



Jane Goodall's roots & shoots

TOOLKIT

EVERYONE CAN MAKE A DIFFERENCE

WWW.JANEGOODALL.ORG.NZ



the Jane Goodall Institute New Zealand
FOR WILDLIFE RESEARCH, EDUCATION AND CONSERVATION



“Roots & Shoots is a programme of the Jane Goodall Institute about which I’m really excited. It began in 1991 in Tanzania because I kept meeting young people as I travelled around the world who seemed to have very little hope and Roots & Shoots is all about hope. It’s encouraging young people of all ages from kindergarten to university to think about the problems in the world around them. To think about which they’d like to do something about, to work out what to do and then roll up the sleeves and get out and do something.”

*Dr Jane Goodall, PhD, DBE,
Founder the Jane Goodall Institute and UN Messenger of Peace*



Welcome!

The Jane Goodall Institute inspires people of all ages, across the globe, to take action to make the world a better place for animals, people and the environment via the Roots & Shoots programme.

The Jane Goodall Institute New Zealand is excited to offer New Zealanders the opportunity to be involved in Roots & Shoots. We are inspired by seeing the projects that members are undertaking to make a positive difference in our part of the world, and beyond.

*Dr Melanie Vivian
CEO & Co-Founder JGI NZ*

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JANE GOODALL INSTITUTE NZ

OUR MISSION

The Jane Goodall Institute New Zealand exists to undertake work on global and local sustainability issues and to inspire and empower people to take action to make the world a better place for animals, people, and the environment." .

OUR VALUES

- We strive to respect, nourish and protect all living things; animals, people and the environment are all interconnected
- We believe that knowledge leads to understanding, and that understanding will encourage us to take action
- We believe that every individual has the ability to make a positive difference
- We believe that flexibility and open-mindedness are essential to enable us to respond to a changing world
- We require integrity and compassion in all that we do and say.



CORE PURPOSE OF ROOTS & SHOOTS

The Roots & Shoots programme empowers people with the tools, motivation and support they need to address the problems that matter most to them. We create an ever expanding network of New Zealanders who are inspired and engaged to be change-makers in human rights, environmental preservation and animal protection issues.

GLOBAL CITIZENSHIP EDUCATION (GCE)

Jane Goodall's Roots & Shoots aligns with the world-wide Global Citizenship Education movement.

A Global Citizen is someone who...

- Understands how he/she is connected both locally and globally
- Understands that his/her decisions and actions can have an impact on the world
- Is aware of the wider world and the issues it faces
- Is able to think critically, show empathy, commit to social justice and equity; value and respect diversity, show concern for the environment and sustainable development, and believe that people can make a difference.
- Has a sense of their own role as a citizen of the world

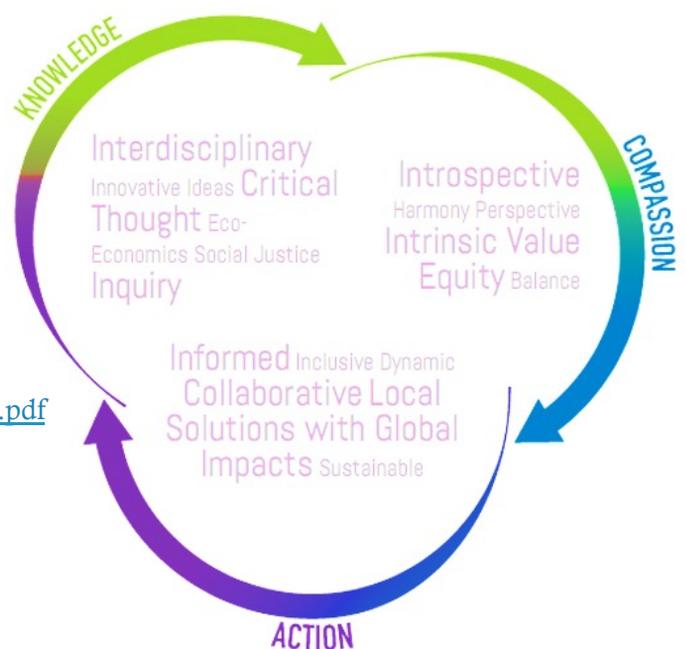
'The global village' –

*One big community sharing
common values and needs*

Useful Links:

oxfam.org.uk/education/global-citizenship

unesdoc.unesco.org/images/0023/002329/232993e.pdf



EDUCATION FOR SUSTAINABILITY

The New Zealand Curriculum highlights 'Education for Sustainability' (EfS) as a key learning area.

"Mō tātou te taiao ko te atawhai, mō tātou te taiao ko te oranga"

"It is for us to care for and look after the environment to ensure its wellbeing, in doing so we ensure our own wellbeing and that of our future generations"

Education for Sustainability NZ Curriculum Online

Education for Sustainability is an important element woven through all education levels of our New Zealand Curriculum and is integral to, and supported in, the Vision, Principles, Values and Key Competencies stated in the document.

There are opportunities to explore Education for Sustainability across all of the eight Learning Areas of the New Zealand Curriculum. All elements of effective pedagogy are drawn on and students are empowered to take action for a sustainable future.

Education for Sustainability, in [Te Marautanga o Aotearoa](#), connects to the key principle "environmental health is personal health".

The curriculum emphasises a place for schools, family, community, hapū, and iwi in the life of students in their world.

Education for Sustainability and Global Citizenship Education go hand in hand...encouraging students to inquire, explore and take action to "safeguard the future wellbeing of people and our planet."

Education for sustainability seeks to empower students of all ages to take action on issues of concern and interest to them. It describes this process as 'action competence', and uses all the key competencies, combined with experiences from the learning areas, to make this goal possible. The development of action competence and the key competencies is seen as part of the process of taking action.

Useful link: [nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-sustainability - collapsible2](https://nzcurriculum.tki.org.nz/Curriculum-resources/Education-for-sustainability-collapsible2)

ROOT & SHOOTS & THE NEW ZEALAND CURRICULUM

By utilising the Roots & Shoots programme with students you directly allow them the opportunity to engage with key aspects of the Vision, Values and Principles identified in the New Zealand Curriculum.

VISION

What do we want for our young people? (NZC, p.8)

- To be **confident** in themselves and show resilience and resourcefulness.
- To **secure** a sustainable social, cultural, economic, and environmental future for our country.
- To be **connected** - able to relate well to others, connect to the land and environment and be true members of communities.
- To be **actively involved** - participate in a range of life contexts, contribute to the well-being of New Zealand – socially, culturally, economically and environmentally.

VALUES

To be encouraged, modelled and explored. (NZC, p.10)

Through Roots & Shoots students will be encouraged to value “ecological sustainability including care for the environment”

In exploring environmental issues, people’s interests in the environment, and actions for a sustainable future, students will have many opportunities to:

- Learn about their own values and those of others.
- Develop their ability to express their own values and to make decisions around those values.
- Explore with empathy the values of others and understand why others have those values.
- Critically analyse values and the actions based on them.
- Make ethical decisions (for the benefit of animals, people and the environment) and act on them.

PRINCIPLES

The foundations of curriculum decision making. (NZC, p.9)

Roots & Shoots is largely a student-led programme within which participants can set their own **High Expectations**.

Treaty of Waitangi and Cultural Diversity As the programme develops in Aotearoa, New Zealand, we will further co-create resources with, primarily our Maori Community as Tangata Whenua and Treaty partners but also with cross-cultural support from around the country.

It is non-negotiable that the Roots & Shoots Programme is engaged with in the spirit of **Inclusion** and that all who wish to be involved are facilitated to do so in a way that is uplifting and affirming.

Students, through inquiry and the self-design elements of their projects will be **Learning to Learn**. Self and group reflection are integral to the programme.

Community Engagement is fundamental to Root & Shoots. Ideas are moved beyond the hypothetical and acted upon in the local or global 'community'.

Roots & Shoots supports the principle of **Coherence** and makes links across learning areas creating opportunities for students to find new pathways.

Future Focus

Sustainability, citizenship, enterprise and globalisation are key concepts as students are asked to take actions now with an eye to the future.



NZ CURRICULUM LINKS

Roots & Shoots programme provides direct links to key competencies and highlighted key areas of learning for New Zealand students.

KEY COMPETENCIES

Capabilities for living and lifelong learning. (NZC, p.12)

“More complex than skills, the competencies draw on knowledge, attitudes, and values in ways that lead to action.”

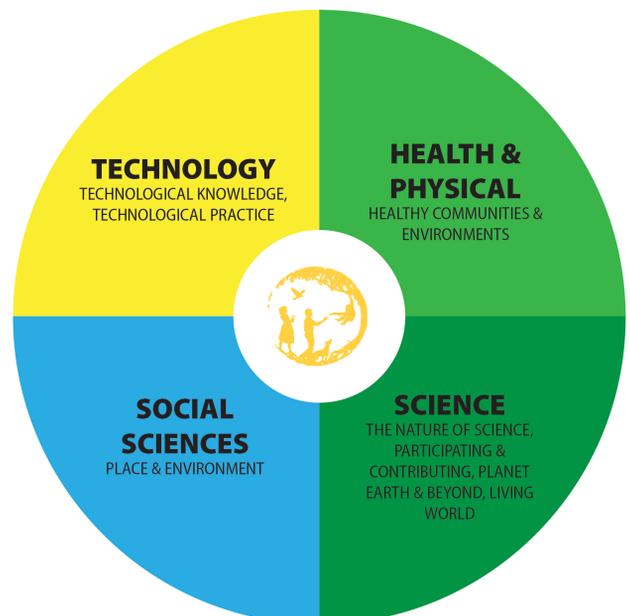
Thinking, Managing Self, Using Language, Symbols and Texts and Relating to Others are all readily used in combination with the Roots & Shoots Programme. The Key Competency we wish to emphasise is **Participating and Contributing**. Young people are empowered to make a positive contribution to their local or global community.

LEARNING AREAS

Important for a broad general education. (NZC, p.16)

All learning should make use of the natural connections that exist between learning areas to the values and key competencies.

In the *New Zealand Curriculum*, learning about sustainability issues is stated within achievement objectives, as seen in the diagram.



INQUIRY LEARNING

The Roots & Shoots Formula supports Inquiry Learning in the New Zealand classroom.

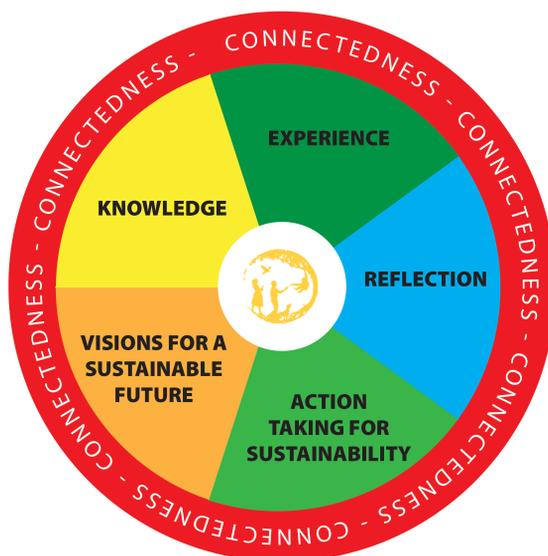
The teacher is a guide rather than instructor and, through community mapping, the students are encouraged to explore issues of importance to them and to decide which of these they would like to address and how.

Inquiry-based learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea.

It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action.

Based on definitions from Sharon Friesen and www.galileo.org/inquiry-what.html

“Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds.”



ABOUT THIS TOOLKIT

This toolkit is designed to guide you on your Roots & Shoots journey. Whether you're an educator or parent looking to inspire young people to make a positive difference in your community or a young person hoping to lead that change yourself, this toolkit will assist you.

Jane Goodall's Roots & Shoots is the youth engagement programme of the Jane Goodall Institute and is active in more than 130 countries. The programme inspires and empowers young people to become compassionate leaders who are globally mindful and locally active by guiding them through youth-led, community projects that help people, other animals and the environment.

Together we can grow the next generation of *Janes!*



JANE GOODALL'S ROOTS & SHOOTS

Dr. Jane created Roots & Shoots 25 years ago with 12 Tanzanian high school students who wanted to tackle urgent problems in their community. Roots & Shoots groups are now making a positive difference for people, other animals and the environment all around the world.

Young people design and lead projects in their communities that tackle issues they feel strongly about. Through this process, they will gain:

- Compassion & empathy
- Leadership skills
- Inquiry & research skills
- Critical thinking skills
- Systems thinking skills
- Global mindfulness
- Confidence
- Respect for diverse perspectives
- Awareness of local sustainability issues & their root causes
- Understanding of the interconnectedness of people, other animals and the environment

Roots & Shoots Projects
Are youth-led
Tackle local issues
Make a positive difference
for people, other animals
and the environment



THE ROOTS & SHOOTS JOURNEY

A 4-step journey to help you get inspired, find a local issue to tackle, plan a project and celebrate the difference you have made. Learn more below and at www.janegoodall.org.nz



STEP 1: ENGAGE



In the first step of the Roots & Shoots journey, young people are engaged and inspired to make a difference through:

- the remarkable story of Dr. Jane
- the Roots & Shoots project examples on pages 16-19
- getting outside and rekindling their relationship their with the land
- exploring and finding value in diverse perspectives



THE STORY OF DR. JANE

Dr. Jane is a renowned primatologist, Dame of the British Empire and United Nations Messenger of Peace. She travels the world 300 days a year spreading her message of hope.

She is a pioneering role model in the sciences and dedicated changemaker for communities across the globe. In pursuit of her goals, Dr. Jane had to overcome many obstacles — economic, social and professional — making her story relatable to many young people.

Help your young people learn Dr. Jane's story, and understand how they can follow in her footsteps to make a difference for their community!

A number of resources are available from the Jane Goodall Institute and Roots & Shoots that you can use to share Dr. Jane's story including:

- Biographical information on Dr. Jane on the JGI NZ website.
- Updates from Dr. Jane's worldwide travels on the *Where in the World is Jane Blog*.
- Books on Dr. Jane's life specifically for young people including *My Life with the Chimpanzees*
- Videos on Dr. Jane's work



Find out more about Dr. Jane in her books, talks and film appearances.

www.janegoodall.org.nz



DR. JANE – AN INSPIRATIONAL BIOGRAPHY

From a very young age, Dr. Jane loved animals and wanted to read every book she could about them. Her favourite books about animals were *Dr. Doolittle*, and *Tarzan of the Jungle*. She always wanted to go spend time in the forest like Tarzan, but he went and married that other wimpy Jane.

When Dr. Jane became an adult her interest in learning about animals grew, and she knew that she wanted to go to Africa to continue her learning. An opportunity to visit a family friend in Kenya arose, and she worked very hard as a waitress and a secretary to earn enough money to go on the trip. If she hadn't worked hard at these other jobs there's no way she would have been able to afford the trip.

On her trip, Dr. Jane was advised, that if she wanted to study animals, she should meet Dr. Louis Leakey a famous archaeologist who studied human natural history. Dr. Jane met Dr. Leakey and he hired her to help him with one of his projects in Kenya. After seeing how hard Dr. Jane worked, Dr. Leakey decided that he wanted Jane to go and study chimpanzees in what is now Gombe National Park in Tanzania.

As a woman, Dr. Jane couldn't go study the chimpanzees by herself, so in 1960, Dr. Jane's mother accompanied her on the trip. Once they arrived in Gombe, they set up camp and each day, Dr. Jane hiked out to try to find the chimpanzees and observe their behaviour. No one had studied them in the wild this way before, and every time Dr. Jane thought she was getting close, they would disappear.

It wasn't until after nearly the end of her trip that she was finally able to get close enough to make any kind of valuable observation of the chimpanzees. She documented many behaviours among the chimpanzees including eating, sleeping, and movement, as well as family relationships and social interactions among the chimpanzee groups. She also made notes about their emotions and personalities.

Among her observations, perhaps the greatest was that she discovered that chimpanzees make and use tools. Her first observation of this was with a chimpanzee she had named David Greybeard using a blade of grass to "fish" termites out of a mound of dirt. Since this discovery, many other scientists have discovered how other great apes, as well as many other species use tools, and our understanding of and respect for animal intelligence has only grown.

As a young scientist, the other scientists didn't respect Dr. Jane's work at first because she had given them names, and discussed their personalities. Other scientists didn't think Dr. Jane's research was valuable because at the time it was widely held that the characteristics Dr. Jane had documented were one's that only human beings could have.



DR. JANE – AN INSPIRATIONAL BIOGRAPHY

Dr. Jane persisted, and eventually her point of view was accepted. She was so much so accepted that today she is known as one of the most prominent female scientists of the 20th century.

After spending nearly 30 years studying the chimpanzees in the field, Dr. Jane began traveling the world discussing chimpanzees with all kinds of audiences, and teaching others about them. She was doing what she had always wanted to. During her travels, Dr. Jane soon began to realize, learning about the state of chimpanzee populations across the 22 countries in Africa that they inhabit, that their numbers were quickly dwindling, and that she must do something to protect them.

In 1977, Dr. Jane founded the Jane Goodall Institute to continue her research, as well as establish projects that help improve human communities in the countries where there are the highest concentrations of chimpanzees. Through a people-centred approach to conservation, these communities join the Jane Goodall Institute in its mission to protect chimpanzees and secure a hopeful future for them.

Also during her travels around the world raising awareness about chimpanzees, Dr. Jane met many young people who felt apathetic about their communities and that their futures had been stolen. Dr. Jane agreed, but she did not want to leave these young people with the belief that they couldn't do anything to make the world a better place. And so, Dr. Jane started JGI's global youth program, Jane Goodall's Roots & Shoots. Today, now in more than 130 countries Roots & Shoots promotes active involvement of young people in projects that help improve their own communities, wherever they are, for people, animals and the environment.

Today, Dr. Jane continues to travel 300 days a year speaking on behalf of chimpanzees, and helping every individual understand that they can make a difference in their communities.

FUN FACTS ABOUT DR. JANE:

Dr. Jane's real first name is Valerie.

Dr. Jane has two favourite toys that she loves very much — Jubilee, a toy chimpanzee given to her by her father when she was three years old, and Mr. H, a toy monkey given to her by her friend Gary Hahn.

Dr. Jane's favourite animal is a dog.

Dr. Jane loves dark chocolate and strong coffee - both organic and fair trade of course!

The Evolution of Jane Goodall

Let's celebrate her journey of discovery by following her evolution from a girl with a dream to a woman with a global mission

The Dreamer

Growing up in England, Jane dreamed of working with wildlife in Africa. Her mother told her, "If you really want something, and if you work hard... and never give up, you will somehow find a way."



The Scientist

At first, Jane was criticized by the scientific community for naming wild chimpanzees and forming bonds with them. In 1966 "Dr. Jane" proved her scientific chops by earning a Ph.D. in animal behaviour.



The Adventurer

Fulfilling her dream in Tanzania in the '60s, Jane Goodall discovered that wild chimpanzees are much more like us than anyone had imagined. Her observations about chimp tool use caused Dr. Louis Leakey to exclaim, "Now we must redefine tool, redefine Man, or accept chimpanzees as humans."



The Activist

In 1986, Dr. Jane reluctantly decided she must leave her beloved chimps in the forest to travel the world and raise awareness about the threats facing chimpanzees, including habitat loss and the bushmeat trade.



The Inspiration

Dr. Jane Goodall — now a United Nations Messenger of Peace — is inspiring new generations of "Janes" through Roots & Shoots, a global movement of youth who create and lead sustainable change for their communities.



You can join Jane's journey by helping the Jane Goodall Institute protect great apes, and inspire young people to help animals, other people and to protect the world we all share.

VISIT WWW.JANEGOODALL.ORG.NZ TO LEARN MORE

Photo by Hugo van Lawick

STEP 2: UNDERSTAND



In the second step of the Roots & Shoots Journey, young people physically map their community while learning to critically observe and understand the world around them, identifying key issues as they do so.

In order to make your community a better place for people, other animals and the environment, you need to first understand who lives there and if everyone's needs are being met.

COMMUNITY MAPPING

Creating a map of a community's people, animals and environmental features is the first step the Jane Goodall Institute takes in our projects in African communities. You will do the same to start your project.



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MAPPING YOUR COMMUNITY

Map the people, other animals and environmental features in your community. The map can be paper and pencil, a diorama, computer generated using mapping software such as Google Maps or world-building software such as Minecraft, etc.

The goal is to understand who is in your community and then determine if there are any community issues you may be able to address in your project

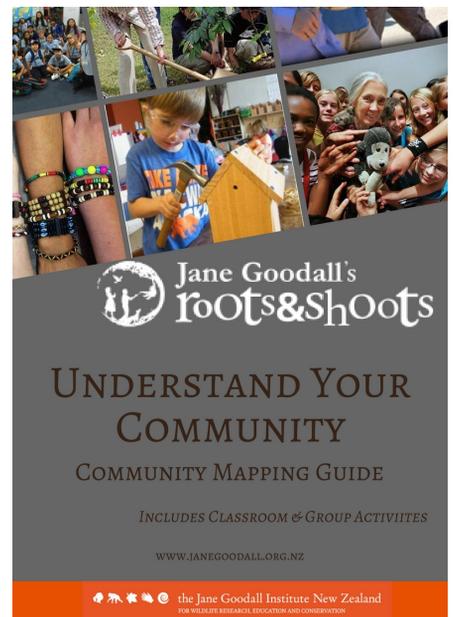
First, choose your community. For younger people, the community may be a schoolyard or front yard. For older youth, it can encompass a whole city. There are no wrong answers—as long as it is **local**, choose any community that you'd like to make a difference in.

Second, get outside! Physically walk around the community, draw pictures, take photos, identify species, speak to community members, observe wildlife, etc.

Third, analyse what you have learned. Are the needs of any of the people, other animals or environmental features in your community NOT being met? Are there any animals missing? Is the environment as clean and healthy as it can be? Are the people respected, well-fed, employed, and treated fairly?

You will likely identify a few issues, so you'll need to choose one to focus upon and design a project around.

**For step by step instructions
on Community Mapping,
download the Guide.
www.janegoodall.org.nz**



STEP 3: TAKE ACTION



In the third step of the Roots & Shoots Journey, young people determine which community issue they would like to tackle and design and implement a plan to do so.

It is key to remember that people, other animals and the environment are interconnected, so when you are designing your project, take the time to consider how your actions will affect all three groups.

Types of actions taken include:

- Educate and inform
- Change lifestyle and/or consumer choices
- Eco-management or restoration



TAKING ACTION ON AN ISSUE

During the community mapping activity, you will have identified a number of issues affecting the people, other animals and environment in the community. Choose one issue and design a project that takes action on it. Remember, as a facilitator you can guide group members in a direction that will result in deciding on an achievable project.

The choice could be made via

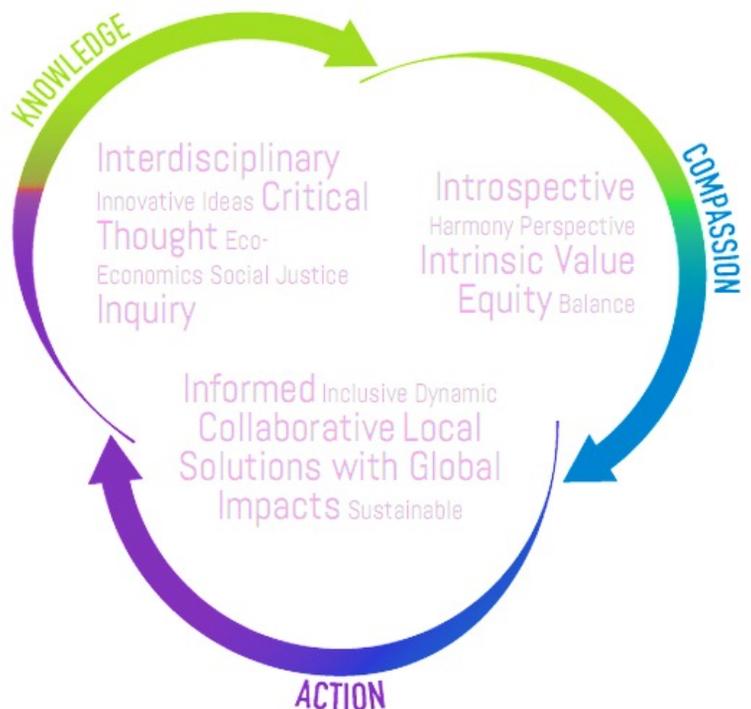
Sticker Decisions – Helpful if there are a lot of different ideas
All project ideas are presented and group members get three sticker to place as a vote.

Full Group Vote – Best if members are comfortable debating thoughts.
Read out list of project ideas, count hand votes.

Lobbying for a Project – To explore potential projects more
Members pick a project idea to research and present case to the larger group and then move to a vote.

A Roots & Shoots project can be as big or as small as you'd like it to be—remember that everything you do makes a difference and that YOU get to decide what kind of difference you want to make.

See pages 16-19 for Roots & Shoots project examples, with more at www.janegoodall.org.nz





PROJECT PLANNING GUIDE

WHAT?

- What are your project goals?

Think both in long term and short term.

(e.g. Our short term goal is to start a recycling programme at our school. Our long term goal is to educate the student population about the importance of recycling and to reduce the amount of school waste by 40% next year.)

- What challenges might you encounter as you try to address this problem?
- Based on your community map, what resources exist that can help you be successful? Is there a local organization already working on this issue? Do you know a parent, student, friend or community member with helpful connections or skills?

HOW?

- What information will you be collecting to measure your success?
- Brainstorm possible challenges to reaching your project goal.
- What will you do to overcome the challenges or barriers listed above?
- What supplies and materials will you need for your project? Make a list of everything you think you will need (e.g. supplies, transportation, etc.). Keep in mind that many businesses and organisations will donate or lend materials. Contact prospective donors to ask them for help.

WHERE?

- Where will your project take place?

Use this location checklist to ensure the safety, and appropriateness of the site:

- *We have permission to use the site.*
- *We have permission from our parents/guardians to use this project location.*
- *We have arranged for project participants will be able to get to and from the project site (if applicable).*



PROJECT PLANNING GUIDE CONTINUED

WHEN?

- What is your project timeline?
- Are there scheduled meeting or project dates in between?

Create a timeline for the project showing target completion dates for the various stages. Check one or more of the following:

- Everyone has a copy of the timeline that we created as a group.
- A master copy of the timeline is posted in a place where everyone has access.

WHO?

- Who in your group will be responsible for the various project tasks?

Divide the jobs among your group members. Consider the time commitment that each job will require and how much time each group member can commit. You can assign tasks according to group members' strengths or you may want to give students a job that is completely new and different to them.

If your project requires on-going action (e.g. watering recently planted trees), discuss with your group how this responsibility will be delegated.



COMMUNITY COLLABORATION

Collaboration can occur on different levels. It can be as easy as reaching out to parents or it can become more in depth as your group communicates with the different resources (organisations, companies, etc.)

REVIEW YOUR MAP

You may have already discovered some helpful resources on your community map! For example, if your group identified homeless animals as a main concern to address in your project, have group members contact any animal resources you identified through the community mapping process and see what type of support they can provide.

CONNECT WITH PARENTS

Many skilled and enthusiastic supporters are already invested in your group! Parents can help in a number of ways by offering expertise, service, knowledge and possibly bringing materials to your service learning project. The first step is to ask. Send a notification about your project home to parents and guardians of group members and offer a list of ways they can be supportive.

APPROACH YOUR SCHOOL

If your group is located at a school, add your project to the next school board meeting agenda and see what creative ideas they come up with or reach out to your principal and colleagues! Your school contacts may know local organisations who can support you and your students.



UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

Each Roots & Shoots project is meant to make a positive difference for the people, other animals and environment in your community. Your project may focus on one of these three groups but remember that they are all interconnected—anything positive you do for one group should also (eventually) be good for the other two.

Ensuring that our actions benefit society, economy and the environment (or in Roots & Shoots terms: benefit people, other animals and the environment) is the idea behind the concept of sustainability.

In 2016, the United Nations launched the Global Goals for Sustainable Development; a plan to make the world a more sustainable place by



The solutions to each of the 17 goals are going to require us to ensure that the needs of people, other animals and the environment are all considered equally.

To learn more about the Global Goals, visit the JGINZ website.

Each Roots & Shoots project makes a positive difference for a local sustainability issue and thus, contributes to one or more of the Global Goals.



ROOTS & SHOOTS PROJECT EXAMPLES

GREENING MY COMMUNITY

Diepsloot, South Africa

160 school children in schools in Diepsloot created school awareness campaigns, planted trees and flowers and designed and planted edible gardens. The impact of the projects has been that 30% of those children want to pursue Environmental careers; vegetables in the gardens are contributing to the school's feeding scheme; In schools that have no access to computers or Research other students are Informed of ecological issues.



FRUITLESS

Humdrum Studio, Media Design School, Auckland, New Zealand

Five students created an animated short-film aimed to send a serious environmental message, inspired by an article from the Jane Goodall



Institute regarding forest destruction. Saul the sloth, whilst intent on providing his daughter some fruit, does not notice the rapid changes to the environment happening around him. The film is a heartfelt story of loss and environmental awareness.



NATIVES NEW HOME

Orokonui Sanctuary, Dunedin,
New Zealand

Roots & Shoots groups at Orokonui Sanctuary worked to clear, prepare, and plant a new area for takahē within the sanctuary.



FINDING SOLUTIONS TO FOOD WASTE

Westmount Charter School-Elementary Campus, Alberta, Canada

Students decided to tackle the issue of food waste. They invited guests from COSTCO and the nearby Food Bank to speak about the issue. The students discovered that 50% of food waste in landfills is generated by private homes. The fourth graders subsequently implemented a composting programme in the classroom, and have written to the Mayor of Calgary asking that the city follow their example by initiating community-wide composting.

EVERYONE MAKING A DIFFERENCE

Kristin School, Auckland, New Zealand



The Roots & Shoots groups at Kristin school work on projects and help to enable the entire school to be more environmentally aware.



BAN THE BAG Sydney, Australia

Roots & Shoots members set up at Sydney Sea Life Aquarium and raised public awareness about the devastating impact plastic bags are having on marine life. They collected signatures to ban the use of plastic bags.



NATURE BY TWILIGHT

Wellington Zoo, Wellington, New Zealand

Wellington Zoo's Roots & Shoots group arranged a night tour of Otari Wilton Bush as part of NZ Parks Week. The community event included young members of the groups presenting to participants, an evening of exploration, glow worm viewing, gecko searching, eel spotting and more.

MEDICINE WHEEL CLASSROOM

Terrace Ridge School, Alberta, Canada

This school designed and built an outdoor classroom in the shape of a Cree Medicine Wheel. Students lead the planting and maintenance each year, ensuring they use native plants that create wildlife habitats. The



classroom was blessed by a local Cree Elder and has become a beautiful meeting place used by the school and community alike.

STEP 4: CELEBRATE



In the final and very important step of the Roots & Shoots Journey, young people celebrate and reflect upon:

- what they have learned
- the difference they have made
- how they may see themselves and their role in the world differently
- how this experience will inform their next project (and their lives)

This is also the time to share with us the story of your project. For more information, visit www.janegoodall.org.nz



PROJECT REFLECTION

Reflection allows group members to think about and communicate the significance of their actions.

Ask group members to consider how their project has an impact on all three community areas: **animals, people AND the environment.**

For example, a project addressing urban runoff on a local stream might be viewed primarily as an environmental project. However, one could also connect how improving the condition of the stream would additionally benefit the lives and health of animals who make that body of water their home. The same could be said for the local human population that live around the stream.

PROJECTS AND ACTIVITIES

- Journaling
- Photographing/drawing
- Storytelling
- Role playing
- Group debriefing
- Pair Sharing (i.e. group members share with a partner what they have learned)

Get creative! At Roots & Shoots we have witnessed many creative examples of reflection.

For examples, group members have used their smartphones to document and compile video journals of their projects. Other groups have started blogs where they record and publish their journey.



MEASURING SUCCESS

Tracking accomplishments and noting challenges helps young people continuously improve and demonstrate what they have learned.

TRACK YOUR PROGRESS

At the beginning decide what data will be useful to demonstrate impact for your specific project. When identifying this data, consider your project goals and how you will show if your project has been successful. Throughout your project have group members mark milestones in their progress against their goals and timelines.

RE-MAP YOUR COMMUNITY

Some projects may benefit from a post-project community map. Group members can revisit the observations made in their original map and compare them to changes that they see in their community after their project has ended.

SURVEY YOUR COMMUNITY

You may wish to conduct a pre and/or post project survey.

- **Photo Survey:** Group takes before and after photos of their community to demonstrate the physical changes they've made.
- **Public Interviews:** Group members survey individuals in their community to learn how their project has impacted them
- **Data Collection:** Group members outline specific data they wish to collect to measure their impact. They design detailed surveys to conduct before and after their project.
- **Group Member Survey:** Group conducts a survey of it's members to learn how the project has changed them and their perspective on their cause and their community.



CELEBRATING YOUR IMPACT

By taking time to recognize the work that you've done, members have the opportunity to share their success with the community and reflect on the journey that you've shared. There are many different ways to recognise the accomplishments of your project.

CREATE A VIRTUAL CELEBRATION

Choosing to create a virtual celebration of your projects a great way to share your story with your community and can even provide a long lasting tool that will continue your cause after your project is finished. Some ways to create virtual celebration include:

CREATE A PUBLIC SERVICE ANNOUNCEMENT (PSA): By alerting the public about the issue you have identified in your project, you can tell your story while creating an on-going tool to create awareness. Group members can take leadership in the filming and editing of your video.

MAKE A VIRTUAL SCRAPBOOK: Group members can compile footage, photos, data, your map and whatever other highlights your group would like to celebrate into a video or slideshow.

HOST A CELEBRATION EVENT

Hosting an event with your group members can be a great way to share with the community while getting together and celebrating. Examples of a celebration of service event include public displays of your project or actual events where community collaborators, project beneficiaries and participants of your work are all invited to attend.

Work with your group members to plan the event including assigning roles such as public outreach coordinator, photographer, MC etc.

EXPLORE FURTHER

- Share with us the story of your project – info@janegoodall.org.nz
So that we can share it with the national and international R&S community.
- Apply for a Roots & Shoots Mini-Grant:
www.janegoodall.org.nz/roots-shoots/roots-shoots-for-educators/roots-shoots-mini-grant
- Become a Roots & Shoots School:
www.janegoodall.org.nz/roots-shoots/roots-shoots-for-educators/roots-shoots-schools/
- Explore ... www.janegoodall.org.nz



SIGNIFICANT ROOTS & SHOOTS DATES 2018

INTERNATIONAL DECADES

United Nations Decade on Biodiversity (2011-2020)

DAYS AND WEEKS

TERM ONE

| | |
|--------------|---|
| 26 Jan | JGI's International Phone Recycling Day |
| 2 Feb | World Wetlands Day |
| 6 Feb | Waitangi Day |
| 11 Feb | International Da of women and Girls in Science |
| 19 Feb | Roots & Shoots 27 th Anniversary |
| 25 Feb-5 Mar | New Zealand Seaweek |
| 3 Mar | World Wildlife Day |
| 20 Mar | International Day of Happiness |
| 21 Mar | International Day of Forests |
| 22 Mar | World Water Day |
| 3 Apr | Dr. Jane's 84 rd Birthday |
| 22 Apr | Earth Day |
| 25 Apr | ANZAC Day |

TERM TWO

| | |
|-------------|--------------------------|
| 14 May | World Migratory Bird Day |
| 19 - 27 May | Youth Week Aotearoa |
| 5 Jun | World Environment Day |
| 8 Jun | World Oceans Day |
| 18-24 June | National Volunteer Week |
| 15 Jun + | Matariki |

TERM THREE

| | |
|-----------|---------------------------------|
| 5-11 Aug | Schools' Peace Week Aotearoa |
| 12 Aug | International Youth Day |
| 1 Sep | Primate Day |
| 7 Sep | National Threatened Species Day |
| 11-17 Sep | New Zealand Conservation Week |
| 1 Sept | International Day of Peace |

TERM FOUR

| | |
|--------|-----------------------------|
| 1 Oct | World Habitat Day |
| 4 Oct | World Animal Day |
| 24 Oct | United Nations Day |
| 5 Dec | International Volunteer Day |
| 10 Dec | Human Rights Day |

*CONGRATULATIONS ON BECOMING PART OF
THE ROOTS & SHOOTS GLOBAL NETWORK!*



For further information or help visit www.janegoodall.org.nz