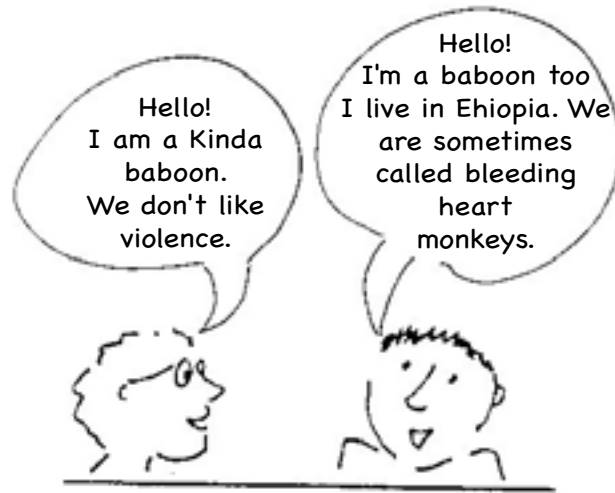


Baboons Character Card Introduce Me Activity

Olive Baboon



I am an Olive Baboon. We live in over 25 countries in Africa, south of the Sahara Desert. We have short fine fur and dark faces. We eat roots, fruit, seeds, leaves, grasses and birds' eggs. We also hunt and can catch a small antelope. We sleep on steep cliffs or tall trees safe from predators who cannot climb as well as we can as they do not have hands!



with Sample Minibook



Baboons Character Card Introduce Me Activity

Developed by Jan Garen at Wales Ape and Monkey Rescue Centre as a resource to inspire more resources about primates.

The webaddress for this activity is:

<http://www.collaborativelearning.org/baboonsintroduceme.pdf>

Last updated 7th March 2022

Basic principles behind our talk for learning activities:

Oracy in curriculum contexts!

Build on children's own prior knowledge.

Move from concrete to abstract.

Ensure everyone works with everyone else.

Extend social language towards curriculum language.

Provide motivating ways to go over the same knowledge more than once.

Collaborative Learning = Oracy in Curriculum Context
makes challenging curriculum accessible.
improves social relations in the classroom.
provides scaffolding for exploratory talk.

If you can't talk something through with others, you won't be able to write about it confidently!

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

Baboons Introduce Me Notes for Teachers

This is an activity that strongly supports our basic principles:

Build on prior knowledge.

Move from concrete to abstract.

Ensure everyone works with everyone else.

Extend social language into curriculum language.

Provide motivating ways to revisit the same topic more than once.

Activities like this have now been developed by us for introducing all kinds of characters, ideas and things such as metals, insects, foods, mathematical principles etc. We have summarised the technique in our transformations CPD summary:

<http://www.collaborativelearning.org/transformations.pdf>

This is how we taught a character card activity with Year 6. This class were not familiar with the technique, but social relations within the class were generally good and in most cases they did not make a fuss about the moving out of their normal seats to work with others.

We introduced the activity and told the pupils that we wanted them to use two voices. When they worked in twos and fours they needed to use a 15 centimetre/6inch voice. When they presented to the class they needed to use their five metre voice.

Seven different colour dot sets of four character cards were distributed to the 28 pupils present that day. We shuffled the cards so that nobody got the same colour as the other pupils in their 'normal' group. You may want, depending on the composition and your inside knowledge of the class, to deal from the bottom of the pack to ensure that certain individuals did not get the same colour or that they do. When we have 'New to English' pupils in the class we 'clone' them i.e. attach them to another pupil so that they can participate without pressure by listening and watching.

We told them (we have also provided here written instructions to put on the smartboard) to read their card and memorise two or three bits of information on it. Then we asked them to go and find ONE other person in the class with the same colour card and WITHOUT LOOKING AT THEIR CARD to introduce themselves as the character on the card. When/If they got stuck they could check their card, but they should put it away before they carried on talking. When the two had found out about each other, they then had to find the other same colour dot pair to make a group of four and introduce each other to each other.

<http://www.collaborativelearning.org/baboonsintroduceme.pdf>

Transformations

Role play, hot seating and introduce me activities.

We have been creating and disseminating role play and hot seating activities ever since the project first explored ways of scaffolding talk in the 1970s in London. We developed these for early years using story props and adapted them to secondary settings. Romeo and Juliet was one of our early efforts:

www.collaborativelearning.org/romeoandjuliet.pdf

In the same way as our guesswork about the effectiveness of talk in building the brain has now been confirmed by neurological research, we are discovering that our role play activities play an very important role in building talk confidence and developing the language of thinking.



Ideally this is the best way for role play activities to have the biggest impact. Individual pupils or pairs of pupils are given a small card with some information about a person or thing. There may be an accompanying picture or diagram. They are asked to read the information and memorise enough to present some of it to another person or group. They are asked only to consult the card if they get completely stuck. They are encouraged to present the information in their own words in their own way. They may dramatise the information. They may add extra information which they happen to know. They can provide their own comments on the information. Their partners then negotiate by presenting their own information. They are then directed to find two more sources of information. They then have to present each others information to the new group and the new group does the same for them.

So, for the first step, reading takes place followed by discussion on how to present. The information is then presented in role orally, e.g. "I am Mercutio. I like to joke a lot..." Then the pupils who have found out about Mercutio have to introduce him to others, e.g. "This is Mercutio. He is a bit of a joker..." As the information moves from person to person, from reading to oral explanation, from personal presentation to recount it undergoes transformations. There is repetition, but the talk moves up and down the mode continuum from reading formal written text to anecdotal comment. The constant changes make it easier for pupils learning English while they are learning to increase their understanding and listen to a wide range of language structures. Role play demonstrates the way in which collaborative approaches balance curriculum knowledge, social relations and the development of language and thinking.

This short guide can be found on www.collaborativelearning.org/transformations.pdf



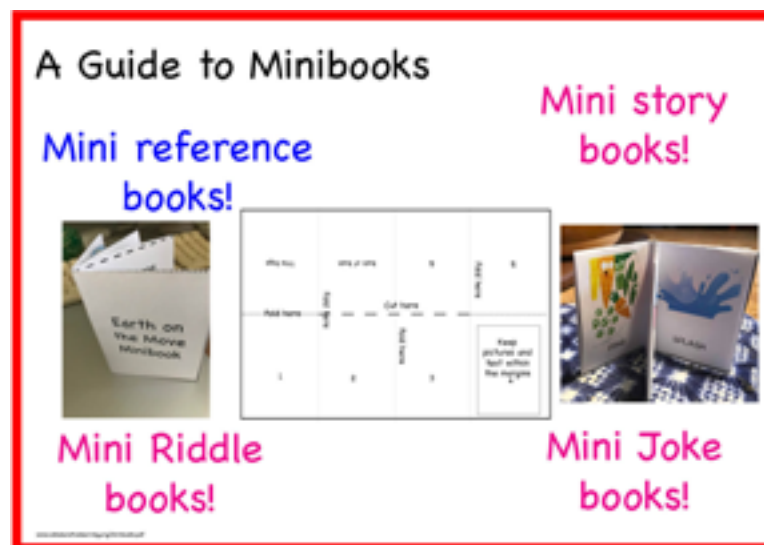
Notes for Teachers continued

Some stood, some sat on the floor, some sat round the corner of a table. We encouraged them to sit close enough together to use their 16 centimetre voice. We were able to stay close enough to listen in but not so close that they would turn to us for help. We intervened if we felt they were not on task. We encouraged them to add any information they knew which was not mentioned on the card.

We then asked them to sit in their colour groups and prepare for presenting their partners to the whole class. You might want to collect the cards from them at this point. Alternatively you can emphasise the importance of not reading the card.

We then collected the cards and each group of four presented to the whole class using their five metre voices.

There is a temptation to encourage the pupils to make notes for their presentation or to write a biography of their character in their own words. This rush to writing must be resisted. By all means ask them to do this later in another lesson trusting to their memories and after any group discussion. Then you can judge how well they remembered as a result of having to repeat the process more than once. Rather than extended writing at this stage you might want to encourage the production of mini biographies in mini books. We have produced guidelines for doing this and sample mini books below.



We have printed the cards below in two formats.

Our cards are not coloured but organised in sets of four, so you can mark them with your own coloured dots. Please contact us if you have any questions, comments or additions.

Baboons - Character Cards - Instructions

Everyone in the class has a character card about a baboon. Everyone should read the information on their card two or three times. You do not have to remember the card word for word, but have some good ideas about the information on it.

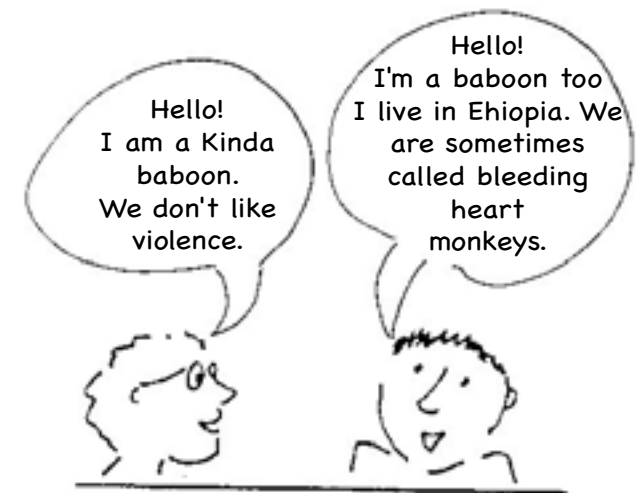
Find one other person in the room with the same coloured dot on their card as you. Put the card in your pocket or out of sight. Pretend to be the baboon and introduce yourself to your new partner:

e.g. "Hello! I am a.....".

Your partner should do the same to you. Remember! if either of you get stuck, you can take out your card and look at it. But only if you are stuck. Listen carefully to each other.

Now go to find another two people with the same colour card as you. Now you are four, you have to introduce your partner to the others and they have to introduce each other to you.

eg: "Hello! Can I introduce you to my partner She is..."



Baboons Introduce Me - Character Cards



Olive Baboon

I am an Olive Baboon. We live in over 25 countries in Africa, south of the Sahara Desert. We have short fine fur and dark faces. We eat roots, fruit, seeds, leaves, grasses and birds' eggs.

We also hunt and can catch a small antelope. We sleep on steep cliffs or tall trees safe from predators who cannot climb as well as we can as they do not have hands!



Gelada Baboon

I am a Gelada Baboon. My family and I live as high in the mountains of Ethiopia. We have a long, thick fur coat to keep us warm. We have an hour glass shaped red patch on our chests and so, some people call us the bleeding heart monkey.

We eat mainly grass. We sleep on rocky ledges and don't live in trees. We may look fierce but we have to keep a look out for leopards, servals and jackals who see us as food.



Hamadryas Baboon

I am a Hamadryas Baboon. We live in the semi deserts of Ethiopia, Djibouti, Eritrea, Somalia and the Arabian

Peninsula. We have silvery fur and the males have long capes or manes. We were considered sacred by the Ancient Egyptians. We eat fruit, grass, roots, eggs, insects, bark and anything we can find in such an inhospitable habitat. We sleep on rocky platforms or cliffs in troops of a hundred or more.



Guinea Baboon

I am a Guinea Baboon and we live in the dry forests and grasslands of west Africa. We live on the ground but at night jump to the trees away from predators. We are not good climbers. As omnivores we eat any fruit, plants, insects, eggs, small mammals and worms. We have reddish brown or golden fur and some people call us the Red Baboon. Our front and hind limbs are the same length to enable us to walk long distances.

Baboons Introduce Me - Character Cards

Chacma Baboon



I am a Chacma Baboon, the largest of all. We live in large troops and mainly on the ground in South Africa. We eat grass, leaves, roots, fruit insects, small animals. We love eating figs and pinnata fruit. We also raid gardens, bins and farms and this often leads to us being hunted and killed. We use around 30 different sounds to communicate with one another. We have dark faces but no manes.

Kipunji Monkey



I am a Kipunji Monkey. No one knew we existed until 2003, when we were found in the forests high up in the mountains in Tanzania. We are very shy and hide from humans. We live in trees and eat fruit and leaves. We are endangered with only about 1000 of us left. Our DNA has been tested and some scientists believe that we are related to Baboons.

Kinda Baboon.



I am a Kinda Baboon. We live in Angola, Congo and Zambia. We are smaller than other Baboons, slim with long soft, silky fur and pink circles around our eyes. We are very peaceful baboons and rarely fight. We spend the day foraging for food on the ground but sleep in the trees at night in large groups. We spend time grooming one another when we get up in the morning.

Drill Baboon



I am a Drill Baboon and we live in thick tropical rain forests of Cameroon and Nigeria. We have short tails, a shiny black face and a bright red lower lip. We prefer to eat fruit and leaves but if that is scarce we will eat insects, eggs and small mammals. We can weigh up to 50 kilos. We show our teeth as a friendly sign, unlike other monkeys.

Olive Baboon

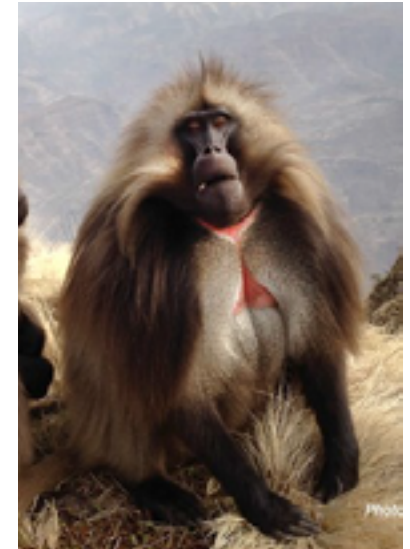
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Little Book of Baboons



Kinda Baboon

We are friendly baboons and rarely fight.



Guinea Baboon

Our front and back legs are the same length so we can run very fast.



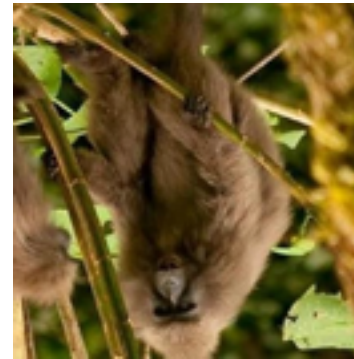
Gelada Baboon

I live in the mountains and sleep on rocky ledges.



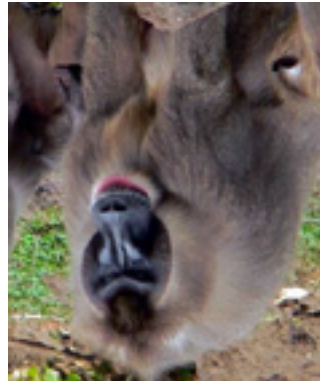
Hamadryas Baboon

Ancient Egyptians used to worship us and keep us in their temples.



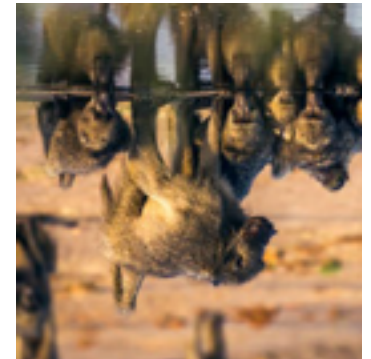
Kipunji Monkey

We are very shy and live in high mountains in Tanzania.



Drill Baboon

I can weigh up to fifty kilos. When we show our teeth we are being friendly.



Chacma Baboon

We live in large troops and spend most of our time on the ground.