



Livelihoods!

AN ASL TWINS PROJECT PLAN

General Overview

This TWINS project gives the students in both schools a chance to explore and compare the livelihoods of their family members with those of the children's families in their TWINS school.

Method

- The TWINS Coordinators of both schools agree to share this project and set a deadline for its completion.
- This project can be done by students working in groups or individually to produce an informative and interesting project book.
- First the teacher should explain the project and have a class discussion about the types of jobs that their parents do.
- The students can then split into groups or work individually to research the different livelihoods and write the different sections.
- Students should discuss the project with family members to get more detail and interesting facts about the livelihood provided for their family. Students could also include quotes from their parents in their work.
- The idea is for the students to produce an informative and creative project book which should include written work, diagrams, drawings, photos and quotes from family members. The students should include as much detail as possible about the different livelihoods.
- The work can then be collected and collated to create the project book.
- The project book should be exchanged between the TWINS schools within the time frame agreed.
- Follow up lessons should be arranged once your TWINS school's project has been received. The teacher should share the project book with the class and discuss the content, similarities and differences.



What to consider

- Which family member provides the main income for the family? Do other members of the family contribute earnings or help in other ways?
- How many hours are worked each day or each week for this job?
- How hard is the work - is it more physical or mental. Is there any risk to health associated with the job? How is this lessened?
- Is the job skilled? If so, what training is required?
- Is the job restricted to one gender? What are the reasons for this?
- Is something produced? If so, where and to whom is it sold? Is it sold locally, sent to another part of the country or exported?
- Do other members of your family do the same job? Is it a family affair? Do you think you will do the same job when you leave school?
- Does the main earner enjoy the work? What is good and bad about the job?
- Is it a popular job in your community and, if so, why?
- How does the job contribute to the economics of the country?

What will the students learn?

- How to research information and present it creatively.
- Practice writing and art skills. Widen vocabulary.
- Develop discussion and interview skills.
- Similarities and differences between livelihoods in each country/school community.

Summary

This TWINS project is a great way for students to explore and write about the livelihoods that support their families and to share this with the students in their TWINS school. From the exchanging of the project the students in both schools will be able to look at and compare the similarities and differences. This project can be linked to the global dimension theme of 'diversity'.

