Better Community, Better Life
Education Pack

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Introduction

We learn in our home, we learn in our school and we learn in our community

This exciting project provides students with the opportunity to understand more about their local community and play a part in its development. It enables them to work alongside talented local artists to create their own amazing pieces of art work following a detailed study of their community. Then by sharing work and ideas with partner schools they not only deepen their understanding of each other's communities but work towards ways of improving them.

The project encourages creativity, social responsibility and community cohesion.

Getting involved in the project will:

• help your students to develop a variety of communication and critical thinking skills

• open up a dynamic intercultural dialogue between students across the world

• bring an international dimension to learning

• help your school to build and sustain long term global partnerships with other schools

• improve students' knowledge and understanding of other cultures.

Summing up the impact of the first project on her students a teacher from the UK stated:

"It was wonderful for the students to learn so much about life in China and also to explore community life here in Camberley. We hope the fantastic porcelain pots and prints will give people a glimpse into our community and how our pupils perceive it."

Themes

Changing Community, People and Community and Environment and Community

Project structure

The project is divided into two phases.

Phase I: Community research and creation of art work

Each cluster will need to identify a lead artist to work with their teachers and students. Staff and students will agree with their partner schools which of three themes they will focus on and then conduct research into this aspect of their local community. With the support of their artist, they will turn their findings and ideas into pieces of artwork which will include a poster illustrating the work of their chosen theme.

Each school will decide how the learning should be designed and delivered but at all stages of the project they should work closely with their partner school, sharing their ideas, plans and final pieces with them.

Phase II: Community action plans - think global and act local

Students will investigate how they can be active citizens and make a difference to their local community by improving an aspect of it. During this part of the project, some schools may timetable focused activity days into their school calendar whilst others may choose to use time during lunchtimes or at the end of the school day. They will chart the progress of their community project by making a film and/or written diary and will need to liaise with the community and take part in supervised off-site visits. This may require a certain amount of coordination between the school and the local community.

A third optional phase encourages schools to exhibit their completed work either locally or nationally. In the first year of the project, over 200 pieces of work including a cascading Chinese calligraphy scroll, masks and painted umbrellas were exhibited at the Sichuan Museum in Chengdu, whilst entries from schools in the UK and China went on display at the British Council offices in London and Manchester.

Ideas for teachers

The following ideas and activities are designed to be flexible and adaptable for use by students in primary or secondary schools working on the three project themes.

Learning may take place in individual subject lessons or as part of a large cross curricular project, but at each stage where possible, planning and outcomes should be shared across both schools. Some of the following activities are based on entries received from the first project. The possibilities are endless, the choices are yours!

Theme 1: Changing Community

This theme explores how a community adapts and copes with economic, industrial or geographic changes over a period of time.

Background information: The spaces where we live shape our actions and thoughts, and these can change as the space around us alters. This may be from a traditional to modern outlook, for example, but a community may cherish its traditional roots and make attempts to resist modernity.

Audio/visual stimuli such as photographic evidence and video production, work well with this theme, as they can show how the community has resisted or welcomed change. Research could include the examination of evidence in local libraries, museums and on the Internet. Learners should encounter archived information about their community and compare their findings to the present situation.

Their investigations should examine the developments of communities within both countries in order to gain a complete picture. Within their research, students should also be given the opportunity to visit senior members of the local community who have seen the most change. Through conversations and interviews, the personal impact of change can be conveyed.

Cross curricular activities relevant to this theme:

Past and present

Pupils aged: 10-16

Subjects covered: Geography, History, Art and Design, English, ICT, DT, Citizenship

Skills: Research, communication, collaboration, identifying problems and considering alternative solutions

Ask your students to find examples in the news of things that are bringing change to communities all over the world. These could be:

- new forms of transport or technology
- natural disasters
- political change
- immigration
- large events such as the Olympics.

Ask students to carry out research to find out about the type of events that have brought change to their own community. Can they use local archives, census returns, maps and photographs (usually available online) to find out what their locality was like in the past and how it has changed, then share and compare their findings with their partner school?

Research in both countries should include interviews with members of the community to find out about the personal impact changes have had on local people. Students could invite older residents into school, perhaps for afternoon tea, and ask them how things have changed and what the area was like when they were younger. Ask them to bring with them any photographs or family stories to illustrate the changes that have occurred.

These interviews could be filmed and used as a basis for fiction and non-fiction written accounts, poetry, play scripts, timelines, maps or murals to show the changes that have taken place in their community. If they choose to focus on a particular time frame ask them to find out what was happening at the same time in the locality of their partner school. The results could be used to create a 'museum of local history' within the school using a range of media to replay the stories gathered by the students alongside photographs and written accounts.

Students could also use the information they gather to create sewn fabric murals, banners or 3D sculptures with pictures or symbols of their community in the past and present. Ideas and findings could be swapped between partner schools and the final piece of art work could contain images of both communities. These could be displayed throughout the community.

Moments in Time

Pupils aged 10-16

Subjects covered: Geography, Art and Design, History,ICT

Skills: Investigation, enquiry, research, asking relevant questions

Take your students for a walk around parts of your local area to capture the sights and sounds of everyday places using sketch books, microphones and digital cameras.

Interesting details on buildings, transport, and shops could all be noted, and used to bring the area to life as a piece of art work. Ask the students to keep a look out for particularly interesting geographical features and details such as posters, shop signs or graffiti that could be included. Back in class, trace their routes on maps noting where certain things were seen and use copies of historical maps and photographs to see how the same area looked at different periods in the past.

Changes in industry could be examined from a technological standpoint and the impact examined. It may be that a community where jobs were once centred on one form of industry has now changed focus. One special needs school in the previous project, for example, researched the town`s history of mining and made 3D sculptures to show how the local area had changed over the years from an industrial landscape of mines, coalfields and power stations to a more rural environment as the old industrial locations were changed into local parks.

Share findings with your partner school and ask questions about their local environment. Discuss the similarities and differences between the two localities. Film, photography, PowerPoint presentations or animation could be used to show the changes that have taken place within each community. A collage of images from past and present can be a very powerful way to show change and contrast. The films could also illustrate what they think each community may look like in the future.

Alternatively, ask the students to suggest pictures and artefacts that could be put into a box to capture elements of their local area at a certain point in time. They might include newspaper and weather reports, a piece of music, drawings, photographs and sound recordings. When the final selection has been made swap boxes with your partner school and discuss the similarities and differences of the contents. Can the students suggest ways in which these pictures and artefacts be used in a piece of art?

Education, Education, Education

Pupils aged 8-12

Subjects covered: History, English, Art and Design, ICT

Skills: Investigation, communication, collaboration

Students could choose to investigate a particular aspect of change, such as education, by documenting the changes that have taken place in their own schools over a period of time. One school previously used their centenary celebrations to invite guests from the community to talk about their experiences and memories and create a gallery of images and quotations from students, teachers and the school log book from past to present. These could be compared and contrasted with the changes that have taken place over a similar period of time at their partner school.

Time for Change

Pupils aged:11-16

Subjects covered: Citizenship, PSHE, English

Skills: Communication, empathy, collaboration, identifying problems and considering alternative solutions

Invite members of the community into school to discuss areas of the local community that are in need of change. Ask your students to begin to develop a plan that will raise public awareness of the need for such change. Devise the relevant steps to make this happen and swap ideas with your partner school. This may involve students contacting people in authority or local businesses, raising money and organising rotas of volunteers. They will also need to document the process and the impact that their changes make to the community.

Subject	Links with 'Changing Community'
Science	The environmental changes within a given community could be examined from a scientific standpoint. • Students could explore soil samples or vegetation developments within the local area. Any analysis would need to be paired with research into the past composition of the community's natural environments. • Alternatively, a certain aspect of culture (food, fabric, etc.) could be broken down scientifically into its parts and the origins examined. • Any research that is conducted should be cross-referenced with other communities in the UK/ China. **Possible evidence:** Evidence of experimentation (soil samples, vegetation), research report (including diagrams, illustrations, captions).
History	The developments of past/present/future can be examined to support the creation of an historical timeline relief. • The historical developments of a certain symbol or culture can be examined and compared across cultures. **Possible evidence:** • Artwork (Sculpture, wall relief or collage) • Poetry or imaginative story • Research report including diagrams, illustrations, captions
Physical Education	Students could examine how games, sports, teams or organisations have changed structure or focus over time and cross-reference with developments in other communities. **Possible evidence:** • Video of sport or local community games (Length - three minutes) Note: if making films although the edited video need only be three minutes, up to ten times that amount of raw footage will be needed prior to the editing process. • Sound will also become a consideration, as many videos will need some form of narration. This will require some form of audio recording device. • Research report (including diagrams, illustrations, captions)
Maths	The scientific or economical changes within a certain community can be examined to support the artwork being created. • Mathematical processes tabulating and analysing data could be used to illuminate the reasons for physical change. • All of the information gained from research in this theme could be broken down mathematically. **Possible evidence:** • Research report (containing statistical evidence, charts, tables, graphs) • Poster (to display evidence produced in research)

Subject	Links with 'Changing Community' continued
Geography	The spread of urbanisation could be examined from a geographical standpoint, illuminating the reasons for structural or location change This could then be cross referenced within other communities in the UK/China. **Possible evidence:** • Community map annotated to contain significant locations
Technology	Students could identify the new technologies which are likely to have a positive or negative impact on their own community and create a top ten of the new technologies for the local and global community. **Possible evidence:** • Film describing their top ten technological advances together with the reasons for their choice (Length – three minutes). Alternative photographic slideshow with accompanying audio or written commentary
Science	Students could identify the new scientific applications that are likely to have a positive or negative impact on their own community and create a hypothesis of how their community would be changed by these advances. **Possible evidence:** • Film describing their top ten technological advances together with the reasons for their choice. (length – three minutes), Alternative photographic slideshow with accompanying audio or written commentary

Theme 2 People and Community

This theme will explore the people in a community, studying the roles, work and personalities of a group of local people.

Background information: A community is nothing without the individuals that inhabit it. When working on this theme, students may research and interview all sorts of people that they consider important within their community and celebrate their roles, lifestyles and careers. In doing so, they can develop an understanding of how the ideas and opinions of all citizens can be expressed through art and culture.

Once individuals are identified, students could examine why and how they connect with these people. They could also investigate popular culture and personalities from the world of music and sport within subjects such as Media and Social Studies.

The second phase of the project should enable everyone to celebrate their individuality and realise the important part they can all play in the community. A dedication or award ceremony might be one way of recognising and celebrating individuals and the services they perform.

Cross curricular activities relevant to this theme:

Important People

Pupils aged : 8-14

Subjects covered: History, English, Art and Design, ICT, D and T, Citizenship

Skills: Communication, empathy, taking turns, working collaboratively, problem solving

Ask your students to discuss in groups a series of open questions such as:

• How would you describe our community?

• What makes our community unique?

• Are there any community members that have special roles?

• What would happen if these roles were not fulfilled?

• Who are the unsung heroes of our community?

• Did anyone famous come from our community?

• How can we represent members of our community in different art forms?

Invite older community members into school to share with the students their experiences and knowledge of local events, crafts, recipes, playground games and rhymes. Record their stories in a variety of ways and perhaps share

with them the expertise of the younger generation in modern technologies.

Ask the students to research their family history, culture and community and take photographs of people and places that are important to them. Share these with your partner school and discuss how these people could be represented in different art forms. One school in the previous project, for example, asked every child to produce a brick with pictures and symbols representing a person who was important to them in their community. These individual bricks were then put together to create a school Great Wall.

They chose this representation of their community because of their links with China and also to represent an image of something that is strong and united even though each individual is unique.

Another school took a similar approach and designed and made 250 porcelain lamps featuring Chinese calligraphy depicting their names and symbols for goodwill, happiness and prosperity. The lamps represented the individual children, with different shapes and sizes reflecting different personalities and characteristics, The lamps were then mounted on two large raised plinths and lit, forming a giant illuminated Yin Yang symbol   representing harmony between children and communities on both sides of the world.

Artists and People

Age group: 7-16

Subjects: Art and Design, English, Design and Technology

Skills: Research, creating and developing, communication, evaluation

Ask your students to research how artists from both East and West have represented people in their work. Adapt their ideas and methods to make different types of images of people in their community. They could for example use cloth or sheets to make large paintings of faces of the local people they have interviewed in the style of the American artist Chuck Close. Alternatively they could find out about the background of Beijing opera masks and ceramics or create large photo montages of a number of different people`s faces similar to those produced by David Hockney. Share all research and ideas with your partner school and perhaps combine images from both communities.

Olympic Values and the Community

Age group: 7-14

Subjects: PE, PSHE, English, Art and Design

Skills: Empathy, Enquiry, Research, Creativity

As the UK hosted the Olympics last year and China hosted them in 2008, ask your students to find out about the

Olympic and Paralympic values of respect, excellence, friendship, courage, determination, inspiration and equality. Use local papers and information from families to investigate how people in their school and community have demonstrated these values. A dedication award ceremony or community action day could be held to recognise these members of the community and provide a stage for previously unheard or overlooked individuals or groups. Perhaps this could become an annual event.

Ask your students if they can also find out about any local heroes or sporting celebrities from the past and create a memorial telling their story. All research and celebratory activities should be shared with your partner school.

Other possible subject links

Subject	Links with 'People and Community'
Technology	Students could examine the technological advancements that certain figures have brought to a community. **Possible evidence** • Research report containing evidence of both primary and secondary research
History	The historical development of central figures within a community could be examined. • Students could examine the importance of certain roles or vocations within their community, and how this role influences their lives. • If relevant to a certain community the lineage of an influential family could also be investigated **Possible evidence** • Research report containing evidence of research and analysis through charts and/or illustrations
Physical Education	Local sporting celebrities could be involved in interviews or surveys. • These individuals could also be utilised in the second phase to encourage the involvement of the community. **Possible evidence:** • Community Action Day (focussed discussion or celebrity-led sport)
Maths	The number of people in the community could be compared and analysed as raw data. • This information could be compared between communities in UK/China. **Possible evidence** • Research report containing charts, tables and figures • Poster with research organised into graphs / charts and displayed during community action day
Geography	The closeness or separation of people within a community could be examined geographically and compared with other towns and countries. • Comparisons could also be made between urban and rural communities. **Possible evidence:** • Research report (word processed, containing illustrations)
Art	Using fabric, cardboard or wood, students could cut out silhouettes of people carrying out everyday community activities. • The students could use paint them and display them in the community. **Possible evidence:** • Sculptures of community members

Subject	Links with 'People and Community'
Media	Documentaries which combine an analysis of different cultures within a given community could be developed and compared with other parts of the UK/China. **Possible evidence** • Film (3 minutes)
Physical Education	Students could learn various sports and games that are played within a community and then pass this knowledge on through community outreach. **Possible evidence** • Community Outreach

Theme 3 Environment and Community

This theme will investigate how environmental factors can affect both a location and the community that lives there.

Background Information: In the face of climate change, all communities have become involved with the issue of ecological sustainability. To increase the understanding and appreciation of their own community, this theme investigates how local factors that affect the environment have also affected the students' community.

The processes and practices of industry could be compared and contrasted between communities to develop an understanding of each community's role in climate change or climate preservation. Students may decide that they must understand and improve their own communities in order to improve the world.

Within this theme, the second phase could involve students identifying an ecological need within their community and acting upon it. They could develop a plan to improve their community's natural environment, by planting trees or improving play areas, for example. Regardless of the specific action that is taken, a plan should be put into place that will help boost the local community`s understanding of the importance of environmental sustainability.

Cross curricular activities relevant to this theme:

Protecting the environment

Age groups:11-16

Subjects: Geography, Science, English

Skills: Research, Enquiry

Ask your students if they can find examples of developments that are having significant effects on their surroundings and the people who live there at home and abroad Discuss how communities can improve the environment and how they can damage it, and how decisions made about places and environments can affect the quality of people`s lives.

Students could research environmentally conscious practices and compare them between countries. If possible, they could visit local sites where environmental developments are occurring or speak with individuals who

are at the forefront of sustainable ecological development. Students could then share research findings with their partner school.

Growing Partners

Age groups:7-14

Subjects: Geography, Science, English, Maths

Skills: research, communication, evaluation, making connections

You could study the climate, environment and growing conditions in both partner schools by conducting research about the typical crops grown in that region and arranging to plant the same type of seeds in both school grounds at the same time and charting the results. In this way you can investigate how the different environmental conditions affect the growth of the plants. Measure the progress of the plants and any challenges along the way together. After harvesting the crop, swap recipes between the schools of different ways they can use the plants that they have grown.

Reducing waste

Age groups:8-14

Subjects: Geography, Maths, Science, Art

Skills: Enquiry, Research, Creativity

Set your students a challenge to investigate how much waste is produced by their school community in the course of a day, a week and year and what happens to it. Can they draw up plans to reduce this by measures such as recycling and composting and create jewellery, clothes or musical instruments from recycled materials? One school, for example, has previously worked with an artist to recycle old plastic bags into a piece of sculpture which they called the tree of enlightenment. They created leaves from plastic bags wrapped around pieces of cane and added slogans about environmental issues from local newspaper articles. They also held a zero waste day where they tried to produce no waste at all and use no electricity.

Found objects

Age groups 7-16

Subjects :Art and Design, Science, Geography

Skills: creativity, problem solving

Other Art projects could just use found materials from the local environment in the style of Andy Goldsworthy. One school in the first project used objects washed up on the beach, sand and water to create sculptures. They photographed them from different angles to explore the effects of shadow and light then used Microsoft Publisher to create patterns which they stitched together to create a banner.

Another school made a cabinet with different drawers and cupboards representing different aspects of the local environment such as the rugged coastline, wildlife and fishing industry. Alternatively, students could paint delicate images and calligraphy on leaves and feathers.

Other possible subject links

Subject	Links with 'Environment and Community'
Art	Samples from the environment (healthy or damaged) could be taken to create a collage or environmental art piece. • A definition and examples of environmental art can be viewed at http://greenmuseum.org/what_is_ea.php **Possible evidence** • Collage (dimension varies depending on the site)
Media	Photography or time lapse filming could be used to show the improvement (or degradation) of a community's ecosystem or vegetation. • In the same way, a piece could be put together to reflect the positive steps that are being put into place within a community. • This can then be compared and contrasted between UK/China. **Possible evidence** • Video (three minutes)

Subject	Links with 'Environment and Community'
Technology	Advancements in technology and their uses in the environment could be examined and compared between communities. • If communities have problems with pollution, ways to deal with this could be developed. • Students could also investigate/document how the environment responds to development (i.e. weeds between pavements, foliage between bricks). **Possible evidence** • Research report including images, diagrams, charts and interpretive figures from research • Poster used for public display during community action day
Science	The ecological system within a given community could be examined for pollutants by examining aspects such as the quality of soil or water • Students could participate in on-site activities that will allow them to interact with their community and provide a way for them to develop their scientific research skills. • The findings could then be compared with other communities in the UK/China. **Possible evidence** • Evidence of Experimentation (to be used during community action) • Research report • Poster used to display results of research
History	A study of the development of industry over time. • This could be linked with an examination of the development of natural spaces to show comparisons. • Students could investigate how the natural world has suffered due to expansion during industrialisation. **Possible evidence** • Research report containing charts, tables/illustrations • Posters used to show findings during community action day
Maths	The numbers and figures discovered through scientific research could be translated into charts and tables. • The analysis of raw data would support conclusions made about the impacts that a community is having on the environment. • Raw data such as this could be compared to other communities in the UK/China. **Possible evidence** • Research report containing charts, tables/illustrations • Poster (A3/A4; used to illuminate findings during community action day).
Geography	The geographical location and size of zones where natural life exists could be compared with urban or industrial zones.

Project Planning

Project plans come in all shapes and sizes, depending on the needs of schools and teachers and whether they are for the long, medium or short term. They can be broken down into weekly lessons or take place over an extended period. However, they should always be adaptable and flexible and focus on providing compelling learning experiences to increase the knowledge and skills of your students.

Project Plan 1 Terracotta Community Warriors

The following example is developed from the People and Community theme and shows how a joint cross curricular project in two primary schools celebrated the unsung heroes of their local communities whilst increasing the children`s knowledge and understanding of the Olympic Values, artists and artistic skills.

Lessons 1 and 2

Learning objectives: To develop speaking, listening and collaborative skills and an understanding of the importance of local communities and the people within them.

Activities: The teacher introduced the concept of the local community by sharing with the class photographs, artifacts and stories about the community she grew up in and the roles that people played within it. The Chinese language assistant also talked about growing up in China and the people who were important in her community.

The pupils were asked to talk in groups and make notes on large sheets of paper about the following questions:

• How would you describe our local community? What do you think makes it unique?

• Who do you think are important people who make a difference in our local community?

• Can you think of any community members that have special roles?

• What would happen if these roles were not done?

• Can you think of any people in our community who are "unsung heroes" who do not always get recognised for the important work they do?

After sharing their ideas they used the materials on the Get Set Go Olympic website to research the importance of the Olympic and Paralympics values and discussed how these values of respect, excellence, friendship, courage, determination, inspiration and equality were important in any community.

They were then asked if they knew anyone in their school or local community who had demonstrated some of these values. They also used copies of local newspapers to research stories about people in their community showing courage and inspiring others. After sharing their findings, each group was asked to choose three people and explain why they are important to the community.

During the week they created a display on a working wall in the classroom of names, information, pictures, newspaper cuttings or photos of people who they felt played an important role in the local community and helped them. They also invited local residents into school for afternoon tea to collect additional information.

As an additional task the students were asked to see if they could find out any information about local people in the past who had achieved something important in any area of learning or sport. When the wall was complete, they shared the names of the people they had chosen and the reasons for their choice along with stories and photographs they had collected with their partner school. They discussed any similarities and differences in the people who had been chosen in both schools.

Lesson 3:

Learning objectives: To introduce to the children knowledge of the terracotta army figures, Anthony Gormley's Field sculpture and skills and techniques to create stable clay figures.

Activities: The children learnt about the discovery of the Terracotta warriors and the production of Anthony Gormley`s Field Sculpture. The teacher emphasised how in both examples although the basic structure of all the figures are the same, facial features and individual characteristics make them all appear as individuals. They discussed as a class how they could use this idea and each make a clay model of one of the unsung heroes they had researched and then group them all together as a community. They decided to do this on the next Inspire morning so that their Mums and Dads could also be involved in the project. These are mornings when parents and guardians come into school to take part in activities with their children.

The teacher then demonstrated how to create simple standing clay figures and let the children experiment making simple figures and props out of clay.

Lesson 4:

Learning Objectives: To enable children and parents to work together to create clay figures of members of their community.

Activities: On the Inspire morning, the teacher explained to the parents what they were hoping to achieve and showed some of the work that they had received from their partner school in China. The children decided which of the unsung heroes they had researched they were going to make. One chose the lady who helped them cross the busy road outside the school; another made a local blind lady and her guide dog.

Everyone worked fantastically well together in their shared endeavors.

When the figures were dry they were grouped together as the Terracotta Community Warriors and photographed.

Some of the final Terracotta Community Warriors
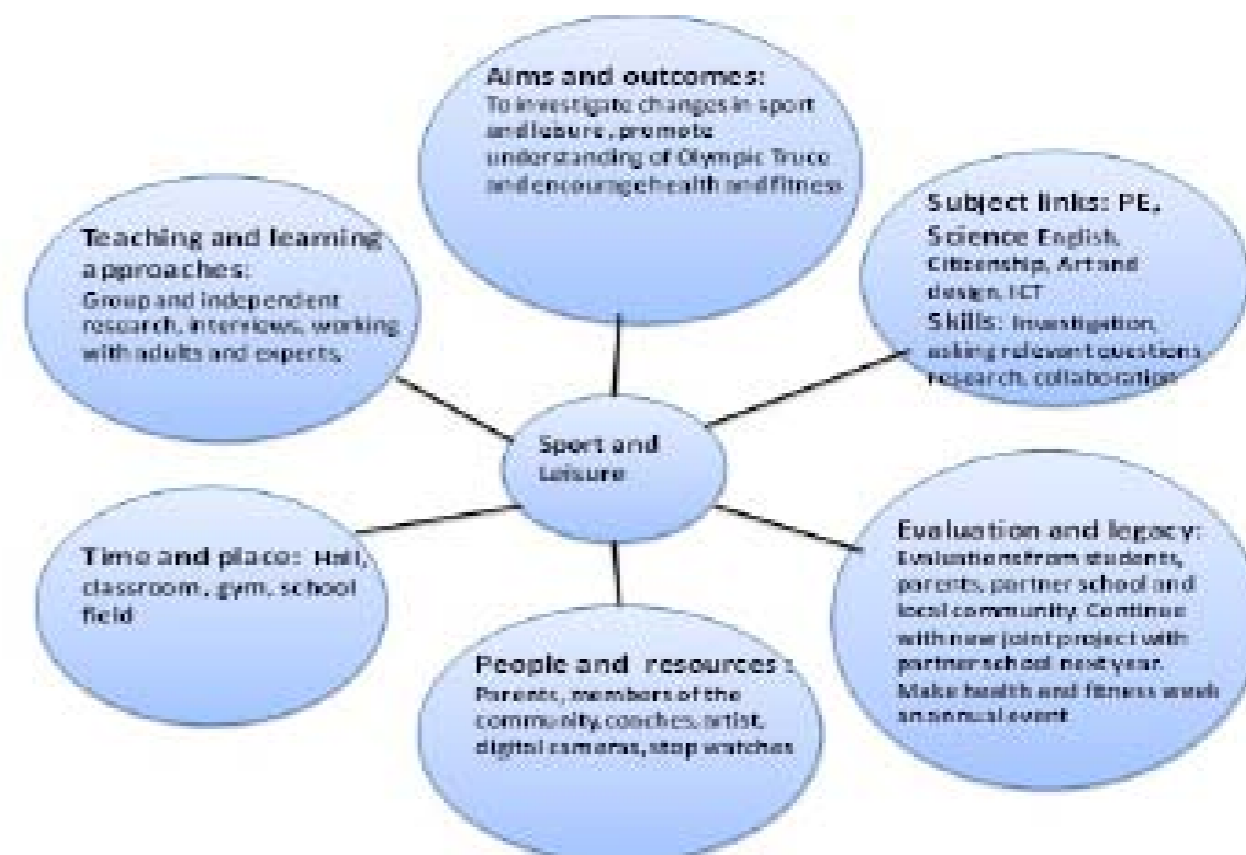

Lesson 5

Learning Objectives: To share their learning with members of the community and their partner school

Activities: Photographs of the final piece and the children`s written descriptions were swapped with their partner school. The children also explained to the rest of the school who their unsung heroes were and how they had produced their artwork. They decided to organise a community awards evening, inviting their previously unsung heroes as well as parents, the local press and members of the community.

Project Plan 2 Sport and Leisure

This second project plan demonstrates how KS3 students in secondary schools in the UK and China can investigate changes in sport and leisure activities in their community and promote health, fitness and an understanding of the values behind the Olympic Truce movement.

use them to make a short film with commentary to send to your partner school.

Lesson 1

Learning Objectives: To examine views on sport and fitness and investigate traditional games and sports in the community.

Activities: Ask your students to discuss what they do to keep fit and which sports they like to watch and play. Make charts and graphs of the results and discuss their findings. What are the top three sports or past times favoured by boys and girls? Are they the same? Are their favourite sports and leisure activities available in school? If not, how could they be made available? Compile the results of these investigations and compare them with the views of students at their partner school.

Ask them to carry out research into the 26 Olympic sports, and find out what sports and games were popular in their local community in the past. Perhaps invite some older members of the community into school to talk about the games they played when they were younger and demonstrate them to the students. Film these sessions and

Lessons 2, 3 and 4

Learning Objectives: To investigate the origins of the Olympic Truce, promote the principles of the Truce, create pieces of art work and share their ideas with their partner school.

Activities: The Olympic Truce originated when a truce was declared for the duration of the Ancient Greek Olympics to provide a peaceful environment in which the games could take place. Since 1992, every host country declares the Truce at the United Nations. This is observed from seven days before the Olympic Games until seven days afterwards and aims to "build a peaceful and better world through sport and the Olympic ideal."

As the UK followed China as host nation last year, ask the students to research the history of the Olympic Truce and discuss in groups the importance of the Truce in the twenty first century. How can the Truce values of tolerance, respect, peace and friendship be promoted both locally in their community and globally by young people? What are the major barriers to this? How can these be overcome?

Ask them to present their views in the media of their choice. They could write stories or poems, create a PowerPoint presentation, song or short film. Whatever they think will get their messages across most effectively.

Show your students the logo for the Olympic Truce and the designs chosen by leading British artists for the Olympic posters that were touring China last year as part of the UK Now exhibition. Discuss how the artists have celebrated the Games and represented the values of the Olympics and Paralympics. Ask them to design and make their own posters to show the Olympic values of respect, excellence, friendship, courage, determination, inspiration and equality. Their designs could also be used on post cards and sent to local, national and international leaders to draw their attention to the Truce and ask what they will be doing to help promote the Olympic Truce values in 2012.

The Olympic Truce Logo

The Truce Wall has also become a symbol of the Olympic Truce movement. Show your students images of the Truce Wall from the Vancouver Winter Olympics of 2010, which featured Aboriginal designs also found on the winners` medals. Ask your students to produce wall designs which promote and celebrate the development of peace and understanding through sport. The most effective designs from both schools could be incorporated into a wall or mural to make it a truly international art work.

The Vancouver Truce Wall was auctioned to raise money for the Haiti relief appeal. Perhaps students could donate a small amount to charity to leave their mark on their school Truce Wall! Swap images of the completed walls or murals with your partners. Exhibit all the students work, including responses to the postcards and contributions from their partner school at a presentation for the rest of the school, families and the local community. This presentation could coincide with the opening of the school Truce Wall or sporting event. Perhaps a special commemorative book could be made for pupils and visitors to sign to show their commitment to the ideals of the Olympic Truce.

Lesson 5

Learning Objectives: To organise sporting events with the local community to promote health and fitness.

Activities: Ask your students to organise events for a health and fitness week. They could arrange a fun run or a five a side football or dance competition for pupils in school, the local primary school or community groups. They could also invite coaches from local sports clubs to share their expertise and enable students and members of the local community to try out new activities together.

The events could include poster competitions to promote health and fitness in the community.

Useful resources:

Information on the history of the Olympic Truce and its relevance today

http://getset.london2012.com/assets-uploaded/documents/Olympic_Truce_fact_file.pdf

A short video on one man's walk from Greece to London to spread the word of the Olympic Truth

http://www.bbc.co.uk/news/uk-england-london-14530132

A website for young people, full of art projects inspired by the Olympics.

http://www.olympicartsproject.com/

A selection of short Films made by young people on the subject of Truce.

http://www.filmnation.org.uk/watch/browse/truce

Tips for Teachers

When developing your plans for a Better Community Better Life Project the following checklist may be useful:

A teacher's checklist for the design of learning

Focus	Action
Aims and outcomes Have you clearly identified what you are trying to achieve for your pupils through this project? Do the activities encourage engagement with both your partner school and local community? Have you clearly identified what the outcomes will be?	
Pitch and challenge Are there sufficient opportunities for pupils to exercise choice and autonomy and express their own creativity and imagination?	
Teaching and learning approaches What approaches will be most effective to achieve your aims? How will you begin? Can you think of an exciting experience to engage your students at the start? Will the teaching and learning approaches encourage creativity and critical thinking, enquiry, and independent research?	
Time and place Where and when will the activities take place? How long will the project last? Will the activities take place weekly or in a condensed period of time? How will time differences with partner schools be accommodated? What will be done outside of the school day?	
People Who will need to be involved? Will subject faculties need to plan and work together? Will the learning experience be most effective if the work is organised for one class, year group or mixed ages?	
Resources What resources will you need? How will you ensure they are available when required?	

Focus	Action
Curriculum links What themes or subjects will be involved? What skills will you are looking to develop in both the arts and the pupils` broader lives? How will the project encourage your pupils to ask 'big' questions about the world around them and explore key issues such as identity and culture?	
Evaluation How will you evaluate the project? How could you involve learners, colleagues, parents, members of the local community in this? Who are you going to share the information with and how will this be done?	
Legacy How will you build on this experience to further develop the knowledge, skills and understanding of your pupils? How can the experience be extended across the school to other pupils and staff?	