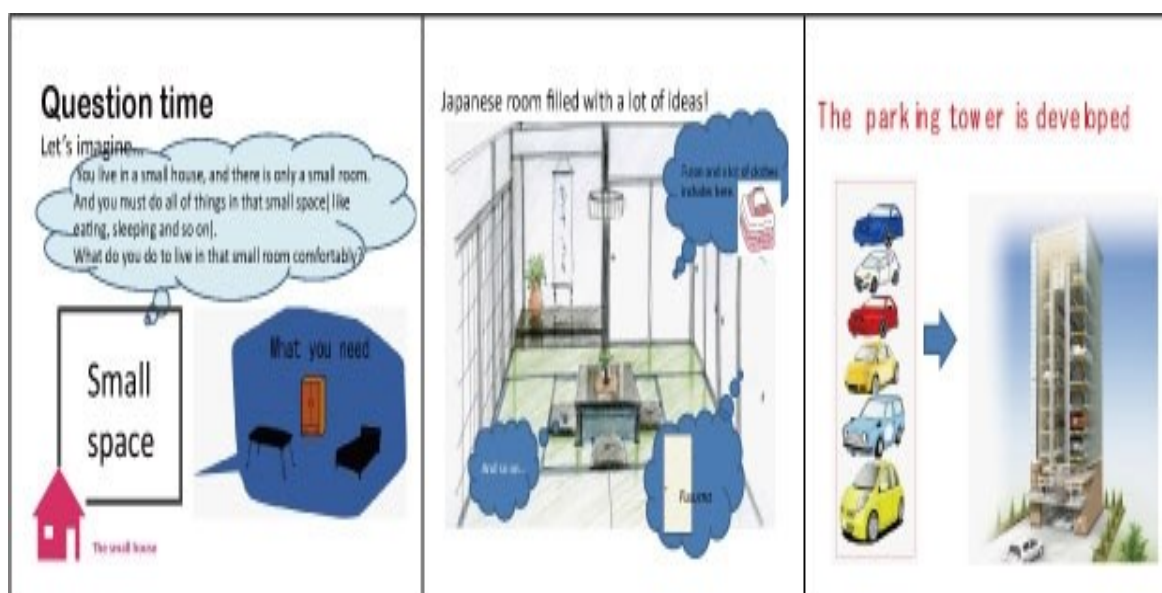


Figure 1. Slides used in the lesson

**Table 1.** Flow of the lesson

Time Allotment	Activity	Materials
10 mins.	I. Introduction of the lesson Messenger game After asking the students to pass the message (e.g. “Akihabara”), the meaning of the word was discussed.	Power point slides
40 mins.	II. Development A. Introduce traditional Japanese ideas on space-saving techniques B. Introduce modern Japanese ideas on space-saving techniques	Power point slides
40 mins	III. Conclusion A. Quiz game B. Question-and-answer portion	Power point slides (except for IIIB)

3 Realizations

These were the realizations of our group, after we had our internship in Indonesia.

Plus points

- a. The students could easily grasp the content of our lesson. They seemed to be fast learners.
- b. Most of the students already knew a lot of things about Japan (especially Japanese anime & drama).
- c. However, these students’ still gave a lot of interesting questions about Japan. It seemed that they had insatiable curiosity about Japanese culture

Minus points

- a. Because the students were very active, we had to extend our time and add another activity.
- b. We were not able to answer some of their questions about Japanese culture. For instance: *“Why is that a lot of families in Japan share the same family name?”* and *“What is the difference among Katakana, Hiragana, and Kanji?”*

4 Implications for future activities

Although it seemed that a few students were not as fluent as we expected, still they were more proficient than us. Future interns should be adept in the English language.

Paying attention to students’ reaction guided our indirect assessment of how effective our strategies were, so we believe that we should develop this skill further. Japanese students who would become teachers in other countries should know a lot about their own culture. Indonesian students seemed to have inquisitive minds; it was such a disappointment for us that we were not able to adequately respond to their queries.

## Topic: INTERNATIONAL EXCHANGE IN INDONESIA

Unit : D  
Place Visited : Bogor Agricultural University (IPB)  
KORNITA & BBS senior high school  
Duration: 4 February – 17 February 2013  
Name : Azusa Nakagawa  
Affiliation: Faculty of Education

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### 1 Objective

In this internship, each student was expected to:

- become familiar with Indonesian culture; and
- be able to gain some new insights about each cultures.

### 2 Flow of lesson

We had an excursion for three days, and the activity was filled with visits to various natural parks and wildlife. Below is a simple table of our itinerary.

**Table 1.** Itinerary

Date	Place and Activity
Saturday	Day 1. Puncak 1. Taman Bunga (flower garden) 2. Kebun Teh 3. Taman Safari
Sunday	Day 2. Puncak - Taman Bunga Bogor city - Botani Square
Friday	Day 3. Bogor city - Botanical Garden  Jakarta city 1. Taman mini (traditional houses) 2. Museum

Day 1. It was a Saturday when we went to Puncak. We left from the dormitory at 6:00 in the morning but we could not avoid getting caught in a traffic jam. After arriving at Puncak, we immediately head to *Taman Bunga*. “Taman” means park and “Bunga” is the Indonesian word for flower, so basically it was a botanical park. Originally, after having our lunch, the next stop was at, “Kebun Teh.” But, when we arrived at a restaurant near the Kebun Teh, there was a heavy downpour, so we stayed in there and just enjoyed the view the from the restaurant. It was late in the afternoon, and the rain ceased when we went to Taman safari. We rode on a bus and had a tour around the manmade safari to get a glimpse of the animals. We stayed in a hotel in safari park. The next morning, we visited an area in the safari where

there were a lot of orangutans; we enjoyed hugging them. We also got to ride on the back of an elephant and a camel.

Day 2. Because of heavy traffic jam on Sunday, we can't go some spot that we planned to go at first. We went to Botani Square and bought many souvenirs.

Day 3. We left the dormitory at 6:00. The IPB students were very active as they led the way around the Botanical Garden, and Taman Mini. The said Botanical Garden was a famous sightseeing spot in Bogor. Taman

Mini showcased a lot of traditional houses in Indonesia. We also enjoyed our time in the museum where we saw displays of species of Komodo dragon, insect, fish, among others.

### 3 Realizations

These were the realizations of our group after we had our internship in Indonesia.

We presume that the safari park in Indonesia is bigger than the ones we have in Japan. We were very delighted to see various animals, even though we had seen many of them in our zoos.

We had quite a difficult time in Bogor (known as the rain town of Indonesia) because the town experiences heavy downpour on a daily basis during the time of our visit. We could not forget the time when we got stalled inside a supermarket for over three hours to keep us from getting wet.

Muslims in Japan would pray five times a day. In Japan, we did not have to do such rituals, but we reminded ourselves that intercultural understanding is very important.

### 4 Implications for future activities

We believe that students who would like to participate in the program should do their best in improving their English communication skills.

## Topic: INTERCULTURAL DISCUSSIONS IN IBP

Unit: D  
Place Visited: Bogor Agricultural University (IPB)  
KORNITA & BBS senior high school  
Duration: 4 February - 17 February 2013  
Name: Yuko Minami  
Affiliation: Faculty of Education

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### 1 Objective

In this discussion, each trainee was expected to:

- be able to conduct exchange of ideas with regard to science lessons and research works
- gather insights and suggestions from the teachers with regard to the lessons on science and Japanese culture conducted during the internship.

### 2 Flow of the training

The discussion was divided into two sessions. The first session focused on joint discussions on introduction to Chiba University and the science lessons of Groups C and D (figure 1 and table 1). The discussion was conducted for 85 minutes to about 20 participants.

The second session was conducted to gather some insights and suggestions from the teachers with regard to the lessons on certain Japanese culture topics during the internship (table 2). The discussion was conducted for 120 minutes to about 14 participants.



**Figure 1.** Joint discussions on introduction to Chiba University, and lessons on certain science topics.



**Table 1.** The first session

<b>Time Allotment</b>	<b>Activity</b>
5 mins. 30 mins.	I. Introduction to Chiba university A. Self-introduction 1. Group C 2. Group D 3. Bogor Agricultural University students
50 mins.	B. Presentation of Science lessons 1. Group C (landscape) 2. Group D (Agroforestry)

**Table 2.** The second session

<b>Time Allotment</b>	<b>Activity</b>
60 mins.	I. Presentation of lessons on Japanese culture and science. A. Group C (landscape) B. Group D (Agroforestry)
50 mins.	II. Sharing of insights and comments A. Bogor Agricultural University B. KORNITA C. BBS
10 mins.	III. Insights from Chiba University

3 Realizations

These were the realizations of our group, after we had our sharing sessions in Indonesia.

KORNITA

Language barrier posed a challenge during the discussions. We needed a translator. Nevertheless, some students expressed their intent to study in Japan. This implies that the objectives of our internship were met.

BBS

Similarly, language barrier needed to be overcome so that the discussion could have been livelier. Also, the number of class should have been more than two. Regardless of the difficulties that we encountered, some students quipped that the program was very useful.

4 Implications for future activities

We felt that two weeks was not enough for us, interns, to be able to maximize good learning experiences. We are very interested to apply in a longer course, if it will be offered to us as well.

Although the native language of Indonesia and Japan is not English,

the classes had to be done in English so we need to be more proficient in using the language as a medium of instruction.

Japanese students who would want to teach in Indonesia, or anywhere else for that matter, should be equipped with basic information, such as: a) for religious reasons, girls and boys could be separately; and b) check or ask the cooperating teacher if students are familiar with certain teaching strategies, such as debates.