

## J's Lost Notebook

*This activity is all about relating the efforts your students make in the Roots & Shoots projects they carry out at school to the larger scale work of the Jane Goodall Institute. The Jane Goodall Institute aims to implement a positive change for people, animals and the environment on a global scale. A specific example is the work that has been carried out in the Greater Gombe Ecosystem in Tanzania, which started back in 1960.*

*In this activity your students will:*

- Look at the people, animals and environment of the Greater Gombe Ecosystem.
- Write first-person accounts of the problems that are facing Gombe, with suggestions for what improvements and help could be provided.
- Compile the results of the work into a class notebook.
- “Spread the word” by presenting their work to other members of school or local groups in the form of a presentation, play, wall frieze, etc.

### Context

This activity was provided by Jane Goodall's Roots & Shoots UK ([www.rootsnshoots.org.uk](http://www.rootsnshoots.org.uk)) a not for profit charity run by the Jane Goodall Institute (UK).

Each Roots & Shoots activity can either stand alone or be used as part of a themed mission. Each mission is centred around a possible future that could happen if we fail to take care of people, animals and the environment today and comes with a mission briefing comic and teacher notes – find out more at <http://www.rootsnshoots.org.uk/resources/>.



In the Gombe Mission, Chronobots RooT5 & 5HooT5 are at the Gombe 50th Anniversary celebrations. Chief Agent J tells them how things have changed over five decades of hard work. Chronobot 5HooT5 goes back in time to see how things used to be when the project first started, while RooT5 travels forward in time to the Gombe 100th Anniversary celebrations.

In the future, RooT5 sees that continued application of the Roots & Shoots programme has ensured a balanced and prosperous life for the people, animals and environment of Gombe. However, back in the past, 5HooT5 has caused the young Chief Agent J to lose her notebook! Without it the foundations of Roots & Shoots as we know it may never happen. Can you and your students piece together the information from J's lost notebook?

*Read the full story in our comic, downloadable from the website at [www.rootnsnshoots.org.uk/blog/2010/04/20/gombe-activity-mission-briefing-comic/](http://www.rootnsnshoots.org.uk/blog/2010/04/20/gombe-activity-mission-briefing-comic/)*

### **Jane Goodall's Roots & Shoots Awards**

By completing this activity sheet you may be eligible for an award! See the end of this document for details.

### **What do I need to make it work?**

For this activity you will need to introduce the topic of the Greater Gombe Ecosystem to your students, and familiarise them with the people, animals and environment of the region. Here are a series of web resources to help you:

- <http://www.janegoodall.org/>, especially <http://www.janegoodall.org/janes-story> and <http://www.janegoodall.org/study-corner> (The Jane Goodall Institute (JGI))
- <http://www.goseso.org/> (Gombe School Of Environment & Society)
- <http://www.africanconservation.org/> (The African Conservation Foundation)
- <http://www.janegoodall.org/programs/africa-programs/tanzania> (JGI's work in Tanzania)
- [http://en.wikipedia.org/wiki/Gombe\\_Stream\\_National\\_Park](http://en.wikipedia.org/wiki/Gombe_Stream_National_Park) (Wikipedia entry on Jane's work in Gombe)

If you are able to obtain a copy then you may also like to show your students the 1988 documentary “People Of The Forest: The Chimps Of Gombe”

(<http://www.imdb.com/title/tt0256263/>). You may also be interested in this YouTube video which gives a brief history of the Jane Goodall Institute:

<http://www.youtube.com/watch?v=sLoQRWB7AHM&feature=related>



It is advised that you pre-watch any video material to ensure suitability for your class' viewing.

You may also wish to consider the book “Jane Goodall: 40 Years at Gombe”

([http://www.amazon.co.uk/Jane-Goodall-Wildlife-Education-Conservation/dp/1556709471/ref=sr\\_1\\_21?ie=UTF8&s=books&qid=1271156790&sr=1-21](http://www.amazon.co.uk/Jane-Goodall-Wildlife-Education-Conservation/dp/1556709471/ref=sr_1_21?ie=UTF8&s=books&qid=1271156790&sr=1-21)) which was updated in 2010.

## **Exercise 1 – Make a Class Notebook to Replace J's Lost Notes**

*This first exercise is designed to be run over several lessons to allow you to gradually relate your ongoing lesson plans to the topics in this activity. A suitable period of time to run it would be half a term to get the most out of the exercise.*

### **Part 1 – People, Animals and the Environment at Home**

In class, make three columns on the board with the following headings:

- People
- Animals
- Environment

First, discuss each heading in turn as it relates to where you live in the UK. To start with, just think about describing rather than interpreting. What people live here? What animals? What is the environment like?

Next, think about the things that the people and animals need to live (food, shelter, etc.) and make a note of how easily available (or otherwise) this is for them. Encourage your students to put themselves in the place of the local animal life and think about what things they need to survive.

Finally (and possibly most difficult!) ask your students to imagine that they are a part of the environment they live in. This is best demonstrated as picking single elements like a tree or an area of lawn, etc. What things do they need to survive? Are these things readily available or scarce?

Now discuss with the students how each of the needs they have identified are interlinked and affect one another. For example, if more homes are needed for people this will decrease the green spaces local wildlife might inhabit. This does not need to be too specific or complex – the important concept to get across is the need for balance.



## **Part 2 – People, Animals and Environment of Gombe**

Now that the students have looked at their own region from these three perspectives, carry out a similar assessment for the Greater Gombe Ecosystem. This could be done together as a class, or (for older students) as an individual or group homework research assignment.

## **Part 3 – Compare and Contrast**

Compare and contrast the results from Gombe and your home region. What (if anything) is different about the people, animals and environment of Gombe? Make a list detailing different types of animals (especially chimpanzees!), different types of geography (hills, clearings, rivers and lakes, etc.), and different types of people (what kinds of roles/jobs are there for people in Gombe that the students discovered?). What are the big issues facing Gombe?

## **Part 4 – Write your Field Notes**

Split the class into three groups, assigning one group to “People”, one to “Animals” and one to “Environment”. Assign each group a few topics to write about from their area, such as what life is like for a farmer or fisherman, a tropical bird or chimpanzee, the dense forests or even Lake Tanganyika itself! They should write these as though they were investigating Gombe with Chief Agent J. This can either be done in their groups in class, or as a group or individual homework assignment for older students.

Record each ‘field note’ on sheets of loose A4 paper. Each field note should include:

- A brief description of who/what the field note is about. (E.g. a fisherman)
- A description of what that person/animal/piece of the environment needs to thrive and prosper. (E.g. A home to live in, a boat to work from, fishing nets, fish to catch, people to trade the caught fish with for the other essentials of life, etc.)
- A description of what challenges that person/animal/environment faces. (E.g. dwindling fish stocks.)
- You might also want to include a labelled picture or a map where appropriate.

## **Part 5 – Compile the Class Notebook**

Collate all of the students ‘field notes’ together to create a class notebook. Give each student a piece of A3 paper or card to fold it in half to make a slip-cover for their copy of the final book once bound. You may want to let the students design their individual covers. You should make a spare class copy that can be kept in school.



## **Part 6 – A Plan of Action (best for older students)**

With the class, look through the completed notebook and choose a few of the field notes to investigate further.

For each of these field notes, discuss in detail the challenges that the person/animal/piece of the environment faces. What changes (if any) have affected this person/animal/piece of the environment over the past 50 years since the Jane Goodall Institute started working in Gombe. Taking in to account all the other issues identified in the field notebook, can you suggest a plan of action that would help them to further thrive in the future without causing damage to other aspects of the Greater Gombe Ecosystem? Focus on small scale, local changes.

## **Part 7 – Tell People about Gombe (best for younger students)**

Encourage your students to take their notebooks with them when visiting relatives and show them first hand about what they have learnt about Gombe. Do they have relatives abroad? They might like to write to them and tell them all about this project.

## **Exercise 2 – Spread the word of Roots & Shoots**

*This second exercise is designed to be as open to interpretation as you and your students wish to make it. The Roots & Shoots principles of making a number of small scale local changes can make a big difference over time, as demonstrated in the Greater Gombe Ecosystem. Can you spread the word of Roots & Shoots and encourage others to get involved in local projects?*

Discuss with your class what school or community projects that they have been involved with that they are most proud of (regardless of whether or not it was carried out as a Roots & Shoots project).

Next, think about who your students would most like to communicate these achievements to. Depending on the age of your students and the time you have available, you may wish to choose a common audience, or split the class into groups, each focussing on a different audience. Potential target audiences might include (but are not limited to):

- Friends and family
- The rest of the school
- Local residents
- Local officials





Having decided **who** you want to communicate with, you need to choose **how** you are going to communicate. Here is a selection of ideas that may help inspire you and your students:

- Your class could give a presentation in assembly to show what they have been doing.
- They could design and make a wall display to show on open days and at parents' evenings.
- Presentations can also be given at other venues – ask your local libraries and civic associations if they would like to host a presentation by your class on what they have been doing.
- Get into the media – is there a local radio or television station that would like to run a feature on the work that your students have been doing? Write to them as a class and see if you can spread the word. Write to a local newspaper and they may send a journalist to write a story for them on how your students have engaged with the local people, animals and environment in positive ways.
- Local officials – writing to local councillors is a good way of feeding back on extra-curricular activities that may not be well known outside of your school. They may like to come and meet your students and see what they've achieved as it is important for them to be involved in all levels of the community.

### **Why not enter the Jane Goodall's Roots & Shoots Awards?**

This resource was provided by Roots & Shoots UK, a not for profit charity run by the Jane Goodall Institute (UK). One of the aims of Roots & Shoots is to inspire young people to care for people, animals and the environment, and one of the ways that we like to do this is by running annual awards every December.

Every school that uploads a story about their activities to the Roots & Shoots website at [www.rootsnshoots.org.uk](http://www.rootsnshoots.org.uk) automatically wins a bronze award certificate to display at school, and the best stories win the chance for you and your children to meet Dr Jane Goodall herself along with a host of other prizes.

See <http://www.rootsnshoots.org.uk/awards/> for details about the awards and information on how to upload your 'mission update' story and win!

### **Keep up to date with Jane Goodall's Roots & Shoots in the UK**

Join us on Facebook ([fb.com/RootsnShoots.org.uk](https://www.facebook.com/RootsnShoots.org.uk)), or Twitter as [@JaneGoodallUK](https://twitter.com/JaneGoodallUK), or why not sign up for our weekly email newsletter full of inspiring stories from our Roots & Shoots members in the UK at [rootsnshoots.org.uk/sign-me-up/](http://rootsnshoots.org.uk/sign-me-up/)

