



# A Guide to School Twinning





# A Guide to School Twinning

## Contents

<b>Purpose of the document .....</b>	<b>4</b>	<b>A School Twinning Structure .....</b>	<b>30</b>
Introduction .....	4	Greenmeadow Farm trip	
Aims and Objectives.....	5	– Torfaen .....	30
Foreseeing challenges.....	5		
Best practice to challenge or explore pupil’s behaviour/ language.....	6		
<b>Lesson Plans.....</b>	<b>7</b>	<b>Glossary of Activities.....</b>	<b>33</b>
Exploring Diversity .....	7	Day trips.....	33
		Classroom or small venue activities .....	34
		Checklist .....	36
<b>Lesson Plan Guide .....</b>	<b>20</b>		
Lesson Plan Guide Notes Diversity and Identity Workshops .....	20		
Introduction .....	20		
Part 1 .....	20		
Part 2 – Identity & Culture .....	20		
Part 3 - Diversity PowerPoint.....	21		
Prejudice.....	23		
Creating an identity Circle.....	23		
Uzair from George Street Primary School – Pontypool .....	24		
Challenging Stereotypes .....	26		



## A Guide to School Twinning

### Purpose of the document

This document is designed to support schools before, during and after their school twinning initiative. School twinning is a preventative action that attempts to build understanding between diverse groups of pupils/ young people. The process can build mutual trust and respect by breaking down stereotypes and misconceptions about the 'other'. The document is not exclusively for schools and can also be used by youth clubs, care settings, sports clubs etc. There are useful resources and lesson plans available which can be used for one or two hour workshops which encourages young people to use their critical thinking skills. This document aims to equip staff to feel more confident when delivering workshops and also to challenge intolerance towards people who are not part of the majority.

### Introduction

'A Wales of cohesive communities' is a goal identified as part of Wales's national well-being plans. West Gwent local authorities have identified community cohesion as an important goal to work towards a brighter, safer, more prosperous future. As part of the local authorities statutory duty it is important to develop a range of initiatives targeted towards learning, communication and inclusion that advances equality of opportunity as well as promoting good relations between communities. This document aims to encourage integration, value difference and ensure the focus is on the shared values that join people together rather than those which divide us. As part of the national curriculum, all schools recognise

their responsibility to promote diversity and learn about other cultures and traditions outside of their immediate experience. School Twinning involves making links between classes of children from schools with diverse catchment areas including ethnically, culturally and socio-economic to create a meaningful context for the exploration of identity. Twinning can be used to build relationships to explore what is similar between us and to explore diversity. Although the demographic of South Wales is continually evolving, West Gwent immigration levels, especially within the more rural areas, have remained relatively constant. As a result the staff and pupil population of schools within West Gwent have tended to reflect the wider population



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which is predominantly a monoculture, White British. As a result of this, young people are having less opportunity to have contact with other people who may have different culture, skin colour, religion etc. School twinning provides an opportunity for exploration of diversity as a fun unconventional approach.

## Aims and Objectives

Staff who are involved in this work must be clear of their aims and objectives and what they are hoping to achieve.

Aims and objectives will differ depending on the length of the project/ series of workshops. Staff may want to run a series of workshops as there may have been a few incidents of racial bullying within the school, other staff/ organisations may want to plan a 12 month twinning project and explore diversity with a school from a different area.

Here are some aims and values to guide staff through the school twinning process:

- Provide opportunities that encourages integration between young people from a different culture, race and religion
- Education around myths in the community and anti-rumour approaches
- Enable adults who work with pupils to meet and share ideas to broaden perspectives

- Increase pupils' knowledge and understanding about the diverse nature of different communities
- Encourage pupils to develop good relationships and respect similarities and differences  
Provide opportunities for shared learning experiences which promote community cohesion by breaking down barriers fuelled by lack of knowledge
- Develop children's critical thinking skills and improve communication and participation skills

## Foreseeing challenges

Ensure clarity around the school twinning process by arranging meetings between both schools to plan the project. Both schools should participate in diversity training prior to meeting with each other. There should be an agreement that both schools will adopt a consistent approach when dealing with any complaints or managing challenging behaviour.

Schools should allow time for an evaluation at the end of each day to ensure any concerns or challenges have been captured. The daily evaluation will enable the facilitators to implement any changes to the plan based on feedback.

Arrange transport and ensure capacity in both schools to host each other and facilitate activities. Arrangements for any dietary requirements will also need to be considered.

## A Guide to School Twinning

Ensure parents have been made aware of the project and schools will ensure any consent needed for children to participate and travel.

The current Covid-19 pandemic restricts big groups gathering, therefore a digital and distant school twinning programme should always be considered if changes need to be made at short notice. This could include interacting with schools as pen pals by writing to each other and responding to set questions which relate to diversity and experience of local communities. Contact with schools could be carried out via Zoom or any digital platform with an exercise planned. Schools could make videos of discussions they have had when doing the lesson plans and exchange with the other school. Any diversity training required for schools could be carried out online via Zoom or Teams by the cohesion officers. As with all interactions, planning and setting boundaries is important. Evaluating the contact will enable any learning or changes to be made to ensure the experience is positive and provides value.

### **Best practice to challenge or explore pupil's behaviour/ language**

Diversity training will explore cultures and differences with the aim of promoting and celebrating differences

and similarities. The training should also seek to challenge any inappropriate language and encourage children to report any concerns they have about language or any form of bullying. When the schools meet up to take part in activities together, there should always be an introduction which outlines the ground rules and boundaries based on the diversity training. Everyone should be clear about how they can report any concerns and should be encouraged to seek support from staff if required. Everybody should be clear about what constitutes inappropriate or racist language. The response to any concerns must be consistent from both schools.



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# Lesson Plans

## Exploring Diversity

**Primary Themes:** Diversity & Inclusion

**Secondary Themes:** Race, Citizenship, Sexual Orientation, Disability, History, Respect, Culture

**Lesson Outcomes:** Pupils will learn to recognise the success and influence of the BAME population. Pupils will use their critical thinking skills to explore how their daily lives have been influenced by the culture and traditions of other countries. An emphasis on respecting differences will be a key to challenge prejudice and negative stereotypes.



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Different  
Individuals  
Valuing  
Each other  
Regardless of  
Skin,  
Intellect,  
Talents or  
Years

← Diversity

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## Would Bassetts sell these?



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Would these be more popular?



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Which is more interesting?



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## Your views

- On paper, list numbers 1-5.
- As each question is revealed, choose your answer from A-E and record your chosen letter against each number on your paper.
- No discussing your answers!



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## Your views

Question 1: What is your favourite food?

- a) Roast dinner
- b) Curry
- c) Chinese
- d) Pizza
- e) Pasta

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## Your views

Question 2: Which of the following sports do you like the most?

- a) Rugby
- b) Dance
- c) Football
- d) Tennis
- e) Gymnastics

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## Your views

Question 3: What country would you most like to visit?

- a) Spain
- b) America
- c) New Zealand
- d) China
- e) Italy

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## Your views

Question 4: What is your favourite colour?

- a) Black
- b) Red
- c) Green
- d) Blue
- e) Pink

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## Your views

Question 5: Which of the following statements do you agree with?

- a) I think it is wrong to talk about people behind their back
- b) I don't like to give people the opportunity to get to know me
- c) I think it is important to protect the environment
- d) I believe everyone is born free and equal
- e) I don't like people who don't believe in God

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## What is diversity?

- Diversity is a range of different things.
- We are going to explore and celebrate diversity in our country
- For hundreds of years people have moved to Britain from different countries. This may be for a variety of reasons:
  - Seeking asylum/refugees.
  - Work opportunities.
  - A new adventure.
- When people come to Britain from a different country they contribute their own cultural influence in addition to adopting British influences.

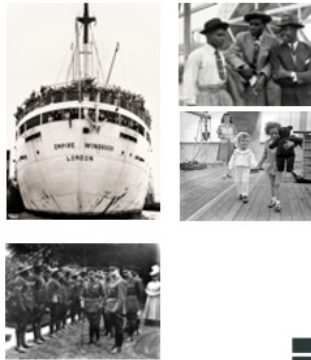
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## Diversity of the UK

- Britain, down to its deepest roots, has always been a diverse nation.
- Windrush Generation.
- We also have lots of British people migrating to different countries which in turn will have a British influence.



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**TORFAEN COUNTY BOROUGH** **TORFAEN** **YMERODUR** **SIRIUS** **TORFAEN**

## A mix of food



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**TORFAEN COUNTY BOROUGH** **TORFAEN** **YMERODUR** **SIRIUS** **TORFAEN**

## Exploring origins of food

- Chicken schnitzel
- Chicken chow mein
- Tagine
- Lamb cawl (stew)
- Frogs legs
- McDonalds
- Tacos and burritos

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## A mix of food

- Asian cuisine has become part of the British diet with chicken tikka masala being one of our most popular dishes!



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## A mix of music and dance



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**TORFAEN COUNTY BOROUGH** **SWDDEISTREF SIROE TORFAEN**

## A mix of sports



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**TORFAEN COUNTY BOROUGH** **SWDDEISTREF SIROE TORFAEN**

## A mix of fashion



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## Our cultural life

- Ethnic diversity has made our society rich in culture and contributed to our economic, social and democratic development.
- Everything in modern Britain – from music and fashion to food and language – has been influenced by different ethnic communities, cultures and social groups...
- Diversity is an integral part of being British.



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## Our cultural life

- British music combines influences from all over the world. Some of our most successful musicians are from ethnic minority groups.



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## Our cultural life

- Sportsmen and women from ethnic minority groups have made huge contributions to our sporting success and achieved world class status.



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## Our cultural life

Can you imagine our country without these people?

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**Ashley Williams**



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**Dame Tanny Grey-Thompson**



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**Gareth Thomas**



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**Betty Campbell MBE**



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**Mako Vunipola**



Without Immigration, some British Lions wouldn't live here

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**TORFAEN COUNTY BOROUGH** **TWRDDEUSTREF SIROSI TORFAEN**

## Respect our differences

- It is important to celebrate and respect that we are all different.
- Remember, we are all different in our own way (each one of you), and we all add something special to the diversity of our country.
- The world would be a boring place if we were all the same!
- Finding out about different cultures and discovering the different ways that people live and think is fascinating, and helps everyone to get along and understand each other better.
- So let's show some respect for difference.



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## Lesson Plan Guide

### Lesson Plan Guide Notes Diversity and Identity Workshops

#### Introduction

- Introduction to the class
- Ask what do you think community cohesion means
- Give a simple explanation of what community cohesion is
- Outline what the lesson will be exploring

Topics covered: Identity, similarities & Differences, celebrating our diversity, prejudice and stereotypes.

#### Part 1

Getting to know the class.... Similarities and differences and what pupils have in common.

What is your favourite.....

Pizza or KFC, Chocolate or Ice Cream, Art or Maths, Santa or Easter bunny, summer holiday or winter holidays.

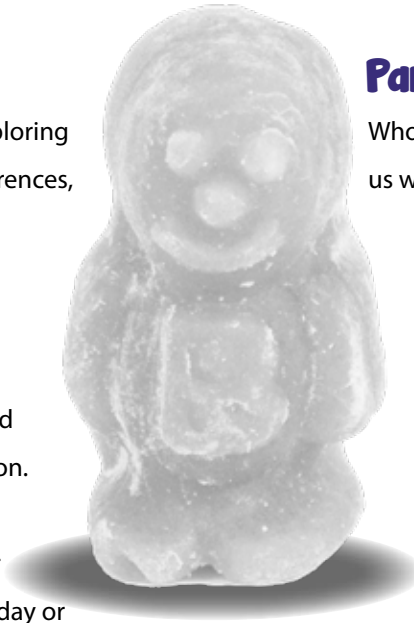
(Separate each group at either end of the class room)

- Get the class into pairs and get them to find out at

least 3 things they have in common (5-10 mins).

Now do the same activity but with differences.

- Explore visible and invisible similarities and differences



#### Part 2 - Identity & Culture

Who Am I?? – An understanding of what makes us who we are.

- Our environment and our social interactions shape who we are.
  - Scenario – Pupil goes on holiday to Spain and meets a Spanish boy or girl the same age and they want to know where you're from. How can they share what is unique about their country of origin?
- 3 unique or good things about Wales?
- What do you think influences who we are?
- Would I have this accent if I always lived in Jamaica? My Accent is a small part of my identity.

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- Tell me a few other things about Welsh Culture?
- Tell me a bit more about the local communities you belong to?

### Part 3 - Diversity PowerPoint

- Email: [michael.morgan@torfaen.gov.uk](mailto:michael.morgan@torfaen.gov.uk) for soft copy with notes

See attached discussion points for each slide.

The text below can assist conveying messages around diversity as an alternative to slide notes.

Diversity comes in many forms: gender, race, religion, sexual orientation, age, culture, socioeconomic background, etc. All of these contribute to an individual's unique experience of the world. Sometimes we need to take a step back and examine the presence of diversity in our own life. How diverse is your school? Neighbourhood? Place of work? Group of friends? Is diversity something we should strive for in all aspects of our lives?

If you experience diversity in your everyday life, you will have regular exposure to people, cultures, traditions, and practices that are unlike your own. You will learn the skills to communicate and interact with communities and concepts that you are unfamiliar with and gain a more worldly view.

Not only will you enhance your social development, but

you will also increase your understanding of the world. This will prepare you to be a part of a global society, whether you are traveling to a new country, working with diverse co-workers, or just reading about events in the news that have heavily impacted a population different than your own

Hearing about another's experience can shed light on a life different than your own and provide you a new perspective. When you compare your struggles, priorities, and values, you can really begin to comprehend where an individual is coming from and understand his or her actions and behaviours. Perhaps talking to someone new will change your mindset and priorities, or at least make you appreciate another's motivations and hardships. Promoting diversity is the first step to not just tolerate difference but towards true acceptance. Through growing contact and exposure to new people, individuals may see that they may have more in common than they thought.

Anti-Hate Message #LOVENOTHATE

Diversity is colourful! What if everyone who surrounded you was exactly like you, in every way? Where is the fun in that? We need new ideas, views, and practices to stimulate and inspire us, to show us the way others eat, celebrate, and love!

Together, our differences make a strong, beautiful, world

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community. Even in the face of intolerance, discrimination, and violence, we must not forget to spread the word about the importance of diversity and to respond to that violence with a love and a celebration of our differences.

### Something Else Story book

- Email: [michael.morgan@torfaen.gov.uk](mailto:michael.morgan@torfaen.gov.uk) for soft copy with notes

**Primary Themes:** Acceptance, Belonging

**Secondary Themes:** Friendships

**Lesson Outcomes:** Pupils will empathise with what the character is experiencing. This is a powerful story which teaches the good moral of acceptance.

Why is he not like them?

Could you tell he was making the effort to fit in?

Do we ever copy people's behaviour when we want to fit in?

Why don't they include him?

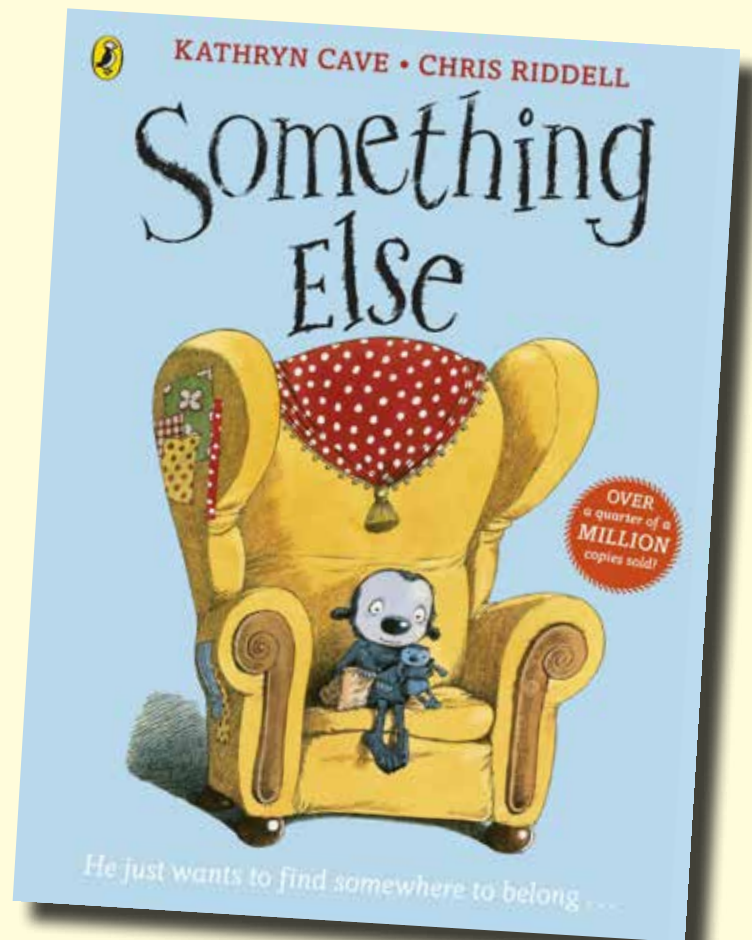
Why does he tell the creature to leave?

Why does he change his mind?

If your mum and dad moved to a different city and you had to move to a different school, how would you feel?

How can we make people feel welcome?

What do they do at the end with the boy?



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## Prejudice

**Primary Theme:** Prejudice (pre judgement)

**Lesson Outcomes:** A fun game which explores preconception and how judgement and assumptions can be inaccurate.

'Never judge a book by its cover'

What does this mean??

Pre/judge

### Judging Mr Morgan game:

Where do I live?

Do I have a girlfriend/boyfriend/husband/wife?

What's my favourite sport?

How many children do I have?

What is my favourite cuisine?

How many siblings do I have?

We can often assume and put people in certain boxes of who we believe they are. This exercise emphasises the importance of getting to know people and how we can often stereotype.

## Creating an identity Circle

**Primary Theme:** Identity

**Secondary Theme:** Belonging, Community, Family

**Lesson Outcomes:** Pupils will explore their identity

and how as young people they are influenced by their social circles and their environment. They will learn the importance of community and gain an introspective view of themselves.

**KEY QUESTION:** Who am I? Who are we? What makes us unique? What is important to us?

### Background

This activity allows learners to explore aspects of their own identity.



### Activity

Before completing this activity, the teacher should draw their own identity circle as a model for the class (follow instructions 2-3), and also to show that sharing information about identities is a positive thing that adults are prepared to do too.

There are many elements of identity you could include e.g. hopes and dreams, place of birth, where you live, family, beliefs, fears, pets, faith group, personality, music/books/TV you like, languages you speak, sports you like, favourite food, favourite colour etc.

1. Introduce the idea of an identity circle, the aim, and explain to the group what you have included

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in your identity circle, and why.

- Learners should draw a large circle in the middle of a piece of paper, and a number of outer circles. See template below.
- Next they need to draw a picture of themselves in the centre circle and write about the different aspects of their identity in each of the outer circles, like the photograph included, placing things that are especially important nearer to the centre and things that are less important further away. The teacher's model will help here.
- Put learners into small groups to share their information and discuss: Which things make up the largest parts of your identity?
- Ask them to find something they have in common with others in the group and something that makes them unique/individual from the group. You can use the below definition of unique to support learners.

You could extend this activity using identity cards and place these into a diamond according to importance.

### Uzair from George Street Primary School - Pontypool

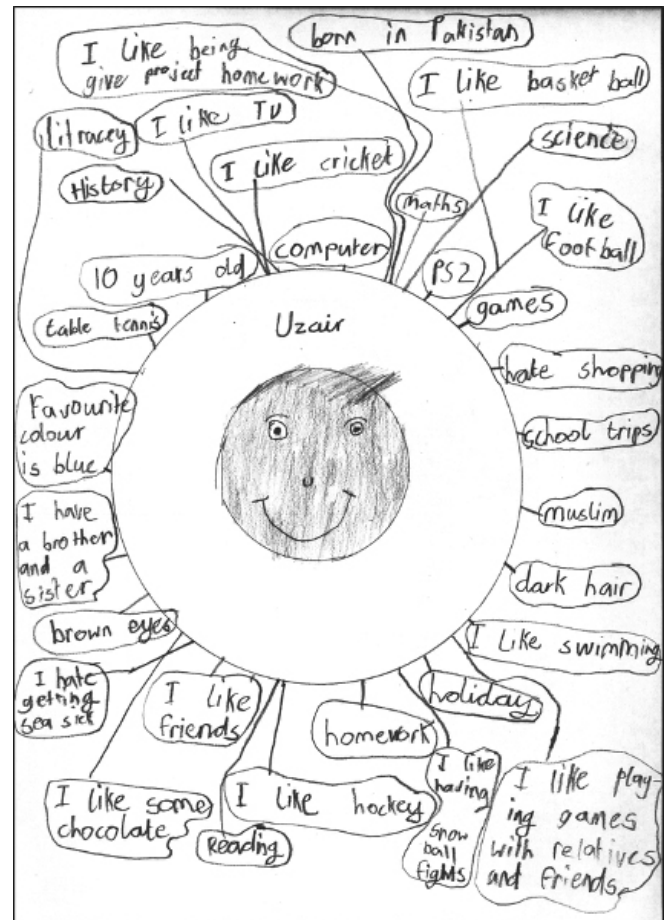
**Primary Theme:** Identity

**Secondary Theme:** Community, Rights, Responsibility,

Prejudice, Stereotypes

**Lesson Outcomes:** Pupils will learn what communities they belong to and gain an understanding of their rights and responsibilities in all community groups they are part of.

All that we share - [www.youtube.com/watch?v=jD8tjhVO1Tc](http://www.youtube.com/watch?v=jD8tjhVO1Tc)





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## Step 1

Put your pupils/young people into groups of 4 or 5.

## Step 2

Write “community” on the board. prompt or explain that a community is a group of people living in the same place or having particular characteristics, attitudes, beliefs or interests in common.

## Step 3

Give or prompt some communities such as family, school, university, group of friends, religion, sporting club and nation.

## Step 4

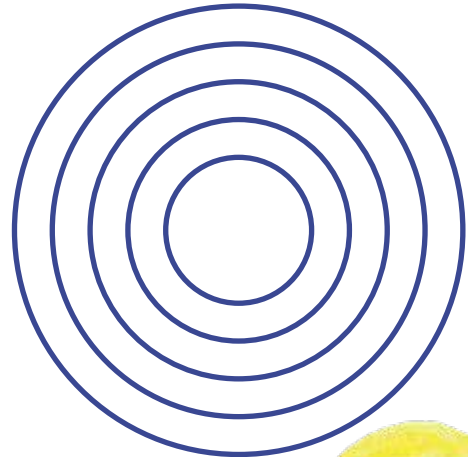
Explain that we all have a role or roles as members of a community. For example, within the family we have a defined role or roles as daughters, sons, sisters, brothers, mothers or fathers; at university students have a defined role while teachers have another.

## Step 5

Explain that each of these roles is ‘supported’ by a number of duties, responsibilities and rights.

## Step 6

Draw a small circle on the board and write “family” within it. Explain that this is the smallest and first community we belong to. Draw a second circle around the first, and then draw three more until you have five circles, one inside the other like the image below.



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### Step 7

Ask your students to copy the circles. Individually, they should write the name of a community they belong to, for example, school, city, university, group of friends, football team, in each of the other 4 circles.

They should think what their role is within each community, and what duties, responsibilities, and rights they have.

### Step 8

In their groups, they should discuss what communities they wrote down, what their roles are within them, and what duties, responsibilities, and rights they have. Encourage them to try to discover what they have in common within their different communities.

### Step 9

The groups take turns to share what they have in common with the rest of the class.

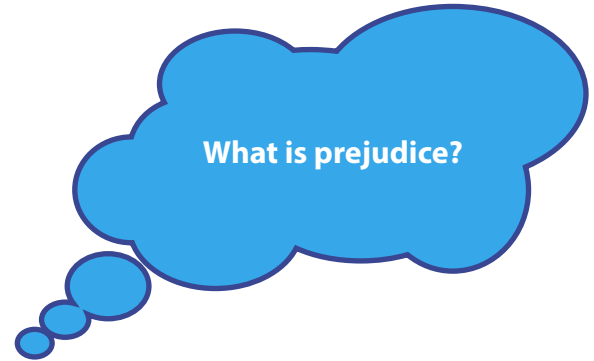
### Step 10

Tell your students they are now going to watch a short video for a Danish TV channel. As they watch they should reflect on what the video's message is.

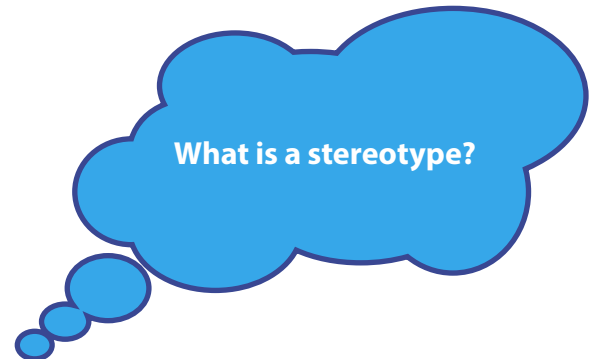
## Challenging Stereotypes

**Primary Themes:** Stereotypes, Prejudice

**Learning outcomes:** Pupils will be able to recognize their own and others' stereotypical and prejudicial attitudes. Pupils will be able to understand that some people have negative attitudes and they will learn simple definitions of prejudice and stereotypes.



Prejudice is an opinion formed beforehand. Making a judgement usually about a person before getting to know them.



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A stereotype is an over simplified image or idea of a particular type of person or thing.

Example: All girls like dolls

Only boys play football

### Questions to ask the class and then discuss

What do you think of when I say 'Man'

What do you think of when I say 'Woman'

Do you think men and woman should have certain jobs?

Teenagers who wear hoodies are getting up to no good (anti-social behaviour)?

Old people are forgetful?

All scientists are men?

All Indians favourite food is curry?

What comes to mind when I read these job titles out, describe what you have pictured?



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Do these pictures surprise you?

**Teacher**



**Farmer**



**Cleaner**



**Soldier**



**Hairdresser**



**Doctor**



**Nurse**



**Secretary**



**MP**



**Mechanic**



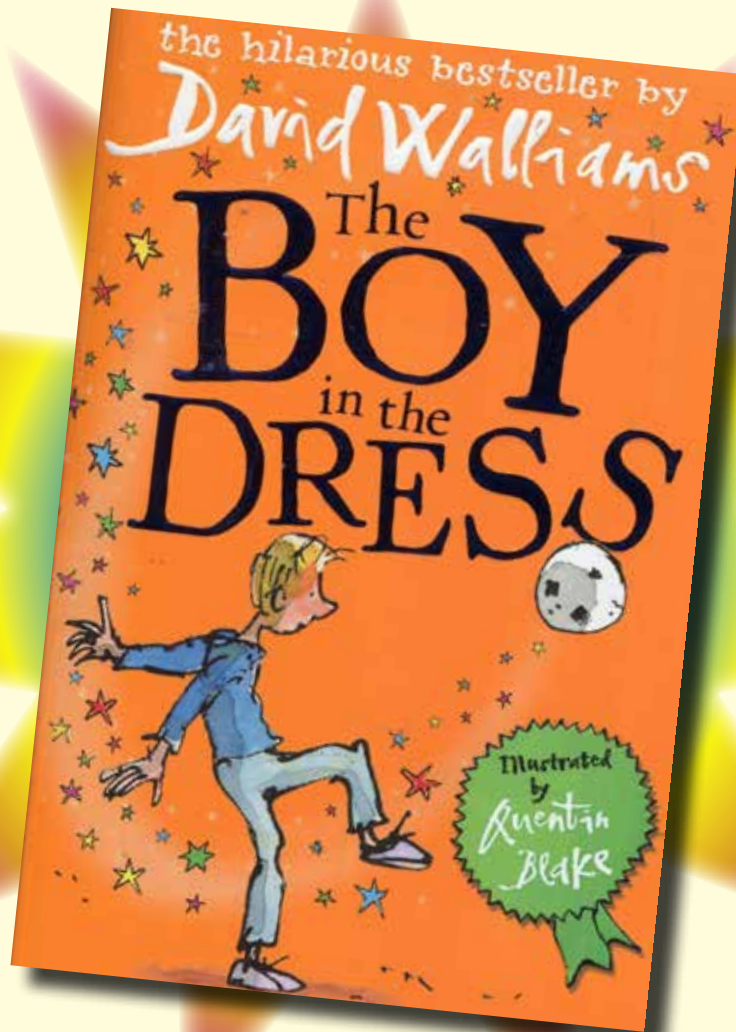
**Ballet Dancer**



**Stereotypes are unfair because we are all individual, and we should be treated as individuals. We should not generalise and assume based on appearances.**

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Mr. Morgan recommends...



(Contact your community cohesion officer for a free copy)

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# A School Twinning Structure

Planning and preparing for a school twinning exchange is vital to ensure success of the programme. It is strongly advised that school teachers meet before the project starts to identify and allocate roles and responsibilities. Use the checklist available at the bottom of this document to help during the planning process.

## Greenmeadow Farm trip - Torfaen

- 9:00-9:45 Children arrive for registration and collect packed lunches. Teachers take a file containing medical forms and emergency contact numbers. Safeguarding officer/ teacher and qualified first aid teacher are present during the day. Children get on the bus and pupils are head counted twice.
- 9:45-10:15 Coach Journey to neutral venue.
- 10:30-10:45 Teachers and staff give an introduction to the day and a short H&S briefing.
- 10:45-11:45 Twinning activities take place from the listed glossary of twinning activities. The activities chosen should be as fun and as interactive as possible as children may be feeling apprehensive.

- 11:45-12:30 Pupils to be split into two mixed groups.  
**Group 1: Tractor ride**  
**Group 2: Livestock feeding**
- 12:30-1:00 Lunch in Canteen : Pupils to be on mixed tables.
- 1:00-1:45 **Group 1: Tour of the Farm**  
**Group 2: Twinning activities from Glossary**
- 1:45-2:15 **Group 1: Twinning Activities from Glossary**  
**Group 2: Tour of the farm**
- 2:15-2:35 Whole group summary of the day, some short games and details of the next meeting.
- 2:45- 3:15 Coach Journey back to school.

The above is an example used as a day trip activity at a neutral venue. It's important that exploration sessions are frequently implemented throughout the day as this will encourage meaningful interaction between pupils in line with the projects aims and objectives.

We strongly advice schools to deliver some of the workshops shown in this document in preparation before the first exchange. Community cohesion officers are available to deliver these workshops in schools on request.



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## Evaluation of Impact

It's important to evaluate and measure the impact of your project to identify whether there has been a change in attitude amongst the pupils and to measure against the set aims and objectives that were identified at the beginning of the project. The information that is collected for the duration of the project is used to measure its quality and value.

Here are some useful examples of collating information you can use when evaluation your project.

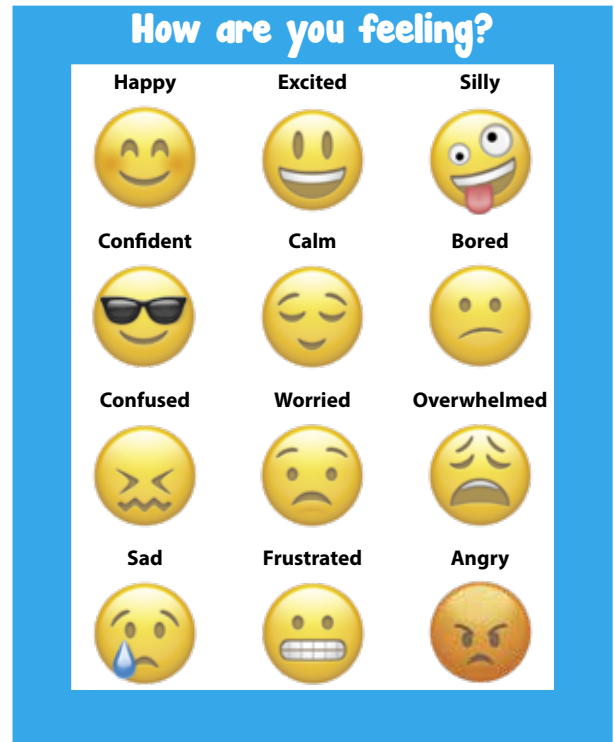
- Photographs
- Recording Comments
- Before & After Survey or baseline questions
- Case Studies
- Questionnaire self-assessment
- Self-confidence rating

## Emoji chart

The emoji chart can be used as a tool to find out how the pupils are feeling before and after the project. They can be used as a survey with questions to find out pupils attitudes and feelings towards meeting pupils who are different to themselves.

Here are some example questions you could use.

1. How do you feel about meeting a class of pupils who are from a different area?
2. What were your feelings 10 minutes before meeting the other pupils?
3. Identify the emoji that describes how you felt during X activity
4. How would you feel about take part in another school twinning project next year?
5. How do you feel about meeting pupils who may have a different background to your own?



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Here is another example of a tool that can be used for the evaluation process.

What do you think the twinning project will be like for you, when you'll be meeting new people? – here are some ideas, or you can add your own.

Use a pencil to:

- Colour in any you think will probably be true for you
- Put a question mark(?) by any that you think might be true
- Cross out any you think won't be true for you

I think the others we meet will understand me	I think the others we meet won't understand me	I'll need to meet them a few times before I get relaxed	I think I'll be relaxed after meeting the others once	I hope I'll find I can trust someone who's different from me
We'll find that we don't get on with each other	I hope I'll make a new friend who I want to stay friends with	I'll think it's a waste of time	I'll look forward to staying in touch with the people we meet	I hope I'll stay friends with the people we meet
I'll work well in a team with the others we meet	I won't want to work in a team with the others we meet	I'll feel nervous about working in a team with the new people	I don't like working as a team	I really enjoy teamwork
I think I'll learn interesting things about other people	I won't learn much that I don't already know	I'll understand more about myself from meeting the others	I'll be interested to find out what similarities we have	I'm not that interested in finding out about other people





## A Guide to School Twinning

# Glossary of Activities

The aims and objectives must be considered when planning activities with a desired outcome in mind but more importantly activities must be fun and interactive to get maximum engagement from young people. Research suggests that learning through play is one of the best ways to build relationships with others.

This section gives schools and other groups ideas for activities that would be suitable and enjoyable for young people. Many of the activities listed are local to West Gwent Schools.

## Day trips

**BBC Wales Studios Cardiff** - A great full day activity that gives a behind the scenes tour of the studios. Young people get the chance to have a go at presenting the weather and news. Suitable for 6-11 year olds.

**Greenmeadow Community Farm**- An ideal school twinning venue - A tour of the farm, tractor ride, animal feeding, lunch available- contact community cohesion officer for discounts.

**Storey Arms Brecon**– Team building activities, outdoor activities, day or residential. Suitable for all ages.

**Tree Tops (Go Ape)** – A full day of activities located in Margam.

**Adventure Rooms/ Escape Rooms** – Blackwood, Newport, Cardiff – (half day).

**Beyond the Boundaries** – Glamorgan cricket – Tour of Glamorgan Cricket Stadium with cricket games and lunch provided.

**Cardiff City Foundation** – Meet players, guided tour of the facilities.

**Sport Development Team Activities** – Contact your local authority sport development team.

**Big Pit** – Suitable for all ages located in Blaenafon (half day).

## A Guide to School Twinning

**The Senedd** – Book a guided tour around The Senedd, attend plenary meetings or committee meetings, or find out the history of the building in Cardiff Bay.

**For more information about day activities please contact your community cohesion officer for direct contacts and discounted rates.**

### Other Suitable venues

Gwent Dragons

Llancaich fawr Caerphilly

Climbing centre Nelson

Brynbach Park Tredegar

Blaenavon Iron works

Caerphilly Castle

Llandegfedd Reservoir Torfaen

Cwm Darren Park Caerphilly

Mountain Ranch Caerphilly

Cwmcarn Forest Caerphilly

Ebbw Vale Festival Park – gardens, bird sanctuary and activities.

## Classroom or small venue activities

### Minefield

Arrange some sort of obstacle course and divide pupils into teams. Pupils take turns navigating the “mine field” while blindfolded, with only their teammates to guide them. You can also require pupils to only use certain words or clues to make it challenging or content-area specific. This maybe challenging with such a big group, we don't want pupils to wait around as they might become bored.

### Who am I?

Each child is partnered with a child from the opposite school.

Each child asks their buddy

- a. What are the things you can do...
- b. What are the things you have to do...
- c. Things you like to do
- d. Things you wish you could do....
- e. What's is your religion...
- f. Does this have an effect on you live outside school

### Picture Story

Get the kids in a circle and give each one a picture of a variety of objects, animals or whatever. They must start



## A Guide to School Twinning

a story and continue the story including what is on the paper.

The story develops using the imagination of the kids and can get quite funny.

Ideally form 2 circles of 30 kids mixed.

### **Build a Structure**

This team-building game is flexible. Divide kids into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows.

Then, give them something to construct. Which team can build the tallest structure?

Think of other materials to use in addition to the above.

### **Draw a picture (describing game)**

Working in pairs one person describes the picture they have in front of them. Must sit back to back.

### **Venn diagram**

Children draw two overlapping circles. Each pupil has a circle and writes the things that are different from their partner, any similarities are placed in the overlapping area.

Children are asked to remember their buddy!

### **Traffic light game**

A simple warm up activity where the teacher shouts commands:

Red - Stop

Yellow - Run on the spot

Green - Run around the area

Roundabout - turn round once

Motorway - sprint (leave until a bit later in the warm-up)

Speedbump - jump and carry on.

### **'Me Too' Activity**

This activity first involves students sitting at their desks saying a fact about themselves such as 'I enjoy playing football'. If this statement is true about other students, they should stand up and say 'me too!' – a great way for them to get to know more about their peers.

### **Guess Who Board Game**

The up to date 'guess who' board game is a great way to observe and listen to pupils describing people's physical features. Teachers/staff can diplomatically correct the use of inappropriate language.



# A Guide to School Twinning

## Blobs and lines

This activity is easy, quick, keeps students moving and talking, plus helps them discover what they have in common. The idea is for students to listen to their teacher's prompts and organize themselves in a line (for example, in alphabetical order of last name) or in blobs according to something they have in common (birth month).

Try these prompts:

- Line up in chronological order of your birthdays
- Line up in order of how many siblings you have
- Find those who are allergic to the same things as you
- Gather with those who have the same coloured clothing as you
- Line up in alphabetical order of your fathers' names
- Gather in four blobs: those who travelled by car to class, those who travelled by bus, and those who travelled by bike

## Checklist

Task	Tick (✓)
Identify a partner school	
Plan a start date and duration of project	
Meet staff from partner schools to plan and share responsibilities	
Confirm venue	
Identify safeguarding officer	
Identify First Aider	
Full first aid kit including epi pen	
Organise lunch or Packed lunches	
Allergy forms	
Young Person Consent forms completed	
Organise Transport for the day	
Young person register including emergency contact info	
Timeline of the day (example shown above)	
Identify objectives for the day	
Risk Assessment completed	
Equipment for Activities if applicable	
Head count	

**Please contact your local authorities community cohesion officer if you would like a further support or guidance.**

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## **A Guide to School Twinning**

# **Notes**

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