

Starter Activity: Vocabulary

Either write the vocabulary and meanings on the board and ask students to copy and match the vocabulary to the meaning or photocopy for each student.

'Our World' Project Vocabulary

Match the words to their meanings and learn how to use and spell them.

Fertile	The top covering
Barren	A place where insects, birds, animals etc can live
Species	Rich - can grow new life
Canopy	Varied and different types of environment with different biology
Habitation	Poor quality - can't grow new life
Biodiversity	Type, kind or group.

Feedback:

Please let us know if you have used this resource and what you and your students thought of it.

We would also love to see any films and animations that your students produce about 'Our World'.

For further information about the project email: jkiekopf@cfbt.org

Phase One: OUR WORLD – BRUNEI Peer Education Project



Teachers' Notes

This DVD is a student centered peer education resource produced by a group of secondary school students in Brunei Darussalam. There were 60 students involved in making the films and animations. All of the documentary filming was undertaken by Year 8 students – they were the camera operators, sound engineers, directors and presenters.

The resource was created within a time frame of a week, although the students were given time prior to the filming week to research. The whole process is explained in 'The Learning Journey' chapter on the DVD.

Why the Rainforest?

Conservation of the rainforest in Borneo was chosen as the focus of the project because Brunei still has most of its rainforest intact. It is unique in that it is the only country on the Island of Borneo that has not conducted mass deforestation to create palm oil plantations. In this DVD the students show off their beautiful country and share their knowledge of how important it is with students both in Brunei and abroad

The project is designed so that students in other countries, initially England and Botswana, can watch the DVD and then be inspired to create their own peer education resource about conservation issues in their part of 'Our World'. If you are intending to use the resource outside Brunei it is advisable to do some preparation with your students first.

Before watching:

Your students should prepare to watch the DVD by finding out as much as they can about Brunei Darussalam. They can display a map on the classroom wall and use their ICT skills to find out about Brunei and the Heart of Borneo project. They should know where Brunei is and that it is unique in caring for its rainforests.

Complete the Starter Activity on the back of this insert.

While watching:

The 'Our World' section begins with a brief introduction to the school, SM PAP Hajah Rashidah Sa'adatul Bolkiyah, in Lumut, Brunei Darussalam. The students created this mini documentary in half a day following an introduction to filming techniques, shot styles and the equipment. They set the scene with the aspects of the school they felt would be of interest to students watching it in other countries. It is a student led snapshot of their school.

Teaching Methodology:

Shared note making using snowball groupings.

The rainforest film is divided into four sections characterised by a question. Write each of these on the board:

1. What is the rainforest like?
2. Why is it important?
3. What problems does it face in other parts of Borneo?
4. What are the solutions to these problems?

Before watching the film, give each of your students a number 1 – 4. Instruct them to make notes on the question that has their number. They should of course watch the whole film, but they should focus on noting and remembering the information in their section.

When the film is finished, get all the number 1s together to compare notes and fill in the missing details. Do the same for the other numbers. When they are happy that they have all the relevant information for their section, create groups of 4 consisting of a number 1, 2, 3 and 4. Between them they will have a full set of notes. They can share their notes and information with each other in a small group discussion.

Assessment for learning:

When they have all the notes, instruct them to complete the task on the next page. They can use the checklist to plan and to complete a self assessment or peer assessment when they have finished.

Suggested Task:

Create a leaflet about the rainforest in Borneo. **Model:** Give students different leaflets to study the variety of layout options and the use of fact boxes, bullet points, maps, graphs, headings and sub headings. This checklist will enable students to check and assess their own work as they plan and write.

Our World - Leaflet		☆	T
Self / Peer Assessment Checklist			
Content.....	Correct information	<input type="checkbox"/>	<input type="checkbox"/>
	Outline problems	<input type="checkbox"/>	<input type="checkbox"/>
	Suggest solutions	<input type="checkbox"/>	<input type="checkbox"/>
Organisation.....	Clear layout	<input type="checkbox"/>	<input type="checkbox"/>
	Headings	<input type="checkbox"/>	<input type="checkbox"/>
	Sub headings	<input type="checkbox"/>	<input type="checkbox"/>
Accuracy.....	Capital letters	<input type="checkbox"/>	<input type="checkbox"/>
	Punctuation	<input type="checkbox"/>	<input type="checkbox"/>
	Clear paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
	Correct spelling	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary.....	New words	<input type="checkbox"/>	<input type="checkbox"/>
☆ _____			
☆ _____			
T _____			
Peer assessor			

Differentiation:

High achievers can do some more research and be expected to add to what they have learned in the film. They may also like to explain the science of photosynthesis and transpiration in the rainforest.

Lower achievers can be instructed to make a poster containing an important message about saving the rainforests around the world.