



Jane Goodall's
Roots & Shoots

TWINNING: EXTRA PROJECT IDEAS

In this document you will find a whole host of ideas that you can develop to use for your twinning projects between the UK and the UAE.

INTRODUCTORY MEET AND GREET

You'll need: video conferencing / Skype / Apple FaceTime / Google Hangouts

Prepare each student in a group to introduce themselves via videolink. Give them a set time range (e.g. one to two minutes each). With younger students, give them a short list of things to cover, e.g. name, age, some information about their family, favourite (local) animal and a talent they have.

VIDEO INTRODUCTIONS

You'll need: video camera or camera phones

Students work in pairs or groups to record a short introduction to themselves, and each group also records a video of a small part of the school (reception, canteen, classrooms, sports facilities etc.) They then upload their video to YouTube.

YouTube allows videos to be private (shareable only to a specific email address) or unlisted (are not searchable, so can only be found if the recipient has the link.)

ROOTS & SHOOTS VIDEO SUMMARY

As above, but students video a summary of Roots & Shoots activities they've already undertaken in their school, to send to the twin school.

ELECTRONIC PEN PALS

You'll need: email accounts, organisation time

Pair up students from each school according to interests or randomly (for example, create a set of animals and each student in each location lucky dips (picks out of a hat) an animal and then they pair up accordingly).

Students share email addresses and send a weekly email to their pen pal on a subject of your choosing. (Younger students may not have their own email address but could – with permission – use a parent's email address.)

This activity could be monitored by asking a student each week to read out their pen pal's email or summarise it.

INSTRUCTABLES

You'll need: modelling equipment

Pick an object which students can design and make, such as a jewellery box, gift box or model animal.

Once students are happy with their designs, they write a set of instructions and send it to the twin school. Each school then follows the instructions to make the item, photographs it and sends back the results.

This activity is particularly good for encouraging younger students to consider effective communication skills.

CODE BREAKING

You'll need: preparation time, email or video link

This would work particularly well in the context of a maths lesson.

Students should consider how they would set up a hidden code to share with the twin school, such that they could send secret messages. This page has some good simple suggestions to get them started: goo.gl/iwE1cS

Once they've decided on a plan, students share the code key with the other school, then encode the name of a local geographic feature (public park, tall building, nature reserve) and send it to the twin school to decode.

Subject to scheduling, once the code has been decided upon, the sending and decoding of the code could be done as a real-time activity by email or video link, or each school could race the other to decode the messages.

TRAVEL GUIDE

You'll need: time, research opportunities (internet or library). A copy of a travel guide (to a different area!) such as Lonely Planet or Rough Guide will help students understand what sort of content they might include.

Students from a group prepare a travel guide to the twin school's city or country. Sub-groups each prepare a section (based on a geographical location, or Accommodation, Activities, Sights, Food & Drink, Culture, Getting Around, Local Customs etc).

The travel guide can be presented as a booklet or a website. When completed it is sent to the twin school, who then rate each section for accuracy and creativity based on their experience of their own country.

INSTRUCTABLES: LOCAL CUISINE VERSION

You'll need: non-boarding students, or a half-term holiday

This will need parental cooperation as it will involve the whole family.

Pair students from each of the schools. Each of the pair should send their partner details of a typical meal they may eat – ideally something specific to their cultural background (and you might want to consider also making it vegetarian in line with Dr Jane Goodall's principles). Make sure that the planned meal takes into account any medical, religious or cultural constraints when it comes to the ingredients used (you might need to adapt some recipes)! They should include full details of ingredients and how to cook them. Photos could

be included, but you may choose not to let them do this, as it may make the results too good!

When a student receives their partner's instructions, they should put together a plan to go out, purchase the ingredients, and cook the meal for their family (perhaps with a little parental assistance where necessary.)

The meals are photographed and sent back to the originator, for group discussion in the classroom.

VAE & UK HAVE TALENT

You'll need: videoconferencing facilities, preparation time

A small number of students, or groups, from each school prepare a talent show entry. This could be a song or dance, a musical performance, a magic trick, or draw on a skill they have such as gymnastics (subject to facilities). If they need inspiration, there are plenty of examples of excellent talent show entries on YouTube. Make sure that any planned performances (for example song lyrics) are sensitive to cultural differences between the schools – you may want to discuss this with your opposite number before starting!

The students perform their talent show through the videoconferencing facility. The twin school appoints a panel of three or four students to act as judges. (Brief them to be positive and kind – they don't have to be Simon Cowell!) At the end of the performance, a winning group is selected to receive a small prize.

Then the schools swap roles and the competition repeats. Subject to timing this could be done in the same session, or in a follow-up session.

We'd particularly like to see videos of the talent show entries, so it would be great if you could record your show.

SCAVENGER HUNT

You'll need: nothing in advance

Each school selects a list of ten items that they would expect the other school to be able to find within a certain range – probably within the school grounds. The items should be diverse and challenging but achievable. Natural items will be the most challenging to set and find, whereas everyday items such as stationery will be easiest; so set your parameters according to how difficult you want to make the challenge for both source and target group.

In order to select the items, solicit a group discussion to promote thoughts about what type of items are ubiquitous in both cultures, and which items are specific to one culture and less likely to be found in the other. For example, it would not be difficult to find an acorn in many UK schools, but it would be quite challenging in a UAE school.

Once the lists are agreed on, they are sent to the other school and students have to find as many items from the list as they can within a set time, either working in separate pairs or groups, or as a whole group working collaboratively.

DEVELOPMENT OF SCIENCE AND TECHNOLOGY

You'll need: research time, presentation time. The presentation could take place as a live videoconference, or offline.

Choose an area of science, technology or mathematics in which both regions have made a significant contribution. This doesn't have to be country specific, looking regionally at Europe and the Middle East will give you more to choose from and require less specific background work. Suitable topics may include algebra, astronomy, optics, and medicine / physiology.

Groups from each school prepare a presentation based on their findings. This could be presented live as a videoconference, or could be published as a self-contained presentation or video which the recipient group can then view and discuss offline.

SHARED STORY WRITING

You'll need: access to Google Docs

This is an activity to take place outside of teaching time – ideally when students are at home, for example over a whole weekend.

Set up a Google Docs document with shared access for all students. Start with a single sentence of your choosing; for example, "Nobody could have expected what happened that night."

Each school should choose a colour for their contributions. Make a note of the colours at the top of the document so they're not forgotten.

In turns, students from each school add a sentence (in their school's colour) to build a story. Any student can contribute at any time; but if the most recent contribution is from their school, they have to wait until somebody from the twin school has added a contribution, so the contributions always alternate between schools.

Hopefully students will be inspired to contribute freely of their own accord, but you could always set a homework that each student must make at least two contributions.

In case of inappropriate edits, you can use the Revision History feature of Google Docs to find out which user has made which contributions.

SHARED EXPERIENCES

You'll need: access to Google Docs is ideal for this as the Presentation tool lends itself to this activity. However, if this is not feasible, choose a suitable method to collect contributions.

Set up a blank presentation on Google Docs and share it with all students from both schools.

Each student is to contribute one slide to the presentation. The slide should contain a meaningful photo from their childhood, and a paragraph of text explaining what significance this has to the student. You may choose to set a theme, such as family members or celebrations.

Once the presentation is complete, spend some time with the group reviewing the contributions from both schools. Discuss the similarities and differences between childhood experiences.

JUNK 'N STUFF

You'll need: a variety of items suitable for recycling: bottles (glass and plastic), boxes, tin cans, aluminium fizzy drink cans, plastic packaging etc. Coordinate with your twin school, as both schools will need the same set of items (not necessarily identical but the same types). You'll also need craft materials.

Pair up students from each school and assign each pair a recycled item. Their challenge is to each make a model using their recycled item as a base. They could go with an animal theme, or construction, or jewellery, depending on their item.

Once the models are complete, share them between the pairs (pictures could be emailed) so each student can see what the other has made using the same item.

You could run this as a competition.

There are some great Roots & Shoots resources which develop this idea in different directions. You could focus on the recycling of plastic bottles, as seen here: goo.gl/KSwNHq. Alternatively, you could go down the route of a "Trashion Show", with full details here: goo.gl/Fw5sNO. Or you could explore some ideas around plastic bags, as here: goo.gl/kQSfUu.

REFUGEE ACTION

This could be developed as a long-term project for both schools. It'll only work if both schools are in areas where refugees can be found.

Using a web chat or videoconference, come up with ideas for how each school could help refugees in its local area. Some great ideas which have been done before (by a German school) can be found here: goo.gl/Lb0B9k. You can also read a blog post about Syrian refugees in the UAE here: goo.gl/eYfawl.

TELL US HOW YOU GOT ON!

We would love to see what you have been up to for your twinning programme, whether you use the ideas in this document or develop your own. If you already have an account you can upload a story with images to Roots & Shoots UAE (www.rootsnshoots.ae) or Roots & Shoots UK (www.rootsnshoots.org.uk). If you don't already have an account then use the form on either of the websites to contact us and we will get you set up.

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