

COMMONWEALTH CLASS

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Introduction

'Young people are our source of hope and inspiration for the challenges of tomorrow. The future of our world as well as the future of the Commonwealth will be shaped by you.'

Australia's former Prime Minister Julia Gillard at the launch of the Commonwealth Youth Forum in Fremantle, Australia

This pack has been designed to support young people's education about the world around them and to facilitate dialogue between teachers and young people across the globe, so that together they will come to have a deeper knowledge and understanding of the Commonwealth and its values, and be able to help shape it for the future.

The activities can be used as starting points for individual lessons or as elements of larger cross-curricular joint projects involving collaboration over a number of subjects. They are aimed primarily at pupils aged 7–14, but could be adapted to suit younger or older audiences. They form part of the Commonwealth Class project produced by the BBC, the British Council and the Commonwealth Secretariat leading up to the Commonwealth Games in Glasgow 2014. They aim to develop knowledge and understanding, alongside important skills and competencies such as critical thinking, communication and creativity – essential for young people growing up as Commonwealth and global citizens.

Contents

The materials are designed to be flexible and adaptable for use in a variety of settings and include sections on:

- Introducing the Commonwealth and Commonwealth Games
- Commonwealth Class – Children of the Commonwealth
- I am a Commonwealth citizen
- Online debates
- Launching a Commonwealth event.

Each unit contains background information, ideas for discussion, and cross-curricular activities. There are learning outcomes, lists of additional resources and links to curriculum subjects and Commonwealth values.

We hope your school will join in the exciting opportunities leading up to Glasgow 2014.

The possibilities are endless; the choices are yours.



SECTION 1: INTRODUCING THE COMMONWEALTH

The resources in this section encourage schools around the world to teach, think and talk about the Commonwealth, its values and the sports and athletes who will be participating in the Commonwealth Games.

What is the Commonwealth?

The Commonwealth is a voluntary association of 54 countries that support each other and work together in the common interests of their citizens for development, democracy and peace. It is home to two billion people of all faiths and ethnicities – over half of whom are 25 or under. Member countries come from Africa, Asia, the Americas, the Caribbean, Europe and the South Pacific.

In 2013, every country in the Commonwealth signed a shared charter, or set of values. These include holding fair and free elections, respecting human rights and promoting tolerance, respect and understanding. The charter states: 'We are implacably opposed to all forms of discrimination, whether rooted in gender, race, colour, creed, political belief or other grounds.'

The design for the Commonwealth flag and logo incorporates an image of the globe. The spears that make up the letter C symbolise the many facets of Commonwealth co-operation around the world.

The Commonwealth Games are known as 'the friendly Games.' The event was first held in 1930 and is an international, multi-sport event that takes place every four years. Seventy one nations and territories will be represented at the games, as some countries like the UK are made up of a number of territories or dependencies such as Jersey

and the Isle of Man. As well as many Olympic sports, the Games also include sports that are widely played in Commonwealth countries, such as lawn bowls, rugby sevens and netball.

In November 2006 the Commonwealth Games Federation agreed there should be ten core sports, with each bidding city able to select up to a further seven sports, plus a number of Para-Sports for athletes with a disability. Glasgow 2014 will see the introduction of the biggest-ever number of Para-Sports medal events in Commonwealth Games history. To discover more go to the Game on Scotland website at www.gameonscotland.org

Discussion points and activities

A. Guess Who...

Age range: 7–14 years

Commonwealth values: tolerance, respect and understanding

Curriculum links: Geography, Global Citizenship/English

Key skills: critical thinking, discussion and debate

Learning outcomes: to introduce information about the countries of the Commonwealth, and provide a baseline of pupils' initial knowledge and understanding.

A number of these activities are adapted from the Royal Commonwealth Society education resources called *Getting to Know Your Commonwealth* (you can find more at www.thercs.org/youth). Show the *Guess Who* PowerPoint presentation at www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/1r1_Commonwealth_Guess_Who_presentation.pdf, pausing between slides.

Ask your pupils to try to identify the countries and guess the connection between them. Each answer appears on the next slide. If you want the task to be a little more competitive, you could divide the class into teams and score them on correct answers. If pupils are not able to identify the countries, try giving some additional clues.

Once you have gone through the slides and identified the Commonwealth connection, ask students to describe to a partner how they would reply to the question 'What is the Commonwealth?' Record class responses as a baseline to capture their initial knowledge. Return to these at the end of the project to see how much they have learnt.

Use slide 15 to briefly explain the history and current work of the Commonwealth, including the signing of the Commonwealth Charter in 2013.

B. Down the Line

Age range: 11–14 years

Commonwealth values: tolerance, respect and understanding

Curriculum links: English, Global Citizenship

Key skills: communication, expressing an opinion, co-operation, reflection

Learning outcomes: to demonstrate understanding and express opinions about issues related to the Commonwealth.

Move classroom furniture or work outside so that you have a large space in which pupils can move around. Use masking tape or chalk to create a line running across the space with a sign saying ‘Strongly agree’ at one end and ‘Strongly disagree’ at the other.

Read out one of the statements from the list below and ask the pupils to move to a point on the line that best represents their opinion on the statement.

- Today is the first time I have ever heard of the Commonwealth.
- I think the Commonwealth should do more to advertise what it does for young people.
- I can name three member nations of the Commonwealth.
- There are more differences between people around the Commonwealth than similarities.
- It is good that my country is part of the Commonwealth.
- I feel the Commonwealth is not relevant to my life.
- It is a good thing that there is so much diversity across the Commonwealth.
- It is important that the Commonwealth stands up for equal rights for girls and women.
- I think the Commonwealth should concentrate on sustainability to protect the environment for future generations.

Once pupils have stopped moving, you could ask one or more of them to explain why they have chosen their position. Give them a chance to change their minds and move down the line if they are convinced by other students’ ideas. Repeat the activity for other statements and add some statements of your own. Ask different pupils to explain their opinions each time.

Talk with pupils about the flexibility of their opinions – even if they form an opinion today, with more information, further discussion and changing circumstances it is fine to change opinion and that this is an important part of being an astute, open-minded individual.

C. The Queen's Baton Relay

Age range: 7–14 years

Commonwealth values: valuing the importance and contributions of young people across the Commonwealth, tolerance, respect and understanding

Curriculum links: Geography, English, Design and Technology

Key skills: research, creativity, communication skills

Learning outcomes: to find out about the Queen's Baton Relay and trace its route. To learn more about the countries that it passes through and stories of some of the young runners taking part.

Launched from Buckingham Palace on 9 October 2013, this international relay aims to demonstrate the unity and diversity of the Commonwealth. The baton will travel more than 190,000 kilometres through Asia, Oceania, Africa, the Americas (south), the Caribbean, and Americas (north) before returning to Europe and making its way to Glasgow for the opening ceremony of the Commonwealth Games.

Throughout the Commonwealth, thousands of people will run the relay with the baton. Talk about the relay and encourage your pupils to follow its journey on a map or using online resources (technology permitting). Keep a record or blog of any interesting stories that occur, particularly about the young runners on its progress.

Traditionally the baton carries a hidden message from the Queen to the Commonwealth. The final relay runner hands the baton back to the Queen at the opening ceremony. She then reads aloud the message and officially declares the Games open.

Can your pupils design and make their own special relay baton. It will need to be sturdy, as unlike the Olympic torch there is only one baton and it may well be dropped on the way! What do your pupils think the hidden message should say?

Ask the children to work in groups, choose a Commonwealth country that the baton will pass through and carry out some research about their chosen country. They could explore the climate, flora and fauna, the capital city, languages spoken, and find out about athletes who will be competing for their country during the Commonwealth Games. Encourage pupils to use geographical vocabulary, a variety of sources for their investigations and to present their information in interesting and innovative ways – creating a wiki page or poster, making a slideshow presentation or short film plus perhaps selecting an object that illustrates an aspect of the country.

Discuss with them the dangers of stereotyping, to ensure that they do not start to think that what they have found in their research represents the viewpoints of all the people in the country concerned.

Suggestions for further development

They could share their results with each other and parents by teaching a lesson about their country of choice and preparing food and music from their chosen countries. Tell each group that they will be marked on the clarity of the information and the innovative ways in which it is taught. After their sessions, discuss what they learnt, and what they found challenging when preparing and teaching their lessons.

D. Fun with Flags and Traditional Tales!

Age range: 7–14 years

Commonwealth values: valuing the importance and contributions of young people across the Commonwealth, tolerance, respect and understanding

Curriculum links: English, Art and Design, Drama, Global Citizenship

Key skills: research, creativity, co-operation

Learning outcomes: to become more familiar with the flags, symbols and stories from Commonwealth countries. To create their own Commonwealth flag and illustrations, and to take part in a performance of traditional tales.

Every country in the Commonwealth has a unique flag for its national symbol. Pupils will become very familiar with some of these during the medal ceremonies of the Commonwealth Games.

Show your pupils the sheet with flags from Commonwealth countries here or at Appendix 2. www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/Commonwealth_Flags_Poster.pdf

How many do they know? Can they work together to identify all the flags on the sheet and find out why specific colours and images are used on certain flags? On the Bahamas flag, for example, the yellow stripe represents the sandy beaches of the 700 Bahamian islands, the blue represents the water and the black triangle represents the Bahamian people along with their desire to develop the land and the sea. On the flag of Bangladesh, the green symbolises the green topography and youthfulness of the republic, while the red symbolises the rising sun and the sacrifices its citizens have made.

Show the class the Commonwealth flag and logo below.



Discuss what they think the image represents. If they were to design a new flag or logo for the Commonwealth or the Commonwealth Games in Glasgow 2014, what would they include?

Patterns and Rhythms – Every Drop Counts

Age range: 7–14 years

Commonwealth values: sustainable development and protecting the environment, valuing the importance and contributions of young people across the Commonwealth

Curriculum links: Science, Geography, English, Art and Design, Drama

Key skills: creativity, co-operation, critical thinking

Learning outcomes: to increase knowledge and understanding of stories and poems originating in Commonwealth countries and issues related to sustainability and water conservation.

Every Commonwealth country has a rich heritage of storytelling. The following activities are adapted from *A River of Stories Educational Resource* produced by Learning Media for The Commonwealth Education Trust (www.ariverofstories.com) © Jan Pierkowski.

Patterns and Rhythms

Water is found in many forms and in many different places, and it is vital to preserve this precious resource. Discuss with your pupils how water appears in different forms and how there are often patterns or rhythms in the way it appears. For example:

- the ocean's tides go in and out in a regular pattern, in some places once a day and in others twice a day
- in some tropical countries, rain falls every afternoon in some months
- in summer, polar ice melts and in winter it freezes again.

Can your pupils add to these examples?

Read the story *The Messenger of the Moon* from Malaysia retold by Mervyn Skipper which is taken from *A River of Stories: Tales and Poems from across the Commonwealth* (www.ariverofstories.com) © Jan Pierkowski. You can find the story in Appendix 4.

In this story the elephants discover that fresh water is not evenly distributed in their land. When the elephants find the river, they probably feel there is enough water for everyone, but the monkeys see the situation in a different way.

Discuss with a partner the reaction of the monkeys when they hear the elephants are coming. Why might they feel that way? What do you think is the moral of the story?

Divide a sheet of paper in half. On one side write the heading 'Elephants' view: why the monkeys should share', and on the other side write 'Monkeys' view: why we should not share.' Half the class could draft a letter from the baby elephant to the Monkey king, using the ideas from the elephants' perspective and the other half could write a letter from the baby monkey to the Elephant King, using ideas from the monkeys' perspective.

Perhaps organise a role-play debate with speakers from the two opposing sides. How might they come to an agreement? Discuss with your pupils their own views about sharing the Earth's resources fairly and consider whether the river should be sufficient for all the animals in the land.

Every Drop Counts

Show the pupils a picture of a dripping tap. Discuss what is happening in the picture. Why is it a problem? Tell them that a tap that drips once every ten seconds will waste about 315 litres of water in a year – that's about two large bathtubs full of water.

- Have you ever seen a tap dripping at your house?
- What would happen if nobody took any notice of things like this?

In small groups, ask pupils to discuss the ways they use water each day and how they could change their use of water so they don't waste it.

Read and respond

Read aloud the poem from Botswana *Woman's World* by Barolong Seboni in Appendix 5, and show pupils the layout of the poem on the page. In parts of the world where people cannot turn on a tap to get fresh water, they may have to collect water each day and then walk a long way home. For these people, every drop counts.

The shape of the poem *Woman's World* is like the zigzag path the women have to walk up the hill to collect water. It is saying that collecting water like this is hard work. Ask pupils to write their own shape poem, based on the idea that every drop of water counts using shapes that match the message of the poem. For example, if they are talking about dripping taps, their poem could be in the shape of a water droplet.

Suggestions for further development

Discuss the evocative style of Jan Pieńkowski's illustrations. Encourage pupils to illustrate other stories and poems from around the world in a similar style or put on a display of readings or dramatised performances of traditional tales and poems for younger pupils and parents.

You could also learn songs from Commonwealth countries such as India and Scotland from the World Songbook on the World Voice website. <http://schoolsonline.britishcouncil.org/projects-and-resources/world-voice>

E. Commonwealth Games and Athletes

Age range: 7–16 years

Commonwealth values: rule of law, equality

Curriculum links: English, Physical Education

Key skills: research, discussion and debate

Learning outcomes: to find out about some of the sports and athletes competing at the Games; to practise the skills needed to participate effectively in online debates.

The 2014 Commonwealth Games take place in Glasgow from 23 July to 3 August. In the words of Lord Coe (Chair of the London Organising Committee for the Olympic Games in 2012), ‘The Commonwealth Games is an extraordinary event. It has a spirit and a humanity that’s rarely witnessed in any championship.’

Ask students to investigate the rules and procedures of some of the 17 sports that will feature in the 20th Games. They can find more information at www.gameonscotland.org/glasgow2014/events/index.asp

Discuss with your pupils why rules are needed if sports and games are to be fair. Is it ever ok to break these rules? How can the sports ensure that the rules are followed and play is fair?

The Commonwealth Games include disability events, rather than holding a separate games as happens at the Olympics. Invite pupils to discuss this arrangement. Do they think that full integration would be a positive way forward for other events like the Olympic Games or do they think that the Paralympics should be kept as a separate event?

Many Commonwealth countries have their own traditional games. Information on how to play some of these can be found at www.london2012.com/mm/Document/Documents/Publications/01/25/38/67/london2012-compleategames_Neutral.pdf

Encourage pupils to try playing some of the games that originate in Commonwealth countries, such as Daria Bandha – a traditional tagging game from Bangladesh, or Mundo – a hopping game from Mozambique. Which games did pupils find the easiest and most difficult to play?

Suggestions for further development

Ask pupils to research traditional games that were played by parents or grandparents or that were common in their local community in the past. Get students to write some instructions and rules, or perhaps make a short film to teach these games to other pupils in school.

Commonwealth Athletes – The Fastest Man on the Planet



Game On Scotland website: www.gameonscotland.org/glasgow2014/events/index.asp

Ask pupils what they think they would need to do to become the fastest runner in the world? Usain Bolt knows what it takes, because he holds the world record for running 100 metres in 9.58 seconds – that is faster than most cars! Ask pupils to investigate what they can achieve in 9.58 seconds. How far can they run? How many times can they catch a ball or write their name? How long does it take them to run 100 metres?

Usain was brought up in Jamaica and is likely to be one of the stars of Glasgow 2014. He went to an ordinary school and trained on the school’s dusty playing field. He did not have lots of hi-tech equipment but he did

have talent, dedication and people that cared about him. As well as running, he loved playing cricket and wanted to be a cricketer when he was young. One of his teachers spotted his athletics talent and persuaded him to focus on running.

Watch the short film here. www.bbc.co.uk/worldclass/15722515 or on the DVD about Usain's school in Jamaica to see how his teacher helped him become the world's fastest man and win three gold medals at the Olympic Games in London 2012.

In the film we see how important Usain's teacher Laura Thorpe was in helping him to achieve his dreams. Discuss with your pupils how she makes a difference to the pupils she teaches. Ask pupils if they can remember a really inspiring lesson and what made it special.

Invite pupils to discuss the sporting idols that they admire. What qualities and skills do they think very successful athletes need to make it to the top of their sport?

Set up a classroom debate to discuss the following question:

What do you think is a more important factor in training successful sports stars: hi-tech equipment or an inspirational teacher?

During the debate, encourage your pupils to think about what others are saying. Do they agree or disagree? Do they have a counterpoint or follow-up? Encourage the use of phrases such as 'To expand on Rebecca's point, I think...' or 'To counter that argument you could say...'

Explain that this will be useful preparation for taking part in the Commonwealth Class worldwide debates.

Suggestions for further development

Carry out some of the activities in the Game On Scotland Learning Journey 'What Makes a Successful Athlete?' www.gameonscotland.org/resources/learningjourneywhatmakesasuccessfulathlete.asp

This learning journey focuses on which countries have been most successful in the Commonwealth Games and explores reasons for this in the context of numeracy and mathematics.

SECTION 2: COMMONWEALTH CLASS – CHILDREN OF THE COMMONWEALTH

Watch the following films online or on the DVD with your pupils to find out about the lives of children from different countries of the Commonwealth. Each film presents engaging and topical stories told through the eyes of the children, and demonstrates particular Commonwealth Charter principles and values.

A. Oli's Child Marriage Crusade – a film from Bangladesh

www.bbc.co.uk/worldclass/20045275

Oli is a 12-year-old boy from Bangladesh who is campaigning against child marriage.

Bangladesh has one of the highest rates of child marriage in the world with 20 per cent of girls becoming wives before their 15th birthday, even though the law says that they should not get married before the age of 18.

Oli became fed-up of seeing his friends dropping out of school and decided to do something about it. He and his friends try to talk to their elders in the local area about why they shouldn't marry off their daughters so young. They have already halved the number of child marriages in the local area.



BBC website: www.bbc.co.uk/worldclass/20045275

Age range: 10–16 years

Commonwealth values: universal human rights, gender equality, valuing the importance and contributions of young people across the Commonwealth

Curriculum links: Geography, Global Citizenship, English, Drama

Key skills: active citizenship, collaboration, communication

Learning outcomes: to learn about the lives of a group of children in Bangladesh and the positive contribution they are making to the community; to investigate ways in which young people can make a positive difference to their community.

Oli lives in Dhaka, the capital city of Bangladesh. Use a range of maps, globes or satellite images to enable your pupils to locate Dhaka and Bangladesh. What can they find out about the physical and human characteristics of the country? How far is it from their home? Which direction would they travel to get there and which countries would they have to pass through?

Although he is only 12-years old, Oli and his friends have achieved amazing results. By talking with the elders in the village, explaining why they shouldn't marry off their daughters at such a young age and highlighting the benefits to the children of staying in school, they have halved the number of child marriages in their locality.

Explore the issues raised in the film with your pupils and how Oli and his friends must feel when they tackle adults about such challenging and difficult issues. Would they be nervous? What would they say?

In the first Harry Potter book, by JK Rowling, one character says 'There are all kinds of courage ... It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.' Explore what this statement means with your pupils. Have they ever encountered situations where they had to stand up to friends or adults if they thought something was wrong? How did they feel?

Help the children to find other real-life and fictional stories of children who have championed children's rights or showed courage in difficult situations.

Ask your pupils to devise scenarios in which a character has to stand up to friends or adults to prevent something happening that they believe is wrong. Use forum theatre techniques* so that members of the group can stop the action if and when they think it necessary, and suggest characters in the drama take different actions or say different things.

In the year 2000, over 180 countries signed up to the Millennium Development Goals to make the world a better place by 2015. Ask your students to find out more about these goals, the progress that has been made towards them and the UN Convention on the Rights of the Child (CRC), which was ratified by all governments in the Commonwealth. These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply to every child, regardless of who they are or where they are from.

Ask your students how these goals fit with the Commonwealth Charter signed in 2013? Get pupils to devise a poster or film campaign to raise awareness of the values and principles contained within the Commonwealth Charter and debate the following statement from it:

The advancement of women's rights and the education of girls are critical for effective and sustainable development.

*Forum theatre is a drama technique where actors or audience members can stop a performance and suggest different actions for the actors to carry out on-stage.

Explore the work of organisations and movements such as Design for Change or Send my Friend to School, which encourage children and young people to express their own ideas for a better world and put them into action. Watch or read some of the case studies on the websites, which show young people devising and leading innovative ideas for change in countries all over the world. In India, for example, schemes range from developing literacy programmes to closing the streets to traffic on certain days to allow children to play. In one example from the UK, an infant school campaigned to reduce rubbish in their local park.

Involve your students in designing and undertaking a real project to make an improvement to their local area. Discuss their ideas, choose one, find out what they will need to do and make it happen. Keep a blog of their progress and swap stories, challenges and the results with your partner school if you have one.

School Journeys: Barefoot – a film from Kenya

www.bbc.co.uk/worldclass/15409675

Age range: 7–14 years

Commonwealth values: access to education, tolerance, respect and understanding

Curriculum links: Geography, Health and Wellbeing, Maths, Global Citizenship

Key skills: research, communication

Learning outcomes: to learn about the lives of young people attending school in rural Kenya; to discuss the hopes and dreams of young people in different parts of the Commonwealth.

How do your pupils get to school? Perhaps they travel by bus, bike or boat or maybe they walk to school. In the foothills of Mount Elgon in Kenya, the children walk to school and they walk barefoot.

The roads are made of earth and rocks, and during the rainy season these turn into giant, muddy slides which makes getting to school really tricky. The area is famous for producing some of the best distance runners in the world. The high altitude means there's less oxygen in the air, making it harder to breathe and run.

The children get used to training in these conditions, and become extra resilient. This gives them an advantage when racing against others at lower altitude.

The screenshot shows the BBC World Class website interface. At the top, there's a navigation bar with 'Home', 'International Education Week', 'Assemblies', 'Schools World Service', and 'Join World Class'. The main content area features a video player for 'School Journeys: Barefoot' with a play button. Below the video, there's a 'Storyline' section with text: 'How do you get to school? Perhaps you travel by bus, bike or boat... or perhaps you walk to school barefoot. That's how most children get around in the foothills of Mount Elgon in Kenya. The roads are made of earth and rocks, and during the rainy season they turn into giant, muddy slides, which makes getting to school really tricky.' There's also a 'Background' section: 'In Mount Elgon region in Kenya, it's compulsory to wear uniform at Primary School, but that doesn't include shoes. You don't have to wear shoes until you get to Secondary. Most children don't have breakfast in the morning. They walk to school with an empty stomach. Some schools serve lunch and the pupils eat a school lunch of maize and beans. For many, it is the only meal they eat all day.' A quote from a student is shown: 'I've never worn shoes in my life' - David, age 13. At the bottom, there's a 'Watch!' section: 'Eleven year old Isabel shows us her muddy feet. Isabel explains, "One time, I was walking to school and tripped on a stone'.

BBC website: www.bbc.co.uk/worldclass/15409675

In the film, Isabel talks about her morning routine of getting up at 5.00, walking or running to school in bare feet and cooking for her family. Talk about your pupils' morning routines and their journeys to school. How many walk to school? Compare and contrast their stories with those of the Kenyan children at Bishop Okiring School.

Use an atlas, maps, globes or satellite images to locate Mount Elgon in Kenya. What can your pupils find out about the location, physical features and climate in this part of the Commonwealth?

Some of the children in the film walk and run up to 15 kilometres to school every day with bare feet. Chart a journey of an equivalent distance from your school. How would your pupils feel doing this every day in all weathers without shoes?

The Kenyan children talk about their ambitions. Dixon tells us, 'I run to school as I want to try my luck in athletics.' Isabel is also on a mission: 'What I'm hoping for is to become a journalist so I can highlight people's problems and improve the condition of the roads around here.'

What are your pupils' hopes and dreams for the future? What do they think they will need to learn in order to achieve them? Perhaps they could exchange their ideas with their partner school if they have one, or write their ambitions and hopes for the future on balloons and release them on a sunny day.

Can they find out more about Kenyan athletes who will be competing in the Commonwealth Games and follow their progress? Do any come from the area where Isabel and Dixon go to school?

Set up a class debate to discuss the following questions:

How safe is your journey to school?

Do you think more children should be encouraged to walk to school?

Letters from the Commonwealth

Age range: 11–14 years

Commonwealth values: tolerance, respect and understanding

Curriculum links: English, Global Citizenship

Key skills: communication, co-operation, comprehension

Learning outcomes: to find out more about children's lives in Commonwealth countries.

Encourage pupils to find out more about children's lives across the Commonwealth by reading the letters written by young pupils at schools in Commonwealth countries, detailing what their lives are like. www.thercs.org/youth/Filestore/Online_Materials/Green%20Lesson-1.pdf
See pages 16–19.

Divide the class into groups and give out one letter to each group of pupils. Ask them to discuss the similarities and differences between their lives and those of the letter-writers and to feed back to the rest of the class the most interesting or surprising pieces of information they discover. Emphasise that these narratives are not representative of all the people in that country, just as their own lives will be different from those of their peers and those of others around their home country or region.

If they could ask their letter-writer one question, what would it be? What would they tell them about their own lives?

SECTION 3: ACTIVITIES TO ENCOURAGE COMMONWEALTH CITIZENSHIP

Today, global links are part of our everyday lives. The *Oxfam Education for Global Citizenship* points out that we are linked to others around the world every day:

- socially, through media and telecommunications
- culturally, through the movements of people
- economically, through trade
- environmentally by sharing one planet
- politically, through international relations and systems of regulation.

Education for global and Commonwealth citizenship is essentially about equipping young people for the world they will live in as adults. We don't know for sure what the world will be like in the future but we can have aspirations and use our expertise to help young people to acquire the necessary outlooks, understandings and skills to realise these hopes.

Around the World

Age range: 9–14 years

Commonwealth values: tolerance, respect and understanding

Curriculum links: Geography, English, Global Citizenship

Key skills: communication, co-operation

Learning outcomes: to increase knowledge and understanding of Commonwealth countries and global links.

Enhance your pupils' knowledge of the world and understanding of global links by playing games with an inflatable globe, passing it around the class and asking questions such as:

- What countries do you or your families have links to? Can you find them on the globe?
- What countries have you visited? Where would you like to go and why?
- Can you find a Commonwealth country beginning with B? An ocean beginning with I?
- Can you find Namibia and Tanzania? Which hemisphere are they in and which direction would you travel from your home to get there?

Encourage pupils to ask their own questions and develop and use appropriate geographical vocabulary.

I'm a Commonwealth Citizen

Age range: 9–14 years

Commonwealth values: tolerance, respect and understanding

Curriculum links: English, Geography, Global Citizenship

Key skills: communication, co-operation

Learning outcomes: to investigate and demonstrate skills and outlooks of global and Commonwealth citizenship.

Discuss with your pupils what they think the terms 'global' or 'Commonwealth' citizenship means, and what skills or outlooks should a global citizen demonstrate? Ask the pupils to work together in small groups and draw a life-size outline on a large piece of paper. Use art and collage materials to create a big picture of a Commonwealth citizen. Around the outside ask them to write the qualities of a good Commonwealth citizen then display the finished pictures. Photograph the results and display them for others to see.

The Commonwealth Charter recognises the importance of the sustainable management of the natural environment. Discuss what issues we should be thinking about now to take care of our world for the future. Select the five examples that pupils all agree are the most important.

Suggestions for further development

'Young people are vital to the processes of development, democracy and participation. We, as citizens of the Commonwealth, have the responsibility, as well as the right, to participate in making change.'
(Commonwealth Youth Summit)

Debate this statement with your pupils and help them to find out about some of the programmes that are carried out by the Commonwealth Youth Programme around the world.

SECTION 4: ONLINE DEBATES

Commonwealth Class partner, the BBC, will be hosting a series of monthly online debates from summer 2013 and any school in the Commonwealth – or the wider world – can take part. The debates are topical conversations for pupils to join in and share their ideas and opinions with other school pupils around the world.

The debates are an online forum on the Commonwealth Class website at www.bbc.co.uk/commonwealthclass

The week before each debate, new resources and discussion points will be published online for schools to think about.

Each debate will be scheduled for a specific time – usually two hours – during which schools wishing to participate email their opinions and comments to the website. The BBC will then publish the comments in a live text page, so that everyone else taking part can read them and respond.

The debates allow pupils around the Commonwealth – and the wider world – to share ideas. If a school can't make the live event, comments can be sent in advance, which the BBC will add to the live debate on the day. Questions can also be sent – and if there is a particular topic pupils would like schools to debate, please let the BBC know.

To find out when the debates are being held, check out the BBC's **upcoming debates page**, and when you have chosen one, keep an eye on the Commonwealth Class homepage in the week beforehand, where the BBC will publish resources for the debate prominently.

During the debate, the live text page will be the main story on the homepage. Follow the discussion and email commonwealthclass@bbc.co.uk whenever you have something to say.

If you plan to join a Commonwealth Class live debate session, here are some tips to help you with some of the practical issues of taking part.

- All you need is a computer with an internet connection, and some pupils – it doesn't matter how many.
- Take a quick look at the BBC's previous debates to see how they work – examples here www.bbc.co.uk/worldclass/19874033 and here www.bbc.co.uk/worldclass/18600839
- Make sure you locate the live debate page before the debate, and show the films the BBC publish to your pupils if you can.
- If you need inspiration, use the debate points (located at the top of the live page) as talking points.
- Once the online debate begins, send the opinions and comments of your pupils to commonwealthclass@bbc.co.uk, and the BBC will post them on the live page – keep an eye out for them.
- Send the BBC photos from your school so it can post them during the debate – pupils love seeing themselves online and it fosters enthusiasm. Please ensure that you complete and return the consent form on the site so the BBC can post your photos online.
- During the debate, encourage your pupils to think about what others are saying. Do they agree or disagree? Do they have a counterpoint or follow-up? Email it to the website.
- If you can't make the set debate time, send your opinions beforehand and the BBC will use them during the debate.
- And most importantly, don't be shy – join in – the BBC would love to hear what you think.

Still have questions?

Email commonwealthclass@bbc.co.uk and the BBC will do their best to help.

SECTION 5: PLANNING A LAUNCH EVENT

If you are planning a launch event to mark the beginning of this project for other teachers or schools in your community, you could use the following script to introduce Commonwealth Class and this education pack to the participants.

Please feel free to adapt and amend this to suit your audience. You might choose to only use some of the material or use it in a more condensed form.

Useful resources: Copy of education pack, computer (with internet access if possible), speakers, projector, flip-chart, DVD, chalk, paper, pens, commitment list, icebreaker activity sheet.

Possible programme for launch event:

- Introduction to the event and icebreaker activity
- Session 1: Introducing the Commonwealth and Commonwealth Games
- Session 2: Commonwealth Class – Children of the Commonwealth
- Session 3: I am a Commonwealth citizen
- Session 4: Commonwealth teachers
- Session 5: Planning in groups

Script

Introduction and icebreaker

Leader: Welcome to this event to introduce the exciting Commonwealth Class programme compiled by the Commonwealth Secretariat, the British Council and the BBC.

The education pack to accompany the project has been designed to support young people's education around the world and help them gain a greater understanding of the Commonwealth and its values leading up to the Commonwealth Games taking place in Glasgow 2014. During today's event we will look in greater detail at:

1. Introducing the Commonwealth and Commonwealth games
2. Commonwealth Class – Children of the Commonwealth
3. I am a Commonwealth citizen
4. Online debates

Each unit contains background information, ideas for discussion and cross-curricular activities. There are learning outcomes, lists of additional resources and references to how these activities relate to curriculum subjects and Commonwealth values.

The activities can be used as starting points in individual lessons or form part of larger cross-curriculum project. They aim to develop knowledge and understanding of the Commonwealth alongside important skills and competencies such as critical thinking, communication and creativity. This is the first step in a project open to all schools in the Commonwealth and beyond, which includes monthly online resources and content available on the Commonwealth Class website. During today's session you will have an opportunity to look at the materials, take part in some activities and consider how they could work in your school.

Before we look at the pack, we are going to have an icebreaker activity so that you can get to know some of the other participants here today and find out some of the links we all share with other Commonwealth countries.

Instructions: Give each participant a copy of the 'Can you Find' sheet. Ask them to walk around the room and try to find the names of nine other delegates that fit the criteria on the sheet.

Can you find someone in the room who...

Has visited other Commonwealth countries	Can speak more than one language?	Has friends or family who live abroad?
Can sing a song in another language?	Drives a car that was built in another country?	Enjoys food from other countries?
Is wearing or using something that was made in another country?	Enjoys playing or watching a sport that will feature in the Commonwealth Games?	Watches films or television programmes that were made in other countries?

Session 1 Introducing the Commonwealth and Commonwealth Games

The first section includes useful background information about the Commonwealth and Commonwealth Games and a number of activities and resources that you can carry out with your pupils.

(If you have a computer and projector available, demonstrate the Guess Who activity from Section 1. If you are feeling brave and numbers are not too large you could also carry out the *Down the Line* activity.)

There are also activities in the first section about the Queen's baton relay, flags and traditional tales, the Commonwealth Games and a short film about Usain Bolt and his Physical Education teacher in Jamaica.

Session 2

Section 2 focuses on the lives of children in the Commonwealth. It contains two short films about children living in Bangladesh and Kenya and is told through the eyes of the children. They focus on issues related to Commonwealth values such as equality, access to education and tolerance, respect and understanding. There are suggestions for discussion and follow-up activities, including a series of letters from children living in other parts of the Commonwealth.

(If facilities are available, show one of the films and discuss some of the issues presented and how teachers or schools might use the film with their pupils.)

There will also be great opportunities during this project for your pupils to engage with other pupils across the Commonwealth. One way of doing this is through the online debates, which will take place each month. There are instructions to help you participate in Section 3 of the pack.

Session 3

There will also be ways for you to join a teacher network to connect and share ideas with other teachers around the Commonwealth.

For example, we have been asking teachers in different countries about the strengths of their education system and the main issues facing schools in their locality by collecting their views in the form of a wordle.*

(Show examples of wordles from different countries and ask participants to contribute their thoughts to this debate by writing down three key strengths of their education system and three issues facing teachers in their country. Ask them to feed back their thoughts to the group. Ask them to hand in to you what they have written and use it to create a wordle of their views.)

* www.wordle.net (Wordle generates word clouds from any text provided).

There are also many links at the back of the pack to additional resources if you want to find out more.

Do you have any questions about what we have heard today? If we cannot answer them, we will give you an email address and someone from the organisations running the project will get back to you.

We hope that you and your schools will really get involved in some of these exciting opportunities to learn more about people across the Commonwealth, so before you go today, could you please indicate on the commitment list what your next actions might be as a result of today's session?

(Hand out copies of the commitment sheet at Appendix 7 for people to discuss, complete and leave with you.)

Find out more

We hope you have enjoyed using the activities in this pack. The following resources contain additional information that may help you to organise your activities and projects.

The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. Each year we work with millions of people, connecting them with the UK's assets in English, the arts, education, and our ways of living and organising society. For schools globally we offer support, training and resources to support education for global citizenship and enrich teaching and learning. Find out more at www.britishcouncil.org/schoolsonline

The Royal Commonwealth Society is an international education charity with aims to promote understanding of international affairs and the modern Commonwealth. Our projects encourage young people to develop their skills, to realise their ambitions and, with an increased awareness of their role as global citizens, to engage with key challenges facing the international community. www.youngcommonwealth.org and www.thercs.org/youth/413 These websites contain information and educational resources about the Commonwealth. They are largely aimed at secondary pupils.

Game On Scotland is the official education programme for the Glasgow 2014 Games for schools in Scotland – it can be found at www.gameonscotland.org and contains education resources for a wide range of ages and curriculum areas for Glasgow 2014. www.glasgow2014.com/join/queens-baton-relay/international-sector-schedule has further details of the Queen's Baton Relay.

www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/Commonwealth_Flags_Poster.pdf shows the flags of the Commonwealth.

A copy of the Commonwealth Charter can be found here at www.gov.uk/government/publications/the-commonwealth-charter

www.yourcommonwealth.org is a site created and crafted by young writers, videographers and youth leaders.

UNICEF. See Kiran Bir Sethi's TED talk on developing the Design for Change programme and children's action projects in India here www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge.html

Send My Friend to School brings together thousands of children across the UK to speak up for the right to education. The website has case studies and campaign stories of young ambassadors as well as fact sheets and stories. www.sendmyfriend.org

Find out more about the Design for Change project carried out by an www.southfarnborough-inf.hants.sch.uk/index.php/ourschool/ecoschool/design-for-change-uk infant school in Hampshire to clear up their local area by watching this video www.youtube.com/watch?v=kwQGdvylt4

One Voice For All (<http://schoolsonline.britishcouncil.org/projects-and-resources/projects/one-voice-for-all>) is a set of teaching resources designed to help teachers discuss and explore human rights in their classrooms. Its key focus is the UN Convention on the Rights of the Child.

UNICEF has information about the Millennium Development Goals and the UN Rights of the Child in child-friendly language. www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

Think Global has a photo resource to prompt discussions about the Millennium Development Goals here (<https://globaldimension.org.uk/resources/item/1925>).

Theatre Education (<http://theatre-education.co.uk/2011/04/what-is-forum-theatre/>) and BBC Bitesize (www.bbc.co.uk/schools/gcsebitesize/drama/exploring/explorative_strategiesrev7.shtml) have further information on forum theatre techniques.

Further information about Kenya can be found here <http://kids.nationalgeographic.com/kids/places/find/kenya>

A series of lesson plans about children's rights for ages 8–10 can be found at Oxfam's Education resources webpages (www.oxfam.org.uk/education/resources/childrens-rights).

Visit www.ariverofstories.com to see information about A River of Stories – a collection of traditional stories and poems from each country of the Commonwealth, beautifully illustrated by Jan Pieńkowski.

Visit www.wordle.net to see examples of Wordle word clouds made from text.

<http://schoolsonline.britishcouncil.org> has exciting learning global resources including World Voice, Global Eyes, Climate 4 classrooms, Dickens 2012 and many more.

The British Council's Connecting Classrooms Professional Learning Site (<http://schoolsonline.britishcouncil.org/programmes-and-funding/linking-programmes-worldwide/connecting-classrooms/PD>) offers free online courses for teachers in Global Citizenship, ICT and English for international exchange and is available wherever you are in the world.

International Inspiration Games and Sports (www.london2012.com/join-in/education/international-inspiration/) <http://www.britishcouncil.org/sport/international-inspiration-resources> has details of traditional games from around the world.

Written by Alison Willmott
Education Consultant

Appendix 1: Guess Who... PowerPoint (www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/1r1_Commonwealth_Guess_Who_presentation.pdf) Slides 1–15. © Royal Commonwealth Society www.thercs.org/youth

COMMONWEALTH INTRODUCTION POWERPOINT | PAGE 1 OF 26

1R1

GUESS WHO

See if you can guess **which countries** are represented on each of the following slides...



1R1

GUESS WHO



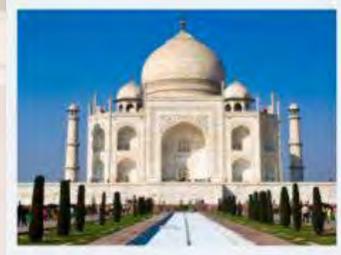
See if you can guess **which countries** are represented on each of the following slides...



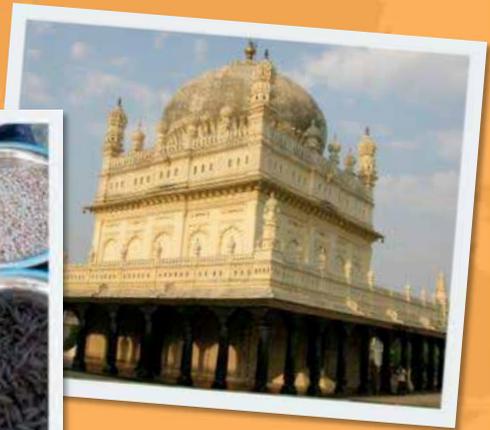
GUESS WHO



- This country's population makes up around **a sixth** of the total world population!
- Including its islands, this country's coastline is over 7000 km (4300 miles) long, which is longer than the distance between London, UK and Entebbe, Uganda.
- The national animal of this country is the tiger.



INDIA



GUESS WHO



- Geographically speaking, this is the second largest country in the world... and has the world's longest coastline, at around 200,000 km (125,000 miles), which is around two thirds of the distance from the earth to the moon!
- There are two official languages in this country: English and French.
- The average temperature in January in the capital city of this country is around -10°C .



CANADA



GUESS WHO



- The capital city of this country is called Nassau.
- This country is made up of a large number of islands and is a popular tourist destination.
- The highest point in this country is around 63 metres above sea level.
- The name of this country sounds like the Spanish words for 'low' and 'sea' put together...



THE BAHAMAS



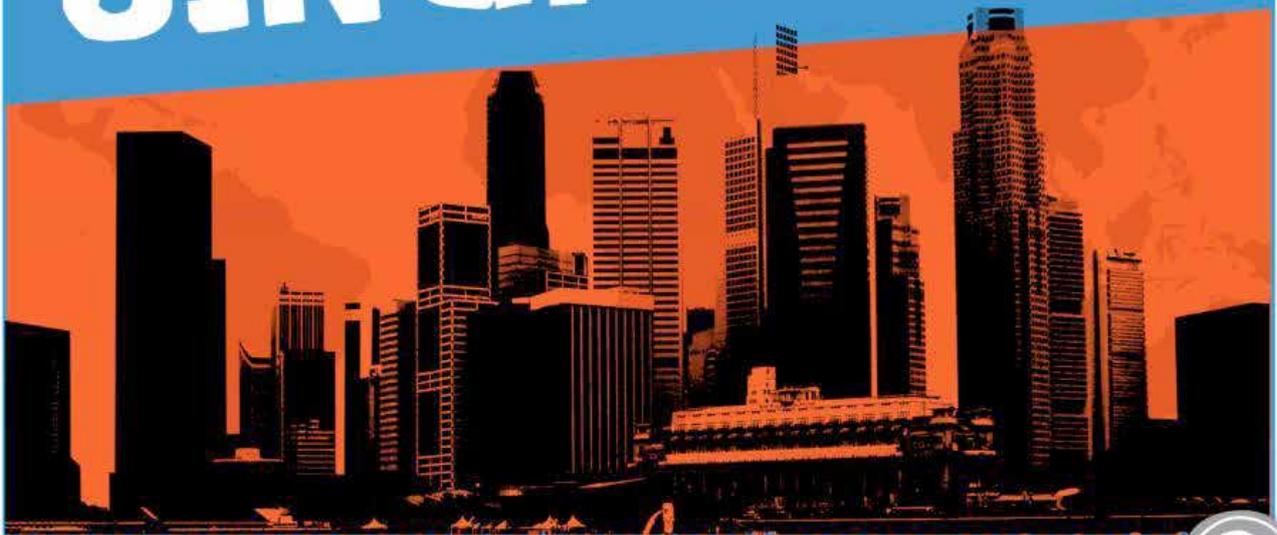
GUESS WHO



- This country has one of the busiest ports in the world.
- The name of this country means 'Lion City'.
- This country is said to be the second most densely populated country in the world. The majority of the population live in flats (apartments) managed by the government's Housing and Development Board.



SINGAPORE



© ROYAL COMMONWEALTH SOCIETY WWW.THERCS.ORG/YOUTH

GUESS WHO



- The official language of this country is Portuguese.
- The main religions in this country are Christianity and Islam.
- The capital city of this country is called Maputo, which shares its first letter with the name of the country...



MOZAMBIQUE





**What do these countries
have in common?**





**THEY ARE
MEMBERS OF THE
COMMONWEALTH**

© ROYAL COMMONWEALTH SOCIETY WWW.THERCS.ORG/YOUTH

The Commonwealth is a **unique global family** of **54** member countries.

From Africa to Asia, from the Pacific to the Caribbean, from Europe and the Mediterranean to North America, the Commonwealth's membership stretches across all the world's continents and oceans and includes **1.8 billion people**, or 30% of the world's population. Over half are young people aged 25 or under.



The Commonwealth's member nations are characterised by remarkable **diversity**.

- They include Canada, the world's largest territory and Nauru, the world's smallest republic.
- They include Namibia, the world's driest country and Guyana which has some of the best conserved tropical forests.
- Many Commonwealth members are small; some are isolated island states, others are completely landlocked.
- Some of today's most rapidly industrialising countries, such as India and Malaysia, are members. But so too are Mozambique and Tanzania which, are some of the world's poorest.
- All of the world's major religions are practised within the association.



Appendix 2: Commonwealth Flags (www.thercs.org/youth/Filestore/PDFDownloads/Teaching_Resources/Commonwealth_Flags_Poster.pdf). © Commonwealth Secretariat



Please note that following the decisions taken by the Commonwealth Ministerial Action Group on 31 July 2009, Fiji was suspended from membership of the Commonwealth on 1 September 2009.

Appendix 3: Letters from the Commonwealth (www.thercs.org/youth/Filestore/Online_Materials/Green%20Lesson-1.pdf)
See pages 16–19. © Royal Commonwealth Society www.thercs.org/youth

★ DIVERSE COMMONWEALTH LETTERS » Resource 1r4

Baddomalhi
Narawal
Pakistan

Dear Cousin,

I wanted to write to you to tell you a bit about my life in Pakistan, and to find out about your life too.

I live in a village north-east of Lahore, very close to the border with India. My village is surrounded by green fields and trees. Life here is very different from all the pollution and noise you have probably heard about in the big cities of Pakistan. My house is located in the centre of the village, and it is two storeys high. We have three bedrooms, a kitchen, a TV lounge and two bathrooms. We also have a room that is for guests. My bedroom is spacious and airy and it's on the top floor. Where do you live? What is your bedroom like? How does your village or town compare to other places in your country? Is there any overcrowding?

My bedroom faces the east, so in the morning the sunlight comes in and wakes me up. Once I am up, I usually have chapattis, butter and milk/water for breakfast before school. What do you have for breakfast? My mother is a housewife. She is a fantastic cook and she makes chapattis and vegetables for lunch, and dal (lentils) and rice for dinner. We are really lucky to have fresh vegetables. After school, I take our two buffaloes to the field for grazing and sometimes I ride on the brown one. The milk of the buffalo is very fresh and sweet it's really good to drink. Do you have any tasks to help your family with? What do you do in your spare time? Does the local government or anyone else provide activities for young people in your area? My village has a big playing field, where my friends and I play cricket and football.

There is a railway station in our village that links us to Lahore and Narawal. In our village there is also a church where Christians go for worship and a mosque where Muslims go for prayer we have both. Christians and Muslims live together in peace and respect each other here, but this has not always been the case in Pakistan. What religions do you have in your country? Do they live peacefully together?

Write to me soon!

Love from,
Farhan

P.S. Look at this coin
from my country...
Do you know what the
crescent symbolises? →



★ DIVERSE COMMONWEALTH LETTERS » Resource 1r4

Malan Road
Singapore, 109433

Dear Cousin,

I wanted to write to you to tell you a bit about my life in Singapore. I think you would love Singapore. There are so many things to do and see, such as the Singapore Zoological Gardens, and the Mustafa Centre, a shopping paradise that is open 24 hours a day!

We have great food. We live in a multi-racial society, with people from Chinese, Malay, Indian and European backgrounds. Each group has its own religion and festivals, and the different cultures mean we have a real mix of different foods. To promote tourism, there is an annual event called The Singapore Food Festival. It is held in July and you can try things like Char Kway Teow, which is wok-fried noodles in sweet dark sauce; Roti Prata, which is Indian fried leavened dough in curry; and Laksa, which is rice noodles in coconut gravy. What is the food like in your country and do you have foods from lots of different cultures? What's your favourite food?

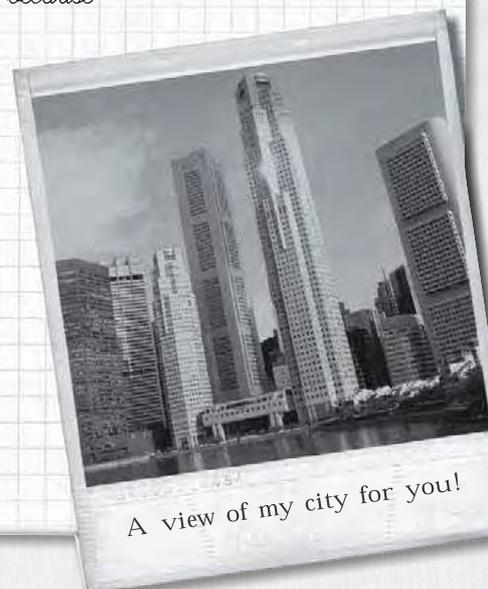
I go to a great high school. Life in school is fun. I learn Chinese and English, but I've also chosen to take Japanese lessons. I thought it would enable me to watch anime, which is Japanese animation, without the subtitles. Inashaimasu! Some people in Singapore speak a local non-standard English, which is known as Singlish. Do you have different dialects in your country? What languages do you know? Which ones do you study at school?

Let me tell you a bit about the history of Singapore. It was first known as Temasek, which means 'Sea Town' in Malay, because Singapore is an island off the tip of the Malay Peninsula. However, when a Sumatran prince, Sang Nila Utama, first landed in Temasek, he saw what he thought was a lion, though there were never lions in Singapore. Nevertheless, he renamed Temasek to Singapura, which means "Lion City" in Malay. Can you tell me something about the history of your country?

Look forward to hearing from you again soon.

Love,

Jacklyn 😊



★ DIVERSE COMMONWEALTH LETTERS » Resource 1r4

Mufindi,
Iringa,
Tanzania

Dear Cousin,

I hope you are well. I thought in this letter I would tell you a bit more about my life here in Tanzania. In my spare time I play computer games, watch cartoons and do my homework. Do you do the same kinds of things at home? I am planning to be a pilot when I grow up. Some people say this takes loads of time and is too hard but I am going to try anyway. Have you thought about what you want to do when you have finished school?

I live in a house with two other people. My parents passed away. I live with my uncle and his son Valentino, who is fifteen years old. My brother Harrison lives with my aunt in another town, Mtwara, which is about 13 hours' drive (1000 km / 600 miles) away from where I live. Harrison loves playing football. Valentino, my cousin, likes watching films and playing computer games so we get on really well. My uncle works for the Tea Research Institute of Tanzania. That is an organisation that deals with tea planting. Do people drink tea where you live? What are the main things that your country produces?

I go to a good school. It has good teachers, a good hospital, takes care of its pupils and has a big place for eating. It has primary and secondary sections and is for both boys and girls. It also has boarders and day pupils. Our school belongs to a big multinational company that grows tea. Who pays for your school? In Tanzania there are a lot of people suffering from HIV/AIDS. What are the main health problems in your country?

Tanzania is a big country that has twenty-four regions. The capital city is called Dodoma. There are some big international airports such as the Julius Nyerere International Airport in Dar-Es-Salaam and the Kilimanjaro International Airport. Mount Kilimanjaro is in northeastern Tanzania and is the highest mountain in Africa. The area where I live is called Iringa and has hills, valleys, lakes and mountains. It's quite cold here. In Iringa we have national parks such as Udzungwa. There are also many tribes in this region such as Hehes, Kingas and Benas. There are two main people who helped Tanzania (which used to be called Tanganyika) get independence and they are remembered: Mkwana Mkwawa and Julius Kambarage Nyerere. What are people remembered for in your country?

Your cousin,

Jackson

★ DIVERSE COMMONWEALTH LETTERS » Resource 1r4

Southern Main
Cunupia, Chaguanas
Trinidad, Trinidad and Tobago

Dear Cousin,

How are you? I wanted to write to you to tell you a bit about life here in Trinidad and Tobago. This country is made up of two islands: Trinidad and Tobago, but most of the population lives on Trinidad, which is where I live too.

Trinidad and Tobago is a nation that embraces diversity. Its population is made up of a mixture of Indian, Afro Caribbean, British, Chinese and other people who have settled on the islands. What are the different cultures in your country? Do people support each other or are there conflicts between people? It makes me quite sad when people can't see beyond their differences and realise we are all human beings and we should work together to make the world a better place. Do you agree?

Trinidad's soil and its ecology is distinctly South American, because Trinidad used to be part of Venezuela's coastline until the last ice age. We are only seven miles away from the South American shoreline at the closest point, which means birds travel back and forth between the islands and mainland. Often, you cannot even see Trinidad and Tobago on a world map but, despite their size, the islands have some of the most diverse wildlife populations in the world. Before Christopher Columbus landed and gave the island its name, Trinidad was believed to be called *Tere* by the native Arawak people, which means Land of the Humming Bird. It is home to more than 469 species of bird, at least 98 species of mammal, and many other animals, including some species that are close to extinction. What is the wildlife like in your country? Are there any endangered species there?

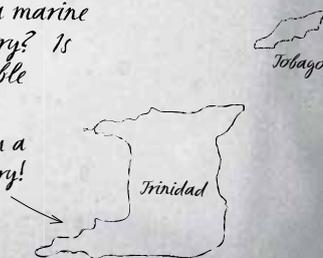
The government and people of Trinidad and Tobago take part in many conservation projects and efforts to protect our ecosystem. For example, we have the Nariva Swamp, which was designated a Wetlands of International Importance in 1992 and is a popular destination for tourists and nature photographers. However, Trinidad and Tobago's economy also depends on petroleum and natural gas, and sometimes wildlife habitats are destroyed by pollution from these industries and even by tourist activities. Tobago was once famous for its coral reef, but the snorkel and scuba diving industry has now reduced the reef to a marine wasteland. What are the main industries in your country? Is pollution damaging your countryside? Have you been able to do anything about it?

Write to me soon.

Love from,

Jessica xx

P.S I've drawn you a map of my country!



Appendix 4: Folktale from Malaysia, *The Messenger of the Moon*, retold by Mervyn Skipper, which is taken from *A River of Stories: Tales and Poems from across the Commonwealth* (www.ariverofstories.com) ©Jan Pieńkowski.

MALAYSIA

The Messenger of the Moon

Adapted from a retelling by Mervyn Skipper



here was a drought in the Elephant country. There hadn't been a drop of rain for weeks. All the pools and the lakes had dried up, and instead of a beautiful broad river to bathe in, all the elephants had was a little muddy trickle of water which was hardly enough to give them each a drink, not to speak of a bath.

So the King of the Elephants sent a messenger out to see if, in another part of the country, there was any water to be found. The messenger travelled for many days over the hills and through the jungle, and everywhere he found the lakes had all dried up and the pools were all gone and the rivers were just little muddy trickles of water.

But at last, after many days of travelling, he came to a river where the grass was still green and the water was lovely and deep, and after drinking a little and giving himself a shower-bath, he hurried back to the King to tell him the good news. As soon as the King of the Elephants heard it, he told all his people to follow him, and set off to find the wonderful river.

Now the river belonged to a tribe of monkeys, and when some of the monkey people saw the elephants coming they went to their King and said, "What shall we do, O King? The elephant people are coming, like mountains walking, to take our river from us."

The Monkey King called all his people together and asked the oldest and wisest monkeys to tell him how he could stop the elephant people coming and drinking up their river. Some said one thing and some said another, but none of them could tell him how the elephant people could



MALAYSIA

be stopped from drinking up their river.

At last a little baby monkey jumped up and said, "I will stop these elephants from stealing our beautiful river and drinking it all up."

The monkey people all laughed at him and cried, "How will you, a little whipper-snapper that a baby elephant could crush under one foot, stop a whole tribe of elephants?"

"That is my business," said the little monkey, "just you wait and see!"

So the little monkey went off and climbed a tree that leaned over the river and waited for the elephants. Soon they came along, hundreds of big old-man elephants and hundreds of big old-mother elephants and lots of little baby elephants who could have crushed the little monkey with one foot; and the ground shook under their tread, and the trees bent as if a strong wind were blowing, and all the leaves trembled. The little monkey did not tremble. He said in his squeaky voice, "Stop! Stop, all you elephant people! If you go another step further you will be sorry for it!"

The elephants all stopped and looked up, and when they saw a little monkey on a tree branch they laughed, and their King said, "Who are you, small hairy thing, that tells the elephant tribe to stop?"

"I am the messenger of the Moon, and the Moon owns all this river," said the little monkey. "There she is, bathing in it at this moment, and if you dare disturb her she will be very angry, and will certainly eat you all up!"

The elephants all looked at the river, and there, sure enough, was the Moon bathing in it.

So they all gathered at the bank of the river and talked about what was the best thing to do; some said one thing and some said another, but before they had made up their minds, a little baby elephant, trying to push his way to the front so that he could hear what his elders were talking about, fell, flop! into the river.

At once the Moon stopped bathing and began to rush up and down and round and round, as if she was terribly angry. The Elephant King, thinking he was going to be eaten, gave a wild scream and rushed away; and all the elephant tribe, the big old-man elephants and the big old-mother elephants and all the little baby

MALAYSIA

elephants, rushed after him, falling over each other in their hurry.

The baby elephant who had fallen into the river pulled himself out as fast as he was able, and ran too. But after a while, noticing that the Moon wasn't following him, he stopped, and as he was very thirsty, he came tiptoeing back to the river, and there was the Moon, bathing herself quietly again. So he gently put his trunk into the water and took a little sip; and then, as the Moon did not seem to mind, he took a long gulp, and then he slipped down the bank, splosh! into the water and gave himself a shower-bath.

When he had had enough, he ran after the rest of the elephants to tell them that it was all right and that there was nothing to be afraid of. He had not gone very far when he met his mother, looking very pale and anxious. "You young rascal," she said, "wherever have you been? I was quite sure the Moon had caught and eaten you!"

"Caught and eaten me?" said the baby elephant, "No way! That Moon you were all so afraid of was only a reflection. I've just had a lovely shower-bath in her river, and if you all come back you can have one too!"

"Hold your tongue, you cheeky little thing, and come along," said the mother elephant, cuffing him over the head with her trunk, and hurrying to catch up with the rest.

So the elephant tribe went back to their own country and the monkey tribe kept their beautiful river.





Appendix 5: Poem from Botswana, *Woman's World*, by Barolong Seboni, which is taken from *A River of Stories: Tales and Poems from across the Commonwealth* (www.ariverofstories.com) ©Jan Pieńkowski.

BOTSWANA

Woman's World

By *Barolong Seboni*



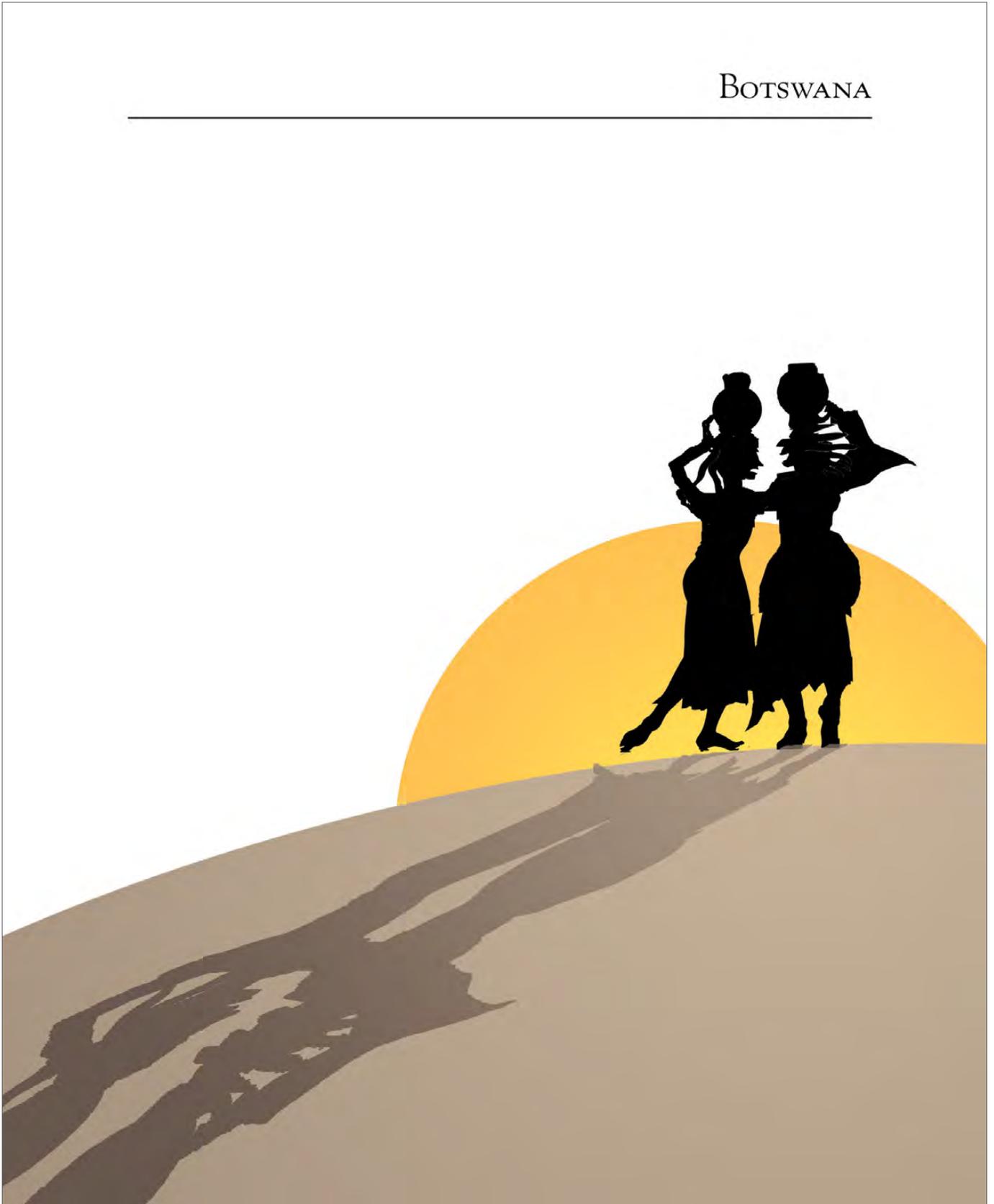
Silhouetted
against the setting sun
women
ascend
a hilly incline
balancing
barrels on their heads

talking laughing
with hardly a
splash...

the world
rotates
on the axis
of the earth's women

talking laughing
at life
with oceans
balanced
on their heads
without
a
splash...

BOTSWANA



Appendix 6: Icebreaker sheet

Has visited other Commonwealth countries	Can speak more than one language?	Has friends or family who live abroad?
Can sing a song in another language?	Drives a car that was built in another country?	Enjoys food from other countries?
Is wearing or using something that was made in another country?	Enjoys playing or watching a sport that will feature in the Commonwealth Games?	Watches films or television programmes that were made in other countries?

Appendix 7: Commitment sheet for launch event

Name:

School or position:

- I will plan and carry out a lesson/activity with my class
- I will carry out a series of lessons/activities in my school

- I will

- I will

- My school will take part in a debate

- My school will

- My school will

- My school will contribute to a teacher network

- My school will apply to join a team to follow athletes leading up to the 2014 Commonwealth Games

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Supporting:

