

Commonwealth Games 2022 Schools Resource

Designed to celebrate the Commonwealth Games of 2022 and the ongoing work that the Commonwealth is doing to improve the lives of its citizens

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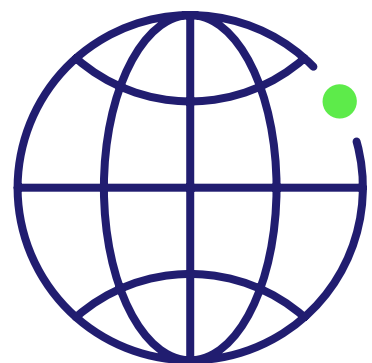




Contents

Guidance for teachers	4
Who is the resource for?	5
What will my students learn?	6
How do I differentiate the sessions for different ages and abilities?	7
How is the resource organised?	8
How do I connect with other schools?	10
Birmingham, home of the 2022 Commonwealth Games	12
The Commonwealth Games 2022	13
What next?	14
Who are the partners?	15
Learning Activity One – What is the Commonwealth?	16
Learning Activity Two – What does the Commonwealth stand for today?	24
Learning Activity Three – The Commonwealth Games values	33
Learning Activity Four – What is the Commonwealth doing today to promote the Commonwealth Games values?	40
Learning Activity Five – My place in the Commonwealth	48
Learning Activity Six – Connecting across the Commonwealth	56
Learning Activity Seven – Activating my community	64
Learning Activity Eight – Digging a little bit deeper	72
Learning Activity Nine – A festival of Commonwealth sport and culture	80
Learning Activity Ten – A celebration of Commonwealth sport and culture	88
Teacher resources	97

Did you know that about 30% of the world's people live in the Commonwealth? That's nearly two and a half billion adults and children.



Guidance for teachers

Did you know that more than 60% of the Commonwealth's 2.4 billion people are under thirty?

This resource pack is designed to celebrate the Commonwealth Games of 2022 and the ongoing work that the Commonwealth is doing to improve the lives of its citizens, especially its younger citizens.

It contains a series of learning activities and supporting resources that teachers can use to raise awareness of the Commonwealth and its values whilst developing essential knowledge, understanding, skills and behaviours that are vital for young people's success in education, employment, entrepreneurship and for their positive contribution to their communities and society as a whole.



It highlights the potential for young people to feel connected to their local community, country and the Commonwealth. It also provides a great opportunity for creativity and the celebration of culture and individuality.

Who is the resource for?



The resource has been designed to be used with students aged approximately 7-11 years anywhere in the Commonwealth. The sessions can easily be adapted to be suitable for students aged 11-14.



There are ten learning sessions in total. They have been designed to be sequential and progressive, but each of them can also be delivered as a stand-alone session.



The resource is available in an online format and can also be downloaded as a series of hard copy session plans and supporting materials.



What will my students learn?



Students will improve their knowledge and understanding of the Commonwealth, its history, its make-up and how it is working to improve the lives of its 2.4 billion citizens.



Students will develop essential transferable skills such as researching, communication, collaboration, decision-making and leadership.



They will be introduced to the Commonwealth Games values of Humanity, Destiny and Equality through sessions exploring issues such as gender equality, migration, discrimination, access to education and celebration of diversity.



They will be encouraged to make lasting, sustainable connections with young people from other Commonwealth countries, developing tolerance, empathy and a deeper understanding of different cultures.

How do I differentiate the sessions for different ages and abilities?



The sessions provide ideas, guidance and suggestions for what and how they can be taught, but teachers will of course want to adapt them according to their own context and to meet the needs of their students.



One possible way is to adopt the ‘do it, twist it, deepen it’ approach.



Each individual learning activity has been designed to be accessible for all students to be able to ‘do it’.



To make an activity more accessible for younger or less secure students, a teacher might decide to ‘twist it’ by simplifying a task. For example, rather than producing an extended piece of writing, a teacher could ask particular students to make a list of ‘important words’.



To make an activity more challenging for older or more confident students, a teacher can take a task and ‘deepen it’. For example, they might ask some students to take a piece of extended writing and deepen it into a new format like a presentation, a short film or an inter-active online resource.

How is the resource organised?

The resource is composed of ten learning activities. These sessions have been designed to be as flexible as possible and can be taught in order or as stand-alone sessions.

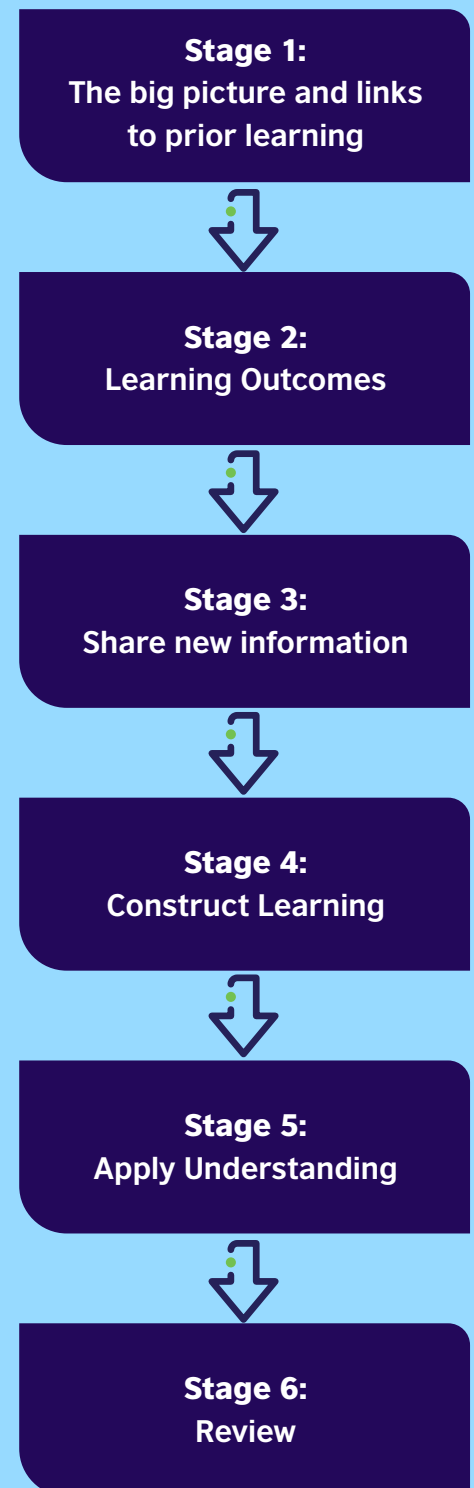
It is up to individual schools and teachers to decide how much time each session should take, depending on: the age and capacity of the students; how the sessions support the wider school curriculum; how motivated and engaged students become and to what depth the teacher chooses to explore a particular topic.

All additional resources are provided as a downloadable hard copy and a web link.

Each session is introduced and summarised by one of our athlete ambassadors, an elite athlete who has a close personal connection to the Commonwealth and the Commonwealth Games.

These ambassadors bring the sessions to life with experiences from their own sporting history or life story that will engage and inspire your students to want to learn more about these highly relevant themes and issues.

Each session follows a common format that is aimed to minimise planning time for teachers and maximise impact on progress and achievement for their students:



1

The big picture and links to prior learning

This first stage puts the lesson into context. It looks at how the content fits into the broader aims of the module and prompts students to think about what they already know, understand and are able to do. This stage can use quite broad or open questions to start discussions or more specific questions that test prior learning.

2

Learning Outcomes

This stage makes sure that students recognise exactly what the outcomes for the lesson are and what success will look like. It uses descriptors linked closely to **Bloom's Taxonomy**.

3

Share new information

This new information, which is vital for students to reach the next stage of their learning, can be imparted using a range of methods familiar with all teachers – reading, listening, observing, participating.

4

Construct Learning

In this stage, students will be taking part in activities, either in groups or individually, that develop the skills outlined in the learning outcomes. Ideally, these activities will be varied in their approach, catering to, and developing students' different learning preferences and abilities.

5

Apply Understanding

This is the opportunity for students to demonstrate what they have learnt. This can be in the form of writing, presentations, demonstrations, performances, discussions, creations.

6

Review

A chance for students to reflect on whether or not they have met the learning outcomes, what steps they need to take next and to think about how they have used different strategies for learning (metacognition).

How do I connect with other schools?

Working in partnership with schools outside their own country gives students a wonderful opportunity to learn about new cultures and to explore global issues.

You may have your own existing connections as a school or as an individual, but if not, the **British Council's Partner Finder Tool** can help to connect you free of charge to other schools across the globe that may be interested in collaborating.

We know that starting and then maintaining momentum is integral to getting the most out of your experience. The British Council have practical guides to help you **begin collaborating online**, as well as a **toolkit** and support available to help you **sustain strong and effective partnerships**.

You can find more information on Connecting Classrooms **here**.

#CommonwealthConnections

One of the main aims of this resource is to strengthen links, build relationships and improve understanding between schools and young people all over the Commonwealth.

There are many opportunities in this resource for you to celebrate and share the great ideas and pieces of work that your pupils have created.

Use the hashtag #CommonwealthConnections to share what you've done as a school and to see what other schools have been doing. The hashtag appears throughout the resource as a reminder to use it to share photographs, videos, artwork, writing, and anything else you think would be enjoyed and appreciated by pupils or their teachers.

Wouldn't it be fantastic if you could use this as a chance to connect more directly with other schools around the Commonwealth who've been studying the same things as your pupils? It would be a marvellous way to enrich their learning and strengthen links with young people from different nations and cultures.





Birmingham, home of the 2022 Commonwealth Games

The 2022 Games are being held in Birmingham, a city in the West Midlands region of England. It is the second largest city in the country, with over a million inhabitants.

It is the most diverse city in the country, with people who can trace their heritage back to places from all over the world, including just about every country in the Commonwealth. Birmingham is also one of the youngest cities in Europe with almost 40% of its population being under 25 years of age.

Some more interesting facts about Birmingham:

- 1** It is home to five universities and over 73,000 students.
- 2** Birmingham has more canals than Venice, with 56 kilometres of waterways, and is one of the UK's greenest cities with over 8,000 acres and 600 parks and open spaces. According to the city council, that's more than Paris!
- 3** The Hobbit and The Lord of the Rings were inspired by places and people in Birmingham. Their author, J.R.R. Tolkien, was from the city.
- 4** Bird's Custard, Cadbury Chocolate, Bournville Drinking Chocolate, HP Sauce and Typhoo Tea are all from Birmingham.
- 5** The game of tennis was invented in Birmingham in 1859, on the lawn of a Spanish merchant's home in the city. Augurio Perera and his friend Harry Gem devised the new game by combining elements of other popular sports of the era.

The Commonwealth Games 2022

The Birmingham 2022 Commonwealth Games will be held in venues all across Birmingham and the West Midlands, from 28 July until 8 August 2022.



72 nations will compete in twenty different sports.



Birmingham 2022 is set to have the largest ever female and para sport programme in history, with more women's events than men's for the first time ever.



Birmingham will be the first ever carbon-neutral Commonwealth Games.



The Games will be the largest multi-sport competition to be held in England in 10 years with a global broadcast audience of 1 billion.





What next?

We hope that this resource inspires you and your students to learn more about the **Commonwealth** and the work it does to support **young people**.

We hope that you will want to use the **Commonwealth Games of 2022** as an inspiration for your school to learn new sports and encourage your community to become more physically active.

Finally, we hope that the connections you make with schools, communities, teachers and students around the world last well into the future, helping to develop understanding, tolerance and collaboration throughout the Commonwealth for years to come.

Who are the partners?

This resource has been developed as a partnership between the British Council and the Youth Sport Trust.



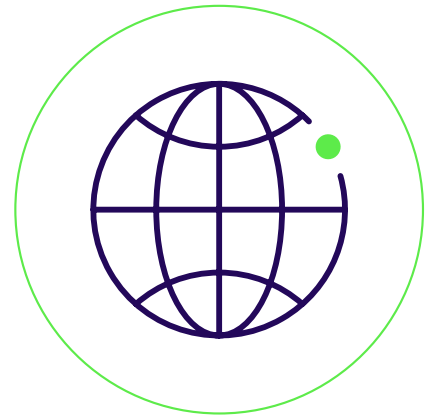
The British Council

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language. We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world.



The Youth Sport Trust

The Youth Sport Trust is a children's charity working to ensure that every child enjoys the life-changing benefits that come from play and sport. We have more than 25 years' experience in pioneering new ways of using sport to improve children's wellbeing and give them a brighter future.



Learning Activity One

What is the Commonwealth?

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



What are its origins?

A chance to explore the history and diversity of the Commonwealth, and some of the historic and current challenges associated with it



Who is in it?

Key facts about the member nations.



What does the Commonwealth stand for today?

Exploring its commitment to girls' education.

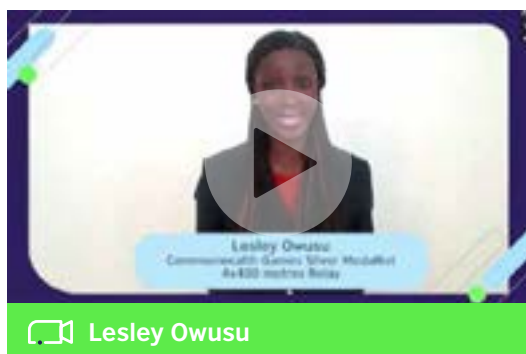
1- Big picture and links to prior learning



Learning activities



Introductory **video from one of our athletes** to pose some questions:



Have you ever heard of the 'Commonwealth or the Commonwealth Games?'



What meanings does the word 'common' have?



What do we mean by 'wealth'?



What countries make up the Commonwealth?



Why do you think they're part of this group?



Teacher commentary



Play the short **video clip, V1**, from our athlete who will pose some key questions for the students.



The video features some footage of Commonwealth nations competing at previous Commonwealth Games.






The aim of the video is to identify what the students may already know about the Commonwealth and to get them thinking about what its broad intention might be, using the two words 'common' and 'wealth' as the starting point.

Notes

2- Learning outcomes






Learning activities

-  **Give examples** of different meanings of the words 'Common' and 'Wealth' and how this describes the aims of the Commonwealth.
-  **Summarise** shared features of the Commonwealth countries.
-  **Create** a shared definition of what it means to be part of the Commonwealth.



Teacher commentary

Explain to the students that they will be working together to understand what the 'Commonwealth' is:

-  How it started?
-  How it's changed?
-  What it is trying to achieve in the modern world?

Notes

3- Share new information



Learning activities

- ➡ Team relay: Write down what they think the word 'common' means (3 minutes).
- ➡ Take a look at the answers from other teams (2 minutes).
- ➡ Repeat these activities for the word 'wealth' (5 minutes).
- ➡ Agree a class definition for each of the two words (5 minutes).



The Commonwealth is a vibrant family of **53 countries** spread across every continent and ocean.



Teacher commentary

- ✓ Divide the class into teams of 4-6.
- ✓ Put down a pen and paper approximately 10 metres from each group. Each person runs in turn and writes one word at a time.
- ✓ Allow time for the students to see other groups' ideas.
- ✓ You can introduce dictionary/thesaurus definitions at this point.
- ✓ Explain that the word 'common' has its roots in 'shared' rather than 'cheap' or 'vulgar'. Give examples like common land, which is open to everyone, or 'common goal' which is something that a whole group is working towards.
- ✓ Explain that 'wealth' was originally about more than money – it might also mean health or happiness or success.

Notes

4- Construct learning



Learning activities

- ➡ Each group should come up with a definition of a 'Commonwealth' and write it on a large piece of paper to share with the other groups (5 minutes).
- ➡ They could also represent the idea through a slogan, a flag, a drawing... (10 minutes).
- ➡ Ask one or two people from each group to present their ideas to the rest of the class (5 minutes).

#CommonwealthConnections



Teacher commentary



You could provide each group with some prompts or key words for them to use in their definition:

Cultures

People Shared

Improved

Happier Better

Nations

Healthier Peace





Together

Notes

5- Apply understanding






Learning activities

-  Provide groups with an **A4 version of map of the world (R2)** and the list of Commonwealth countries in alphabetical order.
-  Each group must find the locations of a certain number of countries and put them on their map (10 minutes).
-  What do we think brought these countries together? (5 minutes).
-  What have been the most important changes in how the Commonwealth works today? (5 minutes).



Teacher commentary

-  Give each group a number of countries to find so that between the whole class, all 54 countries are being looked for and added to a map.
-  Once you've checked their answers, the group can add the countries to a larger A3 whole-class map.
-  Share resource **R1** or **hyperlink L1: How did the Commonwealth begin?**

Notes

6- Review



Learning activities

- ➡ Compare your initial descriptions with the Commonwealth Charter.
- ➡ How closely do they compare?
- ➡ How is the Commonwealth different today from when it started?
- ➡ Do we think the Commonwealth is a fairer and more equitable organisation today?
- ➡ Why?



Did you know that about **30% of the world's people live in the Commonwealth?** That's nearly two and a half billion adults and children.



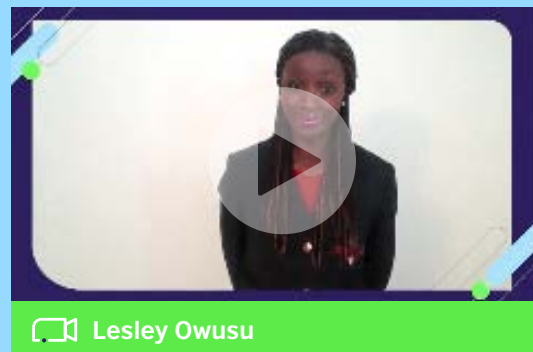
Teacher commentary



Share resource **R3: The Commonwealth Charter with the students**



Show video clip **V2**, which summarises the learning outcomes of today's session and introduces the next session that looks at how the Commonwealth is trying to bring about a more equitable society for its members



Challenge for next time: "Which two countries are the most recent to join the Commonwealth? Why are they different from the others?"

Notes



Learning Activity Two

What does the Commonwealth stand for today?

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
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Overview

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What are its origins?

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Who is in it?

Key facts about the member nations



What does the Commonwealth stand for today?

Exploring its commitment to girls' education

1- Big picture and links to prior learning



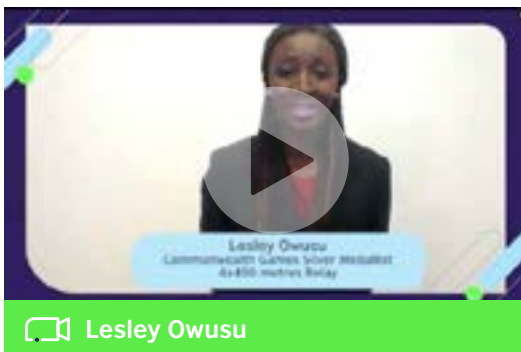
Learning activities



“Did you find the last two countries to join the Commonwealth? What’s special about them?”



Introductory **video from athlete:**



The video explains that “a Commonwealth is a group of countries working together for a shared goal – to make them a better place for everyone to live in together. Today we’re going to look at what the Commonwealth is doing to help girls and young women around the Commonwealth get the education they’re entitled to.”



Teacher commentary



The last two countries to join were Rwanda and Mozambique. They’re the only countries with no previous links to the Commonwealth to join. You might have a quick discussion about what made them decide to join the Commonwealth.



Play the short **video clip V3** which introduces the topic and has an athlete talking about the challenges she faced as a young woman in a male dominated sport.

Notes

2- Learning outcomes





Learning activities

-  **Identify** the reasons why girls face more challenges in education than boys in some parts of the world.
-  **Select** a medium for a campaign for girls' education.
-  **Create** a campaign to advocate for girls' education.



Teacher commentary

-  Explain that girls in many parts of the world, including the Commonwealth, and even in the UK, often face more challenges than boys in getting the education they're entitled to.
-  We're going to explore some of the reasons for this, and we're going to produce a campaign to advocate for the importance of girls' education for individuals, for communities and for the whole of the Commonwealth.

Notes

3- Share new information



Learning activities

- ➡ Each team is given a short piece of text to read together (5 minutes).
- ➡ Together, they come up with a one minute script that will explain what they've learned (5 minutes).
- ➡ One member of the team stays behind as the 'expert' while the others all go to a different 'expert' to act as 'researchers'. They must make notes on what they've learned from the expert and come back to share with their group (10 minutes).
- ➡ The team should produce a single research document to help them with the next task.



The Commonwealth believes people have rights, such as the **right to education and healthcare**.



Teacher commentary

- ✓ Play a grouping game to split the class in six teams. Give each team one excerpt from resource **R4: Girls' education***.
- ✓ Give each team a space in the room for their 'expert' to share what they know about their topic with the 'researchers' from the other teams.
- ✓ After 10 minutes, all teams should have built a complete picture of all of the information.
- ✓ Check in with each team to check that they have an accurate picture, giving them any help they need to fill in gaps or correct mistakes.

*Please note that there is a section that refers to violence against girls that you may choose to remove for younger or more sensitive pupils.

Notes

4- Construct learning



Learning activities

- ➡ Each team will be producing a campaign to promote the importance of girls' education. Who are our audiences and what are our methods? (5 minutes).
- ➡ Each team should **decide** which form their campaign should take according to the audience group they have been given (5 minutes).
- ➡ Ask the teams to **justify** their choice to the rest of the class (5 minutes).
- ➡ "We have chosen to use because it will... for our audience of..."



Teacher commentary

- ☑ Explain that each team is going to produce an item for a campaign to promote the importance of girls' education.
- ☑ Collect some ideas of what form the campaign might take – a letter in a newspaper, a TV or online advert, a poster, a presentation to an audience.
- ☑ Collect some ideas on audiences for the campaign – young people, parents, teachers, politicians, employers, people in the media.
- ☑ Give each of the six teams one of these six audience groups to focus their campaign on.
- ☑ For younger children, come up with a slogan that summarises the message and then explain why they've chosen that slogan, encouraging each child to contribute to the explanation.

Notes

5- Apply understanding



Learning activities

- ➡ “What are the facts about girls’ education?”
- ➡ “What are some of the reasons why girls are challenged in getting an education?”
- ➡ “What are the benefits to a community of providing their girls with the education they’re entitled to?”
- ➡ Using the three questions as a structure, each team should use their original notes, plus any other research materials they can find to produce one of the types of campaign – leaflets, posters, TV, radio or internet advert, a presentation to an audience, a letter.



It makes special efforts to **improve education** for all, and to support women and young people to **start and run their own businesses**. It also helps to **improve health services**.



Teacher commentary

- ☑ Explain that each team, whatever their choice of campaign and their audience, is going to answer the same three questions.
- ☑ This is a very open-ended task that could take 15 minutes if you only use the original notes, or could be extended to a much longer research task if you want the class to explore the subject in more detail.

Notes

6- Review



Learning activities

Conduct a brief learning review:

- ➡ How well did your campaign meet its brief?
- ➡ What did your campaign do well? What would you do even better next time? (5 minutes).
- ➡ Divide the teams into pairs. Ask each person to tell their partner something they well did to help the team achieve its goals (5 minutes).



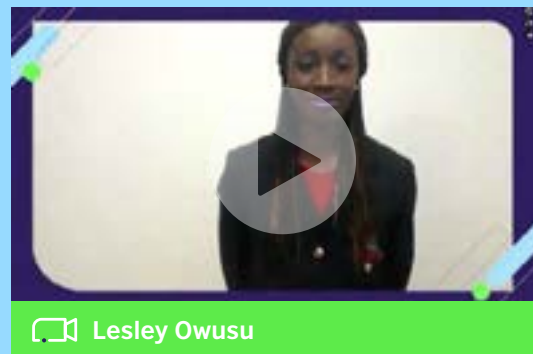
Teacher commentary



Give each team time to reflect on how well they worked on their task – make sure that they bring out some positive statements about what they achieved as a team.



Show video clip V4 which summarises what the class have learned today about the importance of girls' education for communities and society.



Notes



Learning Activity Three

The Commonwealth Games values

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1** Big picture and link to prior learning
- 2** Learning outcomes
- 3** Share new information
- 4** Construct learning
- 5** Apply understanding
- 6** Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.

- 1 **Campaigning for Human Rights**
- 2 **Campaigning for girls' education**
- 3 **Migration and challenges faced by migrants in the Commonwealth**
- 4 **What can I do in my community to address one of these issues?**

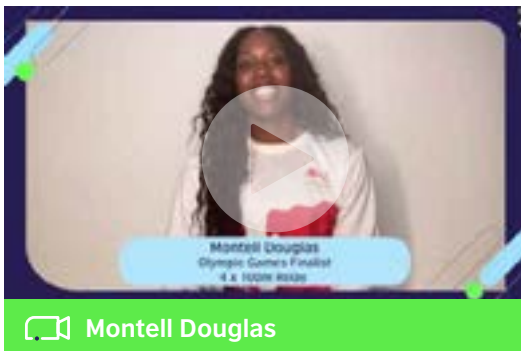
1- Big picture and links to prior learning



Learning activities



Introductory video poses some simple questions about the Commonwealth Games:



“Have you ever heard of the Commonwealth Games?”



“Do you know what sports are part of the Games?”



“Do you know when and where the last Games were held?”



“What about the next Games?”



“What are the Commonwealth Games values?”



Teacher commentary



Show **video clip V5**, which explains what the Commonwealth Games are and what the three Commonwealth Games values are: humanity, destiny and equality.



The Windrush story is a great example of these three values in action and how we don't always get them right as a society.

Notes

2- Learning outcomes



Learning activities



Understand the origins of the Windrush migration.



Extract meaning and emotions from spoken language and poetry.



Interpret meaning and emotions through movement and art.



The Commonwealth also encourages member countries to **care about human rights**, which means ensuring that people are treated fairly and enjoy basic freedoms.



Teacher commentary



Explain to the students that they will be exploring a story of migration – movement from part of the world to another.



They'll learn about some of the reasons why people migrated from one part of the Commonwealth to another after World War 2 and some of the challenges that the migrants faced in their new country.






These challenges are common to many migrants, even today.

Notes

3- Share new information



Learning activities




-  We're going to look at something called the 'Windrush story' - it's a story that started in 1948 and is still not finished today.
-  **Watch the video** and as a class read the first poem 'Hinglan's Cole'
-  Read the second poem, '**Windrush Child**'.



Hundreds of languages
are represented in this
community of 53 countries.



Teacher commentary




-  If available, **watch the video at link L2**, which tells the story of the arrival of the first migrants from the Caribbean.
-  Provide the group with **resource R5: Windrush Poetry**. Read the first poem together as a class, stopping to identify any challenging words or phrases to clarify meaning and understanding.
-  The second poem looks at Windrush through the eyes of a child. Although the language is closer to 'standard English', it is more abstract than the first poem. Read the poem together as a class, stopping to clarify meaning and understanding.

Notes

4- Construct learning





Learning activities

-  Work in your groups to answer these questions, using your knowledge from the poems and the video.
-  Pick out some words and phrases that describe the poet's and the interviewees' first impressions of Britain. Is it a favourable opinion? What makes you think that?
-  What three questions would you like to ask the poet or the people in the video if you had the opportunity? (10 minutes).



Teacher commentary




-  Divide the class into groups of 2 or 3. You might want to make sure that there is at least one person with good English language skills in each group.
-  There are several sources of information from the introduction, the video and the poems. If you can only use the introduction and the first poem, there are some useful pieces of information for the pupils to use.

Notes

5- Apply understanding





Learning activities

-  Divide the class into small groups.
-  Ask them to create a freeze frame of a group of passengers on the Windrush as the ship enters Tilbury Docks using the images as a stimulus.
-  At a given signal, tap each person on the shoulder and ask them to reveal what the character they are portraying is thinking at that moment in time.

#CommonwealthConnections



Teacher commentary

-  Show the group the images on **resource R6 or using link L3**. Discuss as a whole class what they tell us about the arrival of the first migrants on the Windrush. Look at their clothes, their ages, the mix of men and women.
-  You might deepen this activity by asking the pupils to create a short piece of drama, or a short piece of dance or some illustrations to bring the work to life.

Notes

6- Review



Learning activities

- ➡ Talk with the class about their experiences of migration in their family or their community.
- ➡ "Many people in all parts of the world are migrants or the descendants of migrants. Migration has been going on for thousands of years. It's a natural part of the human story."
- ➡ "Does anyone have a story they'd like to share about migration in their own family?"



Teacher commentary



Share the video V6 where the athlete mentor introduces the second part of the Windrush story, about what has happened to some of the original Windrush generation and some of their descendants.



 **Montell Douglas**



If you want to explore this in greater detail, there are free resources in links [L4](#), [L5](#) and [L6](#).

Notes



Learning Activity Four

What is the Commonwealth doing today to promote the Commonwealth Games values?

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

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- 2 Learning outcomes
- 3 Share new information
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Overview

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- 1 **Campaigning for Human Rights**
- 2 **Campaigning for girls' education**
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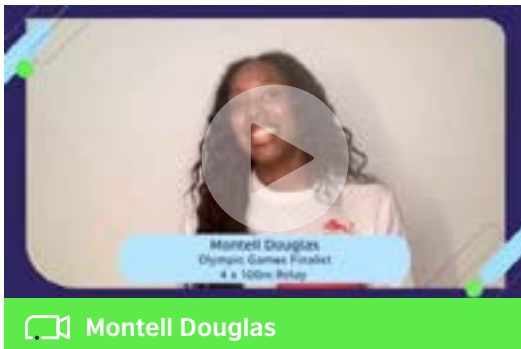
1- Big picture and links to prior learning



Learning activities



Show **video clip V7** that reminds pupils about the Windrush story from the last session and introduces today's session which looks at the Queen's Baton Relay as it travels throughout the Commonwealth.



They are held **every four years**. The very first Games were in Hamilton, Canada in 1930. Four hundred athletes attended.



Teacher commentary



Today's session focuses on how the Queen's Baton Relay is designed to raise awareness of the Commonwealth Games specifically, but is also an opportunity to spread the values of the Games – humanity, destiny and equality – throughout the nations of the Commonwealth.






This is also an opportunity to look at the ongoing impact of Covid-19 as the Relay's route and format will both be affected in 2021/22.

Notes

2- Learning outcomes



Learning activities

-  **Choose** some features that represent the pupils' home town or country.
-  **Design** an object that represents these features.
-  **Justify** why you have chosen a particular design as the best example.



Teacher commentary



Explain that today's session is about designing a symbol of the Commonwealth values and of your home location.



Everyone will have a chance to put their symbol forward to represent the whole class or the whole school when you hold a Commonwealth celebration event.

Notes

3- Share new information



Learning activities

- ➡ Ask the pupils to take turns to **read the article, R7**, about the Queen's Baton Relay of 2018, when the Commonwealth Games were in Gold Coast, Australia.
- ➡ **Use a world map** to highlight where Gold Coast is.
- ➡ Ask if anyone knows where the 2022 Games are going to be held.
- ➡ Show the pupils where Birmingham, England is on the world map – the complete opposite side of the world to Australia.



2022 also marks **Her Majesty the Queen's Platinum Jubilee**, marking 70 years since she became Queen. The Queen is Head of the Commonwealth and before each Commonwealth Games provides a message which travels around the Commonwealth, hidden in a baton as part of the Queen's Baton Relay.



Teacher commentary

- ✓ The purpose of this activity is to introduce the pupils to the Queen's Baton relay as a symbol of the Commonwealth Games.
- ✓ The fact that the host nations in 2018 and 2022 are on opposite sides of the world shows how big the Commonwealth is.
- ✓ You might choose to do some mathematics activities here, looking at the distances between Gold Coast and Birmingham and how long it would take to travel from one to the other.

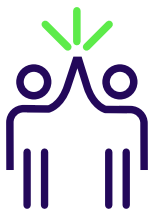
Notes

4- Construct learning



Learning activities

- ➡ Divide the class into teams of 3-5 pupils.
- ➡ Ask each team to think about how the Queen's Baton Relay might be different when it begins in October 2021, as there will still be some consequences of the Covid-19 epidemic.
- ➡ Ask the pupils to highlight words and phrases in the text that they have considered when thinking about changes.



The Commonwealth Games are called '**Friendly Games**' because it uses sports to bring people across the globe together.



Teacher commentary



You could use this activity as an opportunity to explore the lasting impact of Covid-19 on some of the Commonwealth countries, including your own country.

Notes

5- Apply understanding



Learning activities

- ➞ The baton itself is designed to represent the host city of the Games. Imagine if the Games are to be held where you live.
- ➞ What are the core values of where you live? What are the things that you are proud of? What do you think makes it unique?
- ➞ Come up with a list of words that you think sum up the very best things about it.
- ➞ Now, using those words as a starting point, design your own baton to represent where you're from.
- ➞ Before you produce your final design, explain to a classmate or to the whole group why you made the choices and decisions that you did about your design.
- ➞ Take photographs of the finished designs and share them as an exhibit.

#CommonwealthConnections



Teacher commentary

- ☑ Give examples of the different raw materials they might use that are representative of the part of the world your pupils live in.
- ☑ Show **resource R8**, which shows different batons from previous Commonwealth Games.
- ☑ To challenge students to think more deeply, ask them to think about what they could add to their baton design to honour the many Commonwealth citizens who have lost their lives to the Covid-19 epidemic.

Notes

6- Review



Learning activities

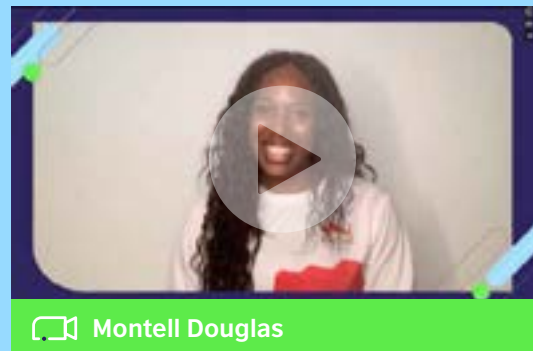
What made you choose your favourite design?
What were you thinking about when you chose it?

- ➡ The most beautiful?
- ➡ The one that represented your home the best?
- ➡ The most original?
- ➡ What else?
- ➡ Which feature(s) of your favourite design promotes the Commonwealth Games Values?

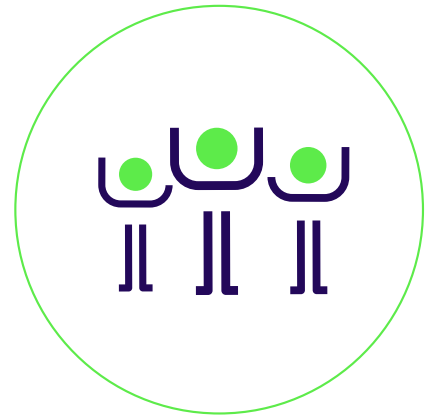


Teacher commentary

- ☑ Hold a brief review of the finished designs. Give each pupil a spot sticker and ask them to put it on the design that they liked the best. This is the designer's 'medal'.
- ☑ Make sure they don't know who designed each baton before they vote.
- ☑ Your class could use the most popular design when they hold their own Commonwealth Celebration later in this series of sessions.
- ☑ **Show the video clip V8.**



Notes



Learning Activity Five

My place in the Commonwealth

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



**What connects us as
Commonwealth citizens?**



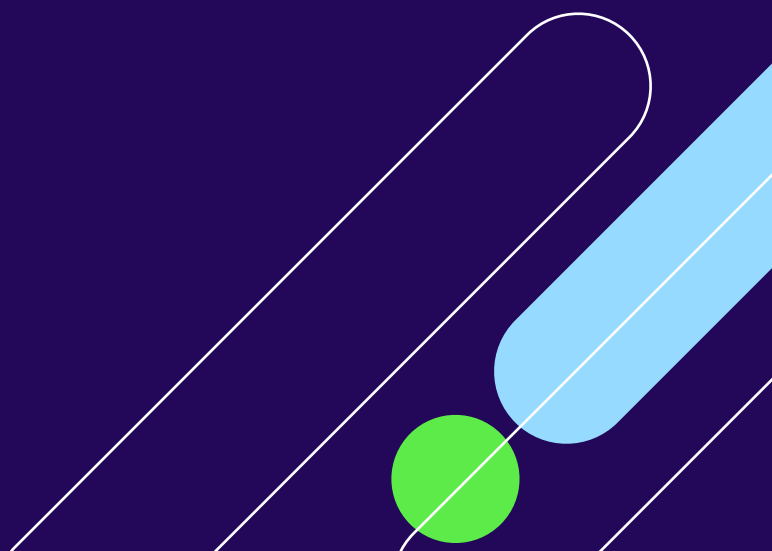
**The Queen's Baton Relay – where
does it travel to?**



**Connecting to young people in other
parts of the Commonwealth**



**What can we do collectively to inspire
change in our local communities?**



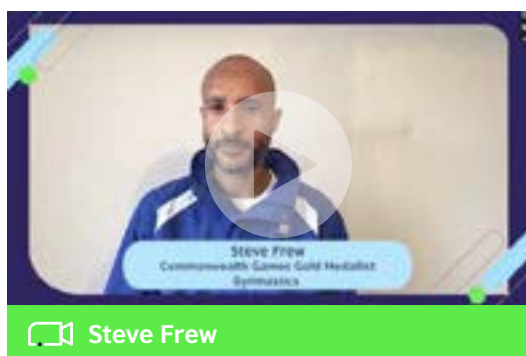
1- Big picture and links to prior learning



Learning activities



Show the **video clip V9** which features an athlete talking about the country of their heritage and how it's very different to their own.



Teacher commentary



In this session, pupils will be looking at another, contrasting Commonwealth country to their own.



Choose a country or group of countries that are very different to your own. This might mean in size, wealth, location in the world, culture, climate or anything else that set them apart from yours. Get a good spread of countries across the whole class.

Notes

2- Learning outcomes



Learning activities

- ➡ **Research** some key facts about another country.
- ➡ **Present** those facts effectively.
- ➡ **Explain** what distinguishes two countries from one another.



The Commonwealth also encourages member countries to **care about human rights**, which means ensuring that people are treated fairly and enjoy basic freedoms.



Teacher commentary

- ✓ Give each pupil a country to research (or put the pupils into small teams and get them to research a group of countries together).
- ✓ You can find a list of the Commonwealth countries on **resource R2**.







Notes

3- Share new information



Learning activities

Each pupil or team should answer the following questions about the country or countries they have been given:

-  What continent is it found on?
-  What is the population size?
-  What is the area in square kilometres?
-  How many people are there per square kilometre?
-  What is the capital city?
-  Where does the country come in the Commonwealth Youth Index?



Teacher commentary



Use the link to '**Fast Facts on the Commonwealth**', L7 or another source of information to answer the questions about that country.



Tell the class that they'll learn about the Commonwealth Youth Index in a little while.

Notes

4- Construct learning



Learning activities

- ➡ Each group should produce a single large piece of paper containing the answers to the questions, plus anything else they know or have found out about their chosen country: the flag, famous citizens, types of food...
- ➡ Display the charts as an exhibit in the classroom or school hall.



It makes special effort to **improve education for all**, and to support women and young people to start and run their own businesses. It also helps to improve health services.



Teacher commentary







You could use the facts and figures as a starting point for some mathematics activities: putting the countries into rank order by different categories, introducing mean and range, producing bar graphs.

Notes

5- Apply understanding



Learning activities

-  Ask each pupil or group to write their country or countries on a post-card, along with their place on the Commonwealth Youth Index.
-  Get the class to produce a 'league table' of all of the countries they've researched.
-  Where does your country come in the league table?
-  Discuss as a class why the index is so important.



Teacher commentary





Explain how the Commonwealth Youth Index works, based on education, health, employment and how much freedom and democracy young people have.

Notes

6- Review



Learning activities

-  Ask the class to come up with a list of reasons why the Commonwealth should concentrate on improving youth index scores for the countries that are lowest on the list.
-  Ask them to come up with suggestions as to the types of things the Commonwealth could do to help improve things.



Teacher commentary



Encourage the class to think about youth as the future of the Commonwealth and that investing in education, health and employment is investing in the future.



Collect the ideas that the class has on some form of display.

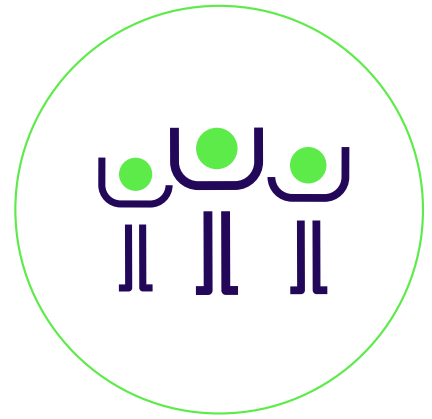


Show the video clip V10.



 Steve Frew

Notes



Learning Activity Six

Connecting across the Commonwealth

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



What connects us as Commonwealth citizens?



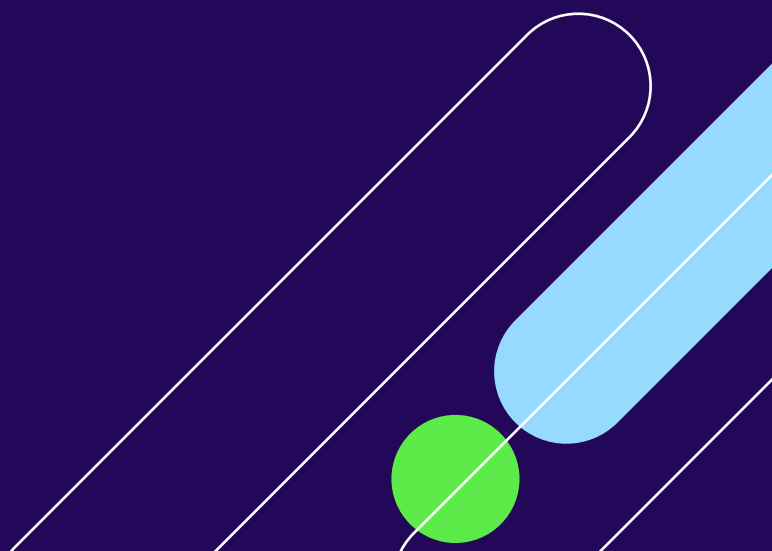
The Queen's Baton Relay – where does it travel to?



Connecting to young people in other parts of the Commonwealth



What can we do collectively to inspire change in our local communities?



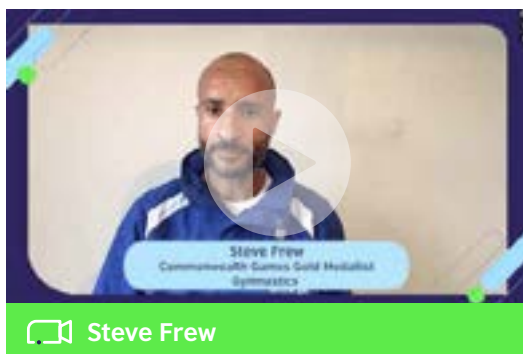
1- Big picture and links to prior learning



Learning activities



Watch **video clip V11**, where an athlete mentor talks about connections they made with people from different cultures and what they learned from the experience.



Teacher commentary



This session is designed to connect with another school, preferably in another Commonwealth country.



You might have a personal connection with a teacher from another school overseas, or your school might already be part of a British Council or Commonwealth project designed to connect schools or communities.



You might have a connection through a colleague or even a pupil who has moved from a different part of the world to your school, or from your school to a new school in another part of the world.



Do whatever you can to connect with a new school to give your pupils the opportunity to form new relationships and learn about new cultures.

Notes

2- Learning outcomes

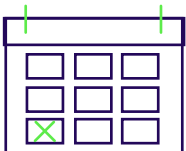


Learning activities

➡ **Research** some key facts about another country.

➡ **Present** those facts effectively.

➡ **Explain** what distinguishes two countries from one another.



Commonwealth Day is the **second Monday of March** every year.



Teacher commentary

Explain that the class will be making a connection with pupils from another school in another part of the Commonwealth.

Explain how the connection is going to happen. It might be:



via an exchange of emails



via an exchange of video messages



a live video link



a combination of the above

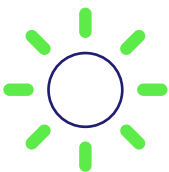
Notes

3- Share new information



Learning activities

- ➡ The class should do some initial research about the country that their new partner school is located in.
- ➡ They can refer back to **session 1** and **session 5** where the class researched some Commonwealth countries.
- ➡ They should be ready to have a conversation knowing some basic facts about their partner country.



The theme explores how we can protect our **natural environment**, **oceans** and work together on **trade** to benefit everyone especially women, young people and marginalised groups.



Teacher commentary

- ✓ Explain where the other school is located in the world. Show the class where it is on a world map. You can access a world map using **resource R2**.
- ✓ Ask the class what they already know about the country in question.








Notes

4- Construct learning



Learning activities

The class should be able to answer some basic questions about the partner country:

-  Where is it located in the world?
-  What continent is it on?
-  What are the main languages spoken?
-  What's the capital city?
-  What are the main religions?
-  Can they find three famous living people from the country?
-  Do the class know the answers to these questions about their own country?



Teacher commentary



Check that everyone in the class has some basic knowledge about the new country.






Check that they have the same knowledge about their own country...

Notes

5- Apply understanding



Learning activities





-  What would you like to learn about your new partner country, your new partner school and the pupils in it?
-  Everyone should come up with a list of three questions – one about the country, one about the school and one aimed at individuals.
-  Write the questions as part of an email to your new partner class.

#CommonwealthConnections



Teacher commentary

Give some examples of good questions:

-  Not a yes/no answer
-  Something interesting
-  Something that teaches you something new
-  Something that makes you want to ask follow-up questions to find out more

Send the questions in advance to give the partner school's teacher and pupils time to prepare their answers. Ideally, the pupils will then be able to send a video message back before having a 'live' video conversation.

Notes

6- Review



Learning activities

- ➡ What was the most interesting or surprising thing you learned about your partner country or school?
- ➡ What else do you want to find out?



Commonwealth Day is a time for our 2.4 billion-strong family to **celebrate diversity, strengthen their friendships, and recognise the achievements of the Commonwealth.**



Teacher commentary



Hold a brief review after you've had your first exchange of responses.



Show the video clip V12.



Steve Frew

Notes



Learning Activity Seven

Activating my community

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



Activating my community

Developing my understanding of other people and places in the Commonwealth and the shared issues they face.



Inspiring stories from Commonwealth athletes

We hear from an elite athlete who is passionate about inclusion and giving everyone the chance to succeed in sport and in life.



Working together to overcome challenges

Connect with other schools and pupils from around the Commonwealth to solve common challenges together.



1- Big picture and links to prior learning



Learning activities



Watch **video clip V13** where an athlete mentor encourages the pupils to think about some of the challenges that are facing the young people in their community and other communities around the Commonwealth.



Explain that the two groups are going to identify a shared challenge and come up with some ideas to help address it together.



Teacher commentary



During this session, you're encouraged to work with another class from your school, or with pupils from another school in your own country or somewhere else in the world if you have a link you can make use of.



Hopefully you were able to start this connection in **session 6**.



This session will focus on finding a shared solution to a challenge shared by both groups.

Notes

2- Learning outcomes



Learning activities



Generate some alternative ideas for action.



Categorise these ideas into groups.



Select an idea for development.



The Commonwealth's Sport for Development and Peace programme shows countries **how sports can be used to promote healthier lives** and teach young people tolerance.



Teacher commentary



This session introduces ideas of decision-making, negotiation and democracy.



It will give the pupils a chance to come up with some ideas for a community activity addressing a challenge shared by two different groups of people.

Notes

3- Share new information



Learning activities

- ➡ Start in your separate classes by getting everyone to write down on a post-it note or small piece of paper a challenge for young people in their school.
- ➡ Ask everyone to put their challenge on a larger piece of paper or wall.
- ➡ Take a photograph of the wall and share it with the other class for them to see.



Teacher commentary

Your pupils may already have lots of ideas about the challenges facing young people.

If they struggle, you could give them some prompts about:





- ☑ the treatment of people who are different to the majority
- ☑ the role of girls and young women
- ☑ the effects of climate change
- ☑ problems with their environment – litter, waste
- ☑ access to education

Notes

4- Construct learning





Learning activities

-  You're going to group the challenges into 4-6 categories. Either suggest them or get the class to suggest them.
-  Choose two or three pupils to be the hands and eyes of the class and to move the pieces of paper, but allow the whole class to contribute to the discussion.
-  By the end of the exercise, you should have all of the problems grouped into these categories.
-  Put duplicated ideas on top of one another.



Teacher commentary

You may need to have a series of categories ready such as:

-  our climate
-  how we treat different groups
-  access to education
-  waste and rubbish
-  crime
-  poverty

Notes

5- Apply understanding



Learning activities

- ➡ Take a photograph of your new chart and share with your partner school if you have one.
- ➡ Identify the ones that you have in common and transfer them to a new piece of paper. Both classes should have the same answers.
- ➡ Hold a 'secret ballot' to decide which challenge you're going to focus on.
- ➡ Are there any common challenges shared by both classes?



Teacher commentary

After this initial session, it is for the schools to decide how far to take this activity.

You might choose to access one of the British Council's education resources that focus on the UN sustainable development goals:



The story of water, [link L8](#)



Reducing waste, [link L9](#)



Social enterprise, [link L10](#)



Living peacefully together, [link L11](#)



Improving communities, [link L12](#)

Notes

6- Review



Learning activities

- ➞ Show **video clip V14** that looks at the importance of being a citizen in a democracy – the rights it gives you and the responsibilities.
- ➞ You can have a conversation about the power and importance of a secret ballot and how it gives everyone a voice without having to fear being pressured or judged by other people.
- ➞ You can also have a discussion about how people feel if their idea wasn't chosen. Are they happy with how the decision was made?
- ➞ How will they make sure that they contribute, even if it wasn't their idea?



Teacher commentary

- ☑ Use the review to look at the idea of having a voice for young people and the importance of giving everyone a chance to have their opinion heard.
- ☑ You might have a conversation about the power and importance of a secret ballot and how it gives everyone a voice without having to fear being pressured or judged by other people.
- ☑ That doesn't always mean that everyone gets their own way – that's what a democracy is like. We agree to disagree peacefully.
- ☑ We should also listen to and recognise the ideas of the minority, and not ignore it just because it wasn't the most popular.
- ☑ **Show the video clip V14.**



Notes



Learning Activity Eight

Digging a little bit deeper

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



Activating my community

Using my imagination and creativity to tell important stories to other people.



Inspiring stories from Commonwealth athletes

We hear from an athlete who has shown that by working together, young people can bring about real change.



Working together to overcome challenges

Bringing the Commonwealth Games values of humanity, destiny and equality to life.



1- Big picture and links to prior learning



Learning activities



Show the **video clip L15** which introduces today's session. In it, an athlete talks about an experience that has shaped who they are, and that they feel very strongly about.



As a class, you're going to be given a topic or series of topics that you're going to explore in depth, then you're going to produce a piece of work that shows what you've learned about that topic.



Teacher commentary



This session is designed to allow you as the person who knows their class the best to choose a topic to explore in greater depth.



The end product will be a series of pieces of work that your pupils can use to create a gallery, a book or even a website that demonstrates what they've learned about being a Commonwealth citizen.

Notes

2- Learning outcomes



Learning activities



Investigate a relevant topic in depth.



Demonstrate what new knowledge and understanding you have developed.



Create a piece of work that celebrates what you have learned.



Teacher commentary



Explain that the class will be given a topic to do some research into. As teacher, you will probably want to select something appropriate and relevant for the class.



We would encourage you to choose something that is suitable but which challenges the pupils' understanding, attitudes or beliefs to some extent.



This might be a more intellectually demanding topic, a topic that introduces some quite sensitive materials or which asks the pupils to think in a new way.








Notes

3- Share new information



Learning activities

You're going to be given a topic to research, but you don't have time to learn everything there is to know about it. To help you make your research more focused, think of 3 or 4 questions about the topic you'd like to find the answers to.

-  Write the questions down and share them with a partner
-  What makes a good question?
-  One that doesn't have a yes/no answer
-  One that captures your imagination
-  One that teaches you something new about a topic
-  One that challenges you to think differently about the topic
-  Check your questions with your teacher then get to work



Teacher commentary

Here is a list of possible topics that you might choose:



The geography or history of an unfamiliar Commonwealth nation. This is an uncontroversial topic, but it might require developing new knowledge and understanding through research. You might start with this [link to the Young Commonwealth L13](#).



The Windrush story – highly relevant today and linked to other issues of discrimination and inequality faced by people across the world. Materials are available from the BBC at [link L14](#) and from the Geraldine Connor Foundation at [link L15](#).



Girls' education – a vital topic throughout the Commonwealth, especially after the impact of the Covid-19 pandemic, which has disproportionately affected girls and young women. Resources are available from Theirworld at [link L16](#) and the Malala Fund at [link L17](#).

Notes

4- Construct learning



Learning activities

- ➡ You're not simply going to recite everything you've learned in a report. Instead, you're going to take your new understanding and turn it into something creative.
- ➡ It might be a piece of creative writing, a poem or a short play script. It might be a piece of dance or a song. It might be a painting, a short graphic novel or a sculpture.
- ➡ It can share facts, emotions, ideas, a story...

The Commonwealth Secretariat encourages members to **get together to talk** about their concerns and ideas.



Teacher commentary



Once your pupils have decided on their research questions, you can give them access to as much or as little information as you think they can cope with successfully.



Set a time limit, but allow them to research outside of lesson time if they want to.

Notes

5- Apply understanding



Learning activities

- ➡ Each pupil should find a way of sharing what they've done with other people.
- ➡ Encourage them to keep a notebook as they go along, or to take a series of photographs or short video clips.
- ➡ Try to capture not only the end product but the journey of discovery that leads to it.

#CommonwealthConnections



About 60% of the people in the Commonwealth are under 30 years old. The Commonwealth Youth Council helps young people to work together and share their ideas with decision makers.



Teacher commentary

- ✓ Decide on the best format for all of your pupils to share what they've created. It might be a curated exhibit, or a gallery, a book or even a website.
- ✓ Think about how you're going to share the work more widely, with other classes, the wider community and other schools that you have a relationship with.
- ✓ You might even decide to produce a joint exhibition with other classes, other schools at home or overseas to share what your pupils have learned about the Commonwealth and their place in it.

Notes

6- Review



Learning activities

Give each pupil two sentence starters:



"I discovered that I can..."



and "I realised that I am good at..."



Ask the pupils to write them on postcards and add them all to a large display as part of your exhibition



Teacher commentary

As the exhibition develops, find something to celebrate in every individual's process or end product.

Use the Commonwealth Games values:



Humanity (a piece of work that shows empathy or understanding of people different to ourselves).



Destiny (a piece of work that has clearly challenged the pupil to learn new skills or try out a new way of working).



Equality (a piece of work that celebrates different cultures and civilisations).



Show the video clip V16.



Notes



Learning Activity Nine

A festival of Commonwealth sport and culture

Structure

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



Sharing what we've learned

about other people and cultures



Celebrating our impact

as an activist, an ambassador, a coach or a mentor



A virtual, Commonwealth-wide event

for young people who have participated in the programme. An opening ceremony that celebrates different traditions and cultures, festivals of commonwealth sport, a market-place of ideas, closing ceremony

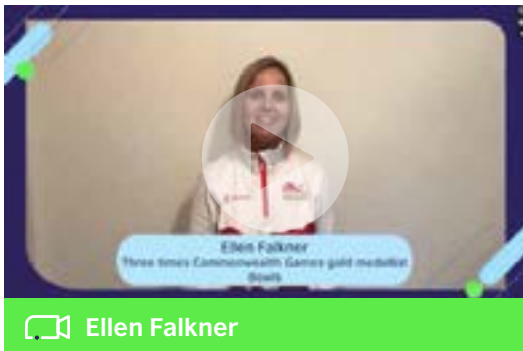
1- Big picture and links to prior learning



Learning activities



Show video V17 where a Commonwealth Games medallist introduces her sport of bowls.



It's a sport that promotes focus, decision making and strategy and can be enjoyed by anyone.



Teacher commentary



This session focuses on developing new skills, knowledge and understanding through learning and playing sports from the Commonwealth Games.



Bowls has long been a Commonwealth sport. Easy to learn, hard to master, it's accessible to everyone.



There are modified forms of target games like bocchia, for those who need additional support, and all forms of the game can be played with very little equipment or space.

Notes

2- Learning outcomes



Learning activities

- ➡ **Display** new skills, knowledge and understanding through learning an unfamiliar activity.
- ➡ **Create** a modified version of the activity, taking a set of constraints into account.
- ➡ **Organise** a mini-tournament for other players.

The **Birmingham 2022 Commonwealth Games** will be held in venues all across Birmingham in England from 28 July until 8 August 2022.



Teacher commentary



Explain that this session is about learning a new activity, adapting it to work within the limitations of time, space and equipment that you have to work with and working with your classmates to organise a mini-tournament to introduce the sport to a new audience.

Notes

3- Share new information



Learning activities

- ➡ Pupils are going to learn three simple activities to introduce them to the game of bowls.
- ➡ Set-up and play the game on your card for about ten minutes. At the end of this time, leave two people behind to teach the game to a new team, while everyone else moves on to learn a new game.
- ➡ Once you've played that game, two new people should stay behind to teach the game to a third and final team.
- ➡ By the end of the third rotation, most people should have experienced playing two or three new games (30 minutes).



Teacher commentary





- ✓ Divide class into six teams. Use **link L18** to download activity cards that demonstrate three bowls activities – skittle ball, line ball and rowlabowl. You'll need two of each card. They're available to print off in the pack as **R9**.
- ✓ Each team should be given one card that they use to learn the rules of the activity shown.
- ✓ Once the teams are familiar with their game, they should prepare two people to teach it to a different team.
- ✓ Three teams will rotate round one area and the other three teams around a different area. Everyone plays three different games.

Notes

4- Construct learning



Learning activities




-  Did the teams have to make any changes to their game because they didn't have the right equipment?
-  Did they have to make any changes because some people couldn't play the game in its original form?
-  Come up with a new rule that makes the game more energetic.
-  Come up with a new rule that makes the game more difficult.



The Commonwealth Games is viewed by many as the **one of the most prestigious events in Lawn Bowls**, so all eyes will be on the competition when it gets rolling at Birmingham 2022.



Teacher commentary





-  Hold a short review of the session so far.
-  Was there anyone who couldn't access the game at all, perhaps because of a disability?
-  There's another target game called boccia, designed for people with and without disabilities to play together. You can access the rules and some activities at **L19**. There are some activity cards at the bottom of the page. They're available to print off in the pack as **R10**.

Notes

5- Apply understanding







Learning activities

-  You're going to hold a bowls tournament for another class in your school.
-  You'll all be given a job to do for the tournament.
-  Remember to make sure that everyone is able to access the game. If there's someone who can't, it's up to you to find a way of helping them to join in.
-  You can also introduce your new energetic version of the game or your extra-difficult version of the game if people are finding it too easy.



Teacher commentary

-  Arrange for your class to partner up with another class in school, ideally with pupils who are the same age or younger.
-  Your class are going to hold a bowls tournament for the new class.
-  As well as helpers and umpires for the three activities they've already learned, the class will need to provide some timekeepers, scorers and team leaders to keep things moving smoothly.
-  Assign each person with a job for the tournament.

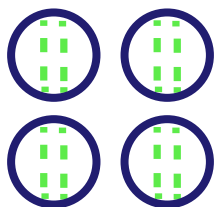
Notes

6- Review



Learning activities

- ➞ What did you do today to help the session go well for other people?
- ➞ Did you have any good ideas to make the games easier, more energetic or more challenging?
- ➞ Did you learn anything about yourself as a young leader?



Lawn Bowls is one of the core sports on the Commonwealth Games programme. This means it has been played at every Games since 1930.



Teacher commentary

Conduct a short whole-class review after the tournament.



What went well?



What could be even better?

Show **video clip v18** which explains that you'll need to use what you learned today about teaching an activity, about adapting it for different people and organising a competition because next time, you're going to be holding your own festival of Commonwealth sport.



Show the video clip V18.



Notes

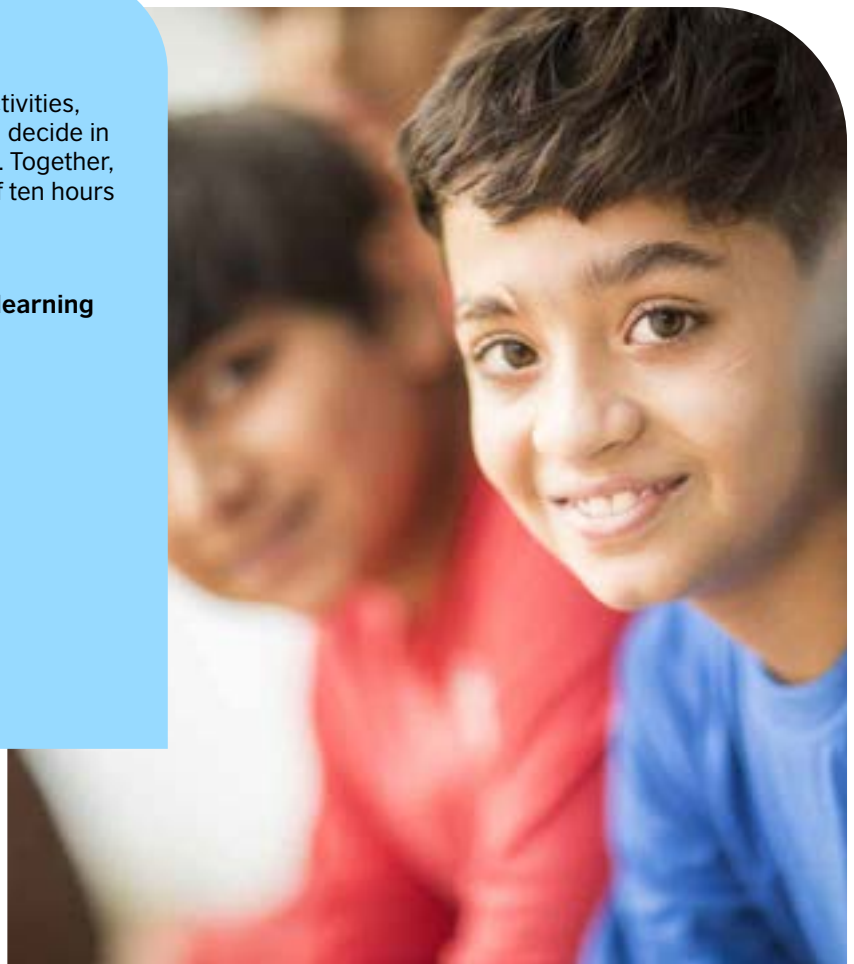


Learning Activity Ten

A celebration of Commonwealth sport and culture

Each topic will feature two learning activities, designed flexibly so that teachers can decide in how much depth to look at each topic. Together, the five topics will cover a minimum of ten hours learning time.

- 1 Big picture and link to prior learning
- 2 Learning outcomes
- 3 Share new information
- 4 Construct learning
- 5 Apply understanding
- 6 Review



Overview

These topics allow teachers to introduce new and challenging information and ideas, but provide for flexibility of content according to the readiness of the students and the cultural context they are working in.



Sharing what we've learned

about other people and cultures



Celebrating our impact

as an activist, an ambassador, a coach or a mentor



A virtual, Commonwealth-wide event

for young people who have participated in the programme. An opening ceremony that celebrates different traditions and cultures, festivals of commonwealth sport, a market-place of ideas, closing ceremony

1- Big picture and links to prior learning



Learning activities

- ➔ Watch the **video V19**, which introduces the idea of a celebration event like the Commonwealth Games.



- ➔ Your event will have an opening ceremony, bringing together participants from different classes, schools or even countries.
- ➔ It will have a festival of sport and physical activity.
- ➔ It will have examples of what you have learned about the Commonwealth and its citizens.
- ➔ It will have a closing ceremony which will encourage you to continue to be active movers, active learners and active citizens.



Teacher commentary

- ✓ This session is the last in this resource. It will bring together everything that you and your pupils have learned in a celebration of the Commonwealth Games.
- ✓ It might bring together pupils from across your whole school. It might connect your school with another school in your own region or country. It might even bring you together with schools and pupils from another part of the Commonwealth altogether.
- ✓ The celebration should recognise the knowledge and understanding your pupils have gained and demonstrate the new skills they have developed as leaders and change makers in the school and their community.

Notes

2- Learning outcomes



Learning activities

- ➡ **Organise** a celebration event.
- ➡ **Review** what new skills, knowledge and understanding you have developed through this project.
- ➡ **Reflect** on whether any of your attitudes or beliefs have changed through taking part in this project.



The mountain bike competition at Birmingham 2022 is a spectacle not to be missed. Athletes will **plummet down steep sections, transition into smooth landings and push through uphill ascents.** Their mission is simple – cross the line first to claim the Gold.



Teacher commentary




- ☑ Explain that the class will be leading the planning and delivery of a festival of Commonwealth sport, and that in doing so, they will be developing new skills themselves.
- ☑ Hopefully, it will also involve some collaboration with other classes and pupils from other schools.

Notes

3- Share new information






Learning activities

-  Divide your class into four teams – opening ceremony planners, activity planners, culture planners and closing ceremony planners.
-  You might allow some choice, you might allocate groups at random or you might choose to make sure the groups contain a mixture of skills, interests and abilities.
-  Each team takes responsibility for an element of planning your celebration event. Allocate a time period during the festival for each of the four elements and tell your teams that they are going to plan their activities using **resources R11, R12, R13, R14**.



Teacher commentary

-  The festival can be as complex or as simple as you choose. It might be a small, hour long event run by a single class or it might be a more complex event run by pupils from different classes in your school.
-  You could even choose to hold a 'virtual' event with one or more other schools that you have some sort of connection with, where you share an opening and a closing ceremony via a video-link.
-  You could even hold a virtual sport competition if you choose activities that are easily measured, like running, jumping, throwing, swimming or target games.




#CommonwealthConnections

Notes

4- Construct learning






Learning activities

-  Allow the teams 30 minutes of initial planning time. By the end of this, they should be ready to explain what their ideas are and what their element of the festival will look like.
-  Each team should appoint one or two people to explain this to the rest of the class.
-  Give your feedback and suggestions on the ideas, spending a few minutes with each team individually to clarify next steps.



Teacher commentary

-  Your role should be to support each group to develop their planning and thinking by asking questions and seeking clarification as their plans develop.
-  The worksheets give them a clear framework to follow as well as some simple success measures.
-  Clearly, the amount of help your pupils will need depends on their age and experience, so you may decide to set much clearer tasks to smaller groups after the pupils have had a chance to share their initial ideas.




Notes

5- Apply understanding








Learning activities

Part 1

-  The teams should spend the next period of time (one hour for a simple one-class event) to two hours for a more complex event involving more pupils) preparing for their role in the festival.
-  Once preparation time is finished, hold a walk-through of the whole event, from the opening ceremony through to the cultural components, the games or activities and the closing ceremony.
-  Use the class to 'solve' any problems that arise and give each team a short period of time to make any adjustments to their plans.




Part 2

-  Run the festival itself.
-  It might involve your pupils holding the event for some younger pupils in your school or from a nearby school.
-  It might involve an opening and closing ceremony that are shared via video-link with a school in a different part of your country or another country altogether.
-  You might decide to invite parents or other members of the community.
-  You might have a special guest to open and close the festival.






Teacher commentary

Part 1

-  After the initial presentation, the teams should start to put their ideas into action. This might include: writing scripts, devising and rehearsing dances or songs, preparing exhibitions and displays, choosing games and activities gathering equipment and preparing materials.
-  Support each team to develop their ideas successfully as part of the overall festival.
-  If you are working with more than one class or more than one school, make sure that the pupils have time to discuss ideas with one another, either in person or via video-links if possible.

Part 2

-  It's time to hold the festival itself.
-  Try to allow as much ownership as possible to the pupils, recognising that different ages will need different levels of support.
-  During the planning and the festival itself, try to find one example for each pupil where they have demonstrated one of the Commonwealth Games values:
 - Humanity (being thoughtful of other people, being helpful or kind).
 - Destiny (developing their skills and taking on new challenges).
 - Equality (finding ways of making sure that everyone has a positive experience and is able to contribute).
 - Use the last part of the Closing Ceremony to award certificates to the class.

6- Review



Learning activities

- ➞ Hold a whole class review using the model: "What went well? What could we do even better next time?"
- ➞ Divide the class into pairs to have a more in-depth individual review using **resource R15**:
- ➞ "What new knowledge and understanding have I gained?"
- ➞ "What new skills have I developed?"
- ➞ "Have I changed my opinion or attitude towards anything?"



Teacher commentary



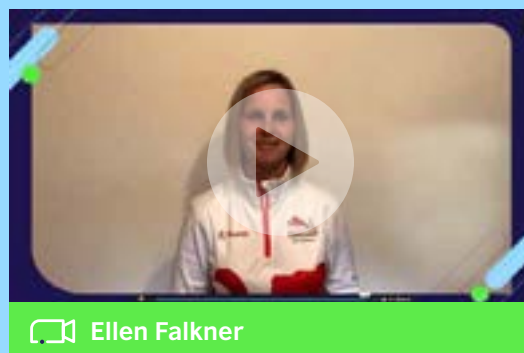
Following an event that has hopefully been challenging to organise but enjoyable and rewarding too, it is important for pupils to take part in some sort of review and reflection activity.



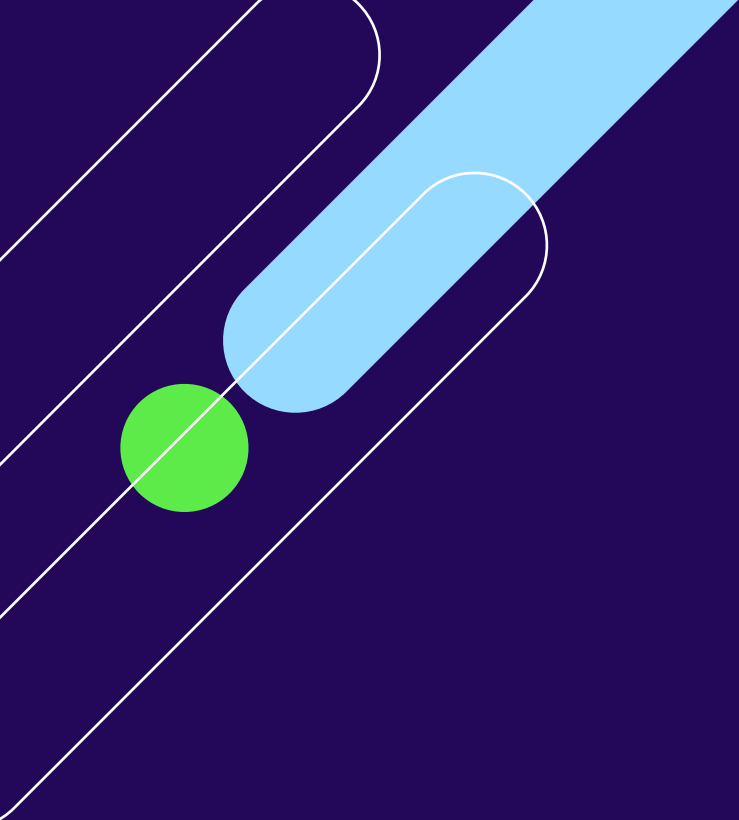
If the event itself has been quite large in scale and effort, it is sometimes better to wait a day before having the review to allow pupils time to enjoy their success and reflect internally about what they have learned about themselves.



Show the video clip V20.



Notes



Teacher resources

R1: The History of the Commonwealth	98
R2: Commonwealth map	99
R3: The Commonwealth Charter	100
R4: Girls' Education	101
R5: Poetry Inspired by the Windrush Story	103
R6: The Windrush Generation	106
R7: The Queen's Baton Relay and its long journey around Australia and the Commonwealth	107
R8: Design the 2022 Commonwealth Games Baton	110
R9: Bowls	111
R10: Boccia	113
R11: Opening Ceremony Planners	115
R12: Activity Planners	116
R13: Cultural Events Planners	117
R14: Closing Ceremony Planners	118
R15: Final Review	119



R1: The History of the Commonwealth

In the beginning...

The Commonwealth was born out of the British Empire, which at one time included countries in Asia, Africa, the Pacific, the Caribbean and the Americas.

The early years

In 1931 it was called the British Commonwealth of Nations, but in 1949 leaders decided to transform it into an organisation of 'free and equal members', and the modern Commonwealth was created.

Ghana became a member in 1957. It was the first of many African countries to join the Commonwealth as independent nations in the 1950s and 1960s.

In 1961 South Africa left the Commonwealth because of its policy of segregating white and black people. Commonwealth leaders supported the struggle against white minority rule.

In 1965 the Commonwealth Secretariat was created. It is based in Marlborough House in London to promote shared values across member countries. The Commonwealth Secretariat encourages members to get together to talk about their concerns and ideas.

Many other countries, big and small, from all parts of the globe and with different cultures, languages and faiths are now part of the Commonwealth. In 2018, The Gambia rejoined the Commonwealth, almost five years after leaving the organisation.

In the 1990s countries like Namibia, Cameroon and Mozambique, which were never part of the British Empire, also joined.

In 1994 South Africa returned to the Commonwealth as a multi-racial and democratic country, under the leadership of Nelson Mandela.

The Head of the Commonwealth is Queen Elizabeth II. She is also Head of State for 16 Commonwealth member countries. Other countries are republics or have their own monarch. The next Head of the Commonwealth will be decided by the heads of the Commonwealth countries.

About 60% of the people in the Commonwealth are under 30 years old. The Commonwealth Youth Council helps young people to work together and share their ideas with decision makers.

about 30% of the world's people live in the Commonwealth? That's nearly two and a half billion adults and children!

The Commonwealth is a vibrant family of 53 countries spread across every continent and ocean.

The people of the Commonwealth are a diverse group. Some live in very small islands like Nauru in the Pacific, and some live in big countries like India in Asia.

Commonwealth people work together by sharing ideas and experiences, skills and knowledge.

It is about friendship and respect between individuals and nations.

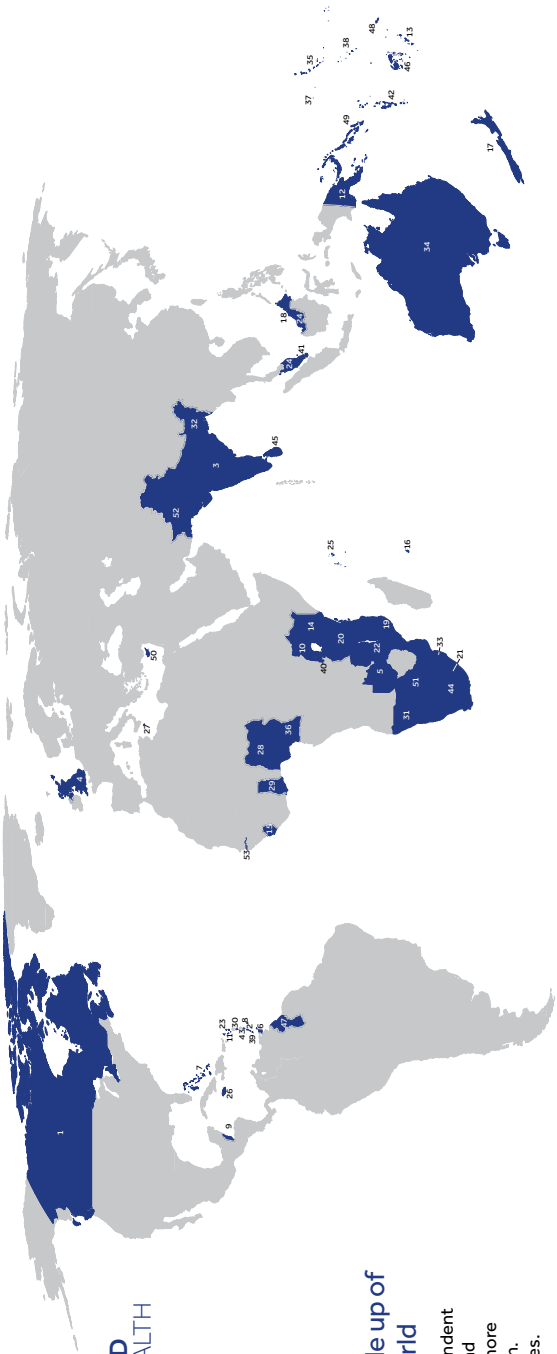
All countries in the Commonwealth are independent and equal nations.

R2: Commonwealth map



The Commonwealth is made up of 53 countries around the world

The Commonwealth is a family of independent countries spread over every continent and ocean. Its 2.4 billion people account for more than 30 per cent of the world's population. They are of many faiths, races and cultures.



Can you name the Commonwealth countries?

CAPITAL	COUNTRY	CAPITAL	COUNTRY	CAPITAL	COUNTRY	CAPITAL	COUNTRY
1 OTTAWA		15 FREETOWN		28 ABUJA		42 PORT VILA	
2 KINGSTOWN		16 PORT LOUIS		29 ACCRA		43 CASTRIES	
3 NEW DELHI		17 WELLINGTON		30 ROSEAU		44 PRETORIA	
4 LONDON		18 BANDAR SERI BEGAWAN		31 WINDHOEK		45 COLOMBO	
5 LUSAKA		19 MAPUTO		32 DHAKA		46 SUVA	
6 PORT OF SPAIN		20 DODOMA		33 MBABANE		47 GEORGETOWN	
7 NASSAU		21 MASERU		34 CANBERRA		48 APJA	
8 BRIDGETOWN		22 LILONGWE		35 TARAWA		49 HONIARA	
9 BELMOPAN		23 ST JOHN'S		36 Y'OUNDE		50 NICOSIA	
10 KAMPALA		24 KUALA LUMPUR		37 NAURU		51 GABORONE	
11 BASSETTERE		25 VICTORIA		38 FUNAFUTI		52 ISLAMABAD	
12 PORT MORESBY		26 KINGSTON		39 ST GEORGE'S		53 BANJUL	
13 NUKU'A LOFA		27 VALLETTA		40 KIGALI			
14 NAIROBI				41 SINGAPORE			

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Find out more about the Commonwealth
for kids at thecommonwealth.org/kids

Commonwealth countries

- ☐ ANTIGUA AND BARBUDA

☐ AUSTRALIA

☐ THE BAHAMAS

☐ BARBADOS

☐ BELIZE

☐ BOTSWANA

☐ BRUNEI DARUSSALAM

☐ CAMEROON

☐ CANADA

☐ CYPRUS

☐ DOMINICA

☐ ESWATINI

☐ THE GAMBIA

☐ GHANA

☐ GRENADA

☐ GUYANA

☐ INDIA

☐ JAMAICA

☐ KENYA

☐ KIRIBATI

☐ LESOTHO

☐ MALAWI

☐ MALAYSIA

☐ MALTA

☐ MAURITIUS

☐ MOZAMBIQUE

☐ NAMIBIA

☐ NAURU

☐ NEW ZEALAND

☐ NIGERIA

☐ PAKISTAN

☐ PAPUA NEW GUINEA

☐ RWANDA

☐ ST KITT'S AND NEVIS

☐ SAINT LUCIA

☐ ST VINCENT AND THE GRENADINES

☐ SAO TOME AND PRINCIPLE

☐ SEYCHELLES

☐ SIERRA LEONE

☐ SINGAPORE

☐ SOLOMON ISLANDS

☐ SOUTH AFRICA

☐ SRI LANKA

☐ TONGA

☐ TRINIDAD AND TOBAGO

☐ TUVALU

☐ UGANDA

☐ UNITED KINGDOM

☐ UNITED REPUBLIC OF TANZANIA

☐ VANUATU

☐ ZAMBIA

Information correct at time of printing, Jan 2019. This is a free poster.

R3: The Commonwealth Charter

The charter states what the Commonwealth believes in, what it tries to do and how it tries to achieve its goals.

How does this charter compare to the one you created?

“The Commonwealth is a voluntary association of independent and equal sovereign states, each responsible for its own policies.

The special strength of the Commonwealth lies in the combination of our diversity and our shared inheritance in language, culture and the rule of law; and bound together by shared history and tradition; by respect for all states and peoples; by shared values and principles and by concern for the vulnerable.

Our core Commonwealth principles are consensus and common action, mutual respect, inclusiveness, transparency, accountability, legitimacy, and responsiveness.

We want to be a Commonwealth that is a strong and respected voice in the world, speaking out on major issues; that strengthens and enlarges its networks; that has a global relevance and profile; and that is devoted to improving the lives of all peoples of the Commonwealth.”

R4: Girls' Education

Section One:

Every day, girls face barriers to education.

Girls' education goes beyond getting girls into school. It is also about ensuring that girls learn and feel safe while in school; have the opportunity to complete all levels of education; acquiring the knowledge and skills to succeed; learn the life skills necessary to adapt to a changing world; make decisions about their own lives; and contribute to their communities and the world.

Girls' education is a world priority. Better educated women tend to be more informed about nutrition and healthcare, have fewer children, marry at a later age, and their children are usually healthier, should they choose to become mothers. They are more likely to have jobs and earn higher incomes. All these factors combined can help lift households, communities, and countries out of poverty.

According to UNESCO estimates, around the world, 132 million girls are out of school, including 34.3 million of primary school age, 30 million of lower-secondary school age, and 67.4 million of upper-secondary school age. In countries affected by conflict, girls are more than twice as likely to be out of school than girls living in non-affected countries. And in many countries, among girls who do enter primary school, only a small portion will reach and far fewer will complete secondary school.

Section Two:

Poverty is one of the most important factors for determining whether a girl can access and complete her education. Poor households lack resources to pay for schooling and associated costs (e.g., for textbooks, uniforms, school supplies, and transportation). Poor households with multiple children may choose to invest in boys' education rather than that of girls while also relying on girls to help with household chores and care for younger siblings and other family members. Studies consistently show that girls who face multiple disadvantages — such as low family income, living in remote or underserved locations or who have a disability or belong to a minority ethno-linguistic group — are farthest behind in terms of access to and completion of education.

Section Three:

Violence also prevents girls from accessing and completing education – often girls are forced to walk long distances to school placing them at an increased risk of gender-based violence (GBV) including sexual exploitation and abuse and sexual harassment (SEA/SH) and many experience violence while at school. In addition to having serious consequences for their mental and physical health and overall well-being - this leads to lower attendance and higher dropout rates among them. Adolescent pregnancies can be a result of sexual violence or sexual exploitation. Girls who become pregnant often face significant stigma, and even discrimination, from their communities. The burden of stigma, compounded by unequal gender norms, can lead girls to drop out of school early and not return.

Section Four:

Child marriage is also a critical challenge. Girls who marry young are much more likely to drop out of school, complete fewer years of education than young women who marry later. They are also more likely to have children at a young age. In turn, this affects the education and health of their children, as well as their ability to earn a living. Indeed, girls with secondary schooling are up to six times less likely to marry as those children with little or no education. According to a 2017 report, more than 41,000 girls under the age of 18 marry every day.

R4: Girls' Education

Section Five:

Lack of schools, inadequate infrastructure and unsafe environments: In addition to not enough schools for everyone to go to (particularly in rural areas) – many schools lack water, sanitation and hygiene (WASH) facilities including separate toilets for boys and girls and a water source. Many schools lack basic features to promote a safe and inclusive environment – for example, fences, well-lit pathways, access for disabled people. The lack of an adequate environment can act as an important barrier to girls' regular attendance in school.

In some schools, what and how things are taught are not sensitive to the needs of girls. Teachers may not have had sufficient training or support in reducing gender biases in the classroom. They may not be trained or feel comfortable with issues girls may face in school. Additionally, books and other teaching materials may reinforce negative stereotypes about girls and women.

Section Six:

COVID-19 is negatively impacting girls' health and well-being and many are at risk of not returning to schools once they reopen. Research shows that the incidence of violence against girls and women has increased during COVID-19.

There is likely to be an increase in drop-out rates and a large portion of girls who will not return to school. Girls who are pregnant may, in some instances, be discouraged from returning to school which drives them to either drop out or to not return to school. Many girls' responsibilities in terms of household work and caregiving are likely to have increased during the school closures, reducing the time available for studying. When parents and other adults are missing from the household (which may often be the case during the pandemic/as a result of COVID-19), girls are often given additional responsibilities in terms of caregiving and household tasks –reducing the time available for studying.

R5: Poetry Inspired by the Windrush Story

After World War 2, Britain was in a bad state. There was a lot of damage to repair, and a lot of rebuilding to be done, and there weren't enough people to do it. The British government invited people to travel from the old British Empire, which came before the Commonwealth, to help rebuild Britain.

In 1948, anyone who lived in a British colony had the right to travel to Britain to live and work there if they wanted to. Many people in Jamaica responded to a newspaper article in The Daily Gleaner, offering passage to Britain for £28.10s to come and work in Britain.

The ship Empire Windrush docked at Tilbury in Essex on 22nd June 1948 carrying more than 500 Caribbean migrants. The ship had been used by the Nazis in the Second World War to carry troops before being taken by Allied forces in May 1945 and refitted by the British for civilian use. During the Second World War thousands of men and women from British colonies in the Caribbean fought for the allies and the ship was in the Caribbean because it was picking up servicemen and women who had been there on leave.

When the new migrants arrived in Britain from the Caribbean, it was relatively easy for them to get unskilled jobs, but hard to find somewhere to live because of a great housing shortage, after the war. They found harsh conditions where they were often poorly treated.

Hinglan Cole (England's cold)

Oh boy, England is cold! It is so cold!

Frost in the morning, snow at midday and black fog at night time. England is so cold!

I left hot Jamaica to die of cold here?

Frostbite is killing my fingers and when I walk I slip and tumble in the snow many many times,

inside the house it is worse,

I have to wrap up with hot water bottles, hat, socks, dressing gown, two sheets and twist and turn all night long.

In the morning when I lift my head from under the sheets the amount of smoke that come out my mouth you would think that I was on fire.

In the kitchen four people have one ring each on the stove to cook on.

I have to put money in the meter to get a bath and the Indian man who I rent from is watching me closely.

I thank God that they deliver milk to your door, I don't know how I'm going to cope because England is cold cold cold.

by Denniston Stewart

- **Pick out some words and phrases that describe the poet's first impressions of Britain. Is it a favourable opinion? What makes you think that?**
- **What three questions would you like to ask the poet if you had the opportunity?**

R5: Poetry Inspired by the Windrush Story

Windrush Child

Behind you

Windrush child

palm trees wave goodbye

above you Windrush child seabirds asking why

around you Windrush child

blue water rolling by

beside you

Windrush child

your Windrush mum and dad

think of storytime yard and mango mornings

and new beginnings

doors closing and opening

will things turn out right? At least the ship will arrive in midsummer light

and you Windrush child

think of grandmother

telling you don't forget to write

and with one last hug

walk good walk good

and the sea's wheel carries on spinning

and from that place England you tell her in a letter

of your Windrush adventure
stepping in a big ship
not knowing how long the journey or that you're stepping into history
bringing your Caribbean eye
to another horizon
grandmother's words your shining beacon
learning how to fly
the kite of your dreams in an English sky
Windrush child
walking good walking good in a mind-opening meeting of snow and sun

by John Agard

- What do you think the poem is about?
- Which words or phrases tell you what the Windrush child left behind?
- What sort of place was it?
- Who will the child miss?

R6: The Windrush Generation



- Divide the class into small groups. Ask them to create a freeze frame of a group of passengers on the Windrush as the ship enters Tilbury Docks. At a given signal, tap each person on the shoulder and ask them to reveal what the character they are portraying is thinking at that moment in time.
- Photographs show that each passenger only had a little 'grip' or suitcase to carry all their possessions when they left their home country and headed to England. Ask the pupils what they think a man, woman or child might have brought in their case.



R7: The Queen's Baton Relay and its long journey around Australia and the Commonwealth

It has changed hands thousands of times on its 40,000- kilometre journey across 100 days around Australia.

The journey of the Queen's Baton started in Australia on Christmas Eve 2017 and the Queen's baton across the country to the Commonwealth Games opening ceremony on April 4 and since then it has gone through outback towns, attended horse races, tennis tournaments, cricket matches, rainforests and beaches.

It arrived at its destination, Main Beach on the Gold Coast, on April 4 to coincide with the opening of the Commonwealth Games.

The baton has been all around the world too, beginning its journey from Buckingham Palace more than a year ago after the Queen placed a message inside, written on paper made from Australian spinifex.

On April 4 the Queen's Baton travelled 230,000km through 70 Commonwealth nations and territories over a period of 388 days.

Retired Australian cyclist Anna Meares receives the baton from the Queen at Buckingham Palace in March 2017.



(AP: Toby Melville)

R7: The Queen's Baton Relay and its long journey around Australia and the Commonwealth

The baton itself has been designed to capture "the boundless energy of the Gold Coast".

It was designed and manufactured by a small Brisbane company in West End, Designworks, after extensive community consultation with Indigenous groups, artists, lifeguards and health care workers to make sure it could be carried by any sized hand and adapted for people with a disability.

The design team took inspiration from surfboards and surfboats, evoking the feeling of gliding over water, with the metal parts mimicking the sun striking Gold Coast skyscrapers at sunrise and sunset.

The community of Palm Island, north Queensland, celebrates the arrival of the Queen's Baton as it heads to the Gold Coast.



(ABC Open contributor LGAQ)

(ABC Open contributor LGAQ) Made of native macadamia wood and reclaimed plastic from Gold Coast waterways and beaches, the baton also has GPS technology on board to allow it to be tracked as it travels around Australia and the world.

An additional touch is the baton's stainless steel edge, called a stringer, which has been laser-engraved with the three-digit alpha codes of all the nations and territories of the Commonwealth.

Eleven-year-old Matthew Thompson from north Queensland said carrying the baton was something he would be proud of for the rest of his life.

R7: The Queen's Baton Relay and its long journey around Australia and the Commonwealth

"When you are running it feels really light, but when you are walking it has got a different power to it," he said.

Matthew Thompson felt like "one in a million" when he got to carry the baton in Pentland, north Queensland.



(Supplied: CG2018)

Baton bearers were chosen for being "local legends" and were nominated by their peers for their achievements and contributions to the community.

Father-of-six Matt Bushby thought it was a hoax when he received an email inviting him to be a baton bearer.

Nominated by one of his local softball association members in Karratha, WA, Mr Bushby continued to coach even when he lost his job in 2015.

Even though it was a tough time, Mr Bushby kept volunteering and giving back to his community.

"Kids in the country need to believe in themselves ... they need that opportunity to shine," he said.

R8: Design the 2022 Commonwealth Games Baton

The Birmingham Organising Committee for the 2022 Commonwealth Games Ltd is seeking to appoint a supplier to design, engineer and fabricate the Queen's Baton for the Birmingham 2022 Commonwealth Games Queens Baton Relay.

The Queen's Baton Relay is one of the Commonwealth Games' most exciting programmes and one that can truly reach people from all over the Commonwealth. The Queen's Baton Relay has been the traditional curtain raiser to the Commonwealth Games since the 1958 Games in Cardiff.

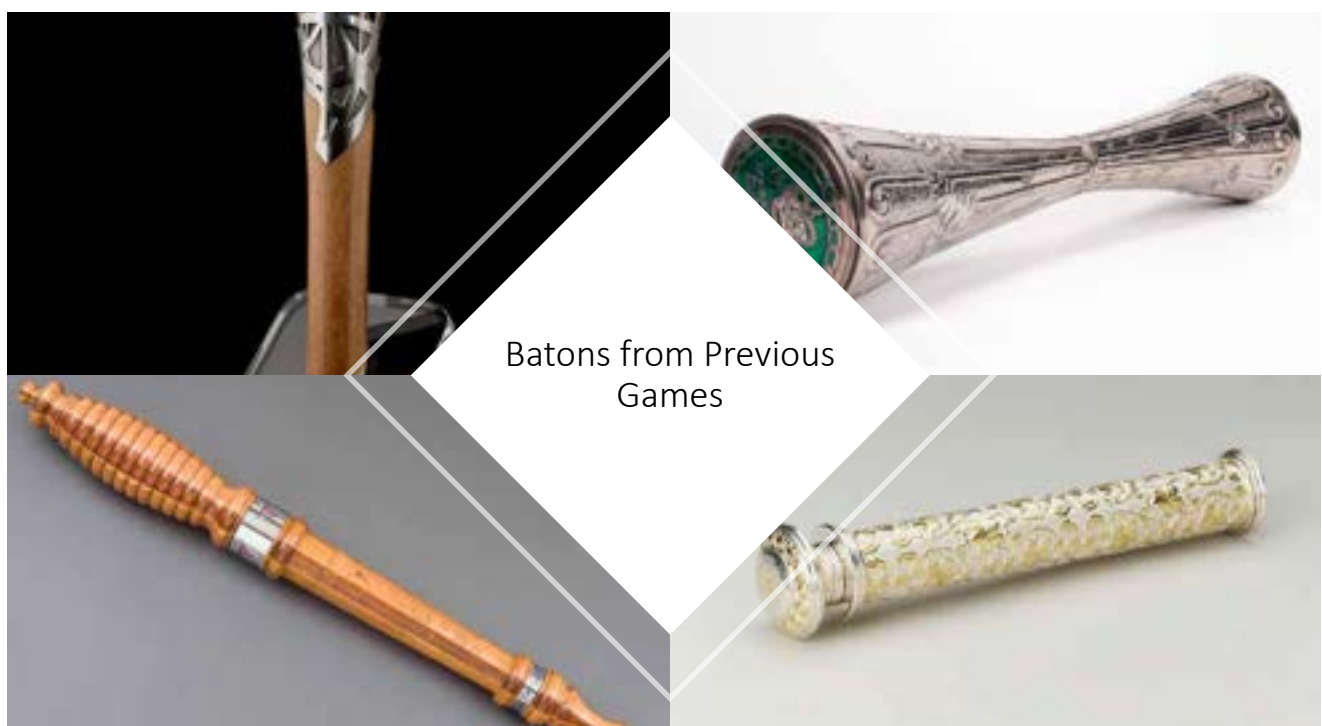
Traditionally, the Baton commences its journey at Buckingham Palace when H.M. Queen Elizabeth II places her message inside the Baton. The Queen passes the Baton to the first of thousands of Baton bearers that will carry this message safely across the Commonwealth on a journey that celebrates the Commonwealth, communities and sport. Following this epic journey, the Baton will arrive at the Opening Ceremony, where the Queen's message is read to the assembled athletes, officially declaring the Commonwealth Games open.

At the heart of this journey is the Baton itself; as it is passed between people, the Baton celebrates the Commonwealth, engaging with young and old, increasing our sense of connection and our understanding of each other whilst shining a light on Birmingham and the West Midlands in the run up to the Commonwealth Games.

The Birmingham Organising Committee for the 2022 Commonwealth Games Ltd seeks to appoint a supplier to design, engineer and fabricate the Queen's Baton for the Birmingham 2022 Commonwealth Games Queens Baton Relay.

The supplier will be required to develop a creative design for the Baton, as well as engineer, manufacture and develop a plan for servicing the Baton.

The Organising Committee are looking for the most innovative and creative approaches to the design and fabrication of the Baton.



R9: Bowls

Skittle Bowl

Quick introduction

This challenge will enable players to learn to roll a ball towards a set target with the aim of knocking down as many skittles with a single roll.

Getting started

- The skittles are placed four metres from the delivery line.
- The players toss a coin (or similar) to determine who goes first. Players take turns to play.
- Each player will have two balls.
- They roll the first ball at the target.
- They roll the second ball at the target.
- Count the total number knocked over – one point for each skittle down.

Health and safety

- Soft balls/tennis balls should be used.
- Ensure no spare or loose balls are left lying around the playing area.
- Ensure players wait their turn.
- Ensure players roll bowls underarm towards the target – no throwing.
- The fielder must wait until the ‘bowler’ has delivered both balls before placing the skittles in position.

Equipment

- Two players – one bowler and one ‘fielder’
- A smooth playing surface
- Tape to indicate playing area
- Tape/markings to indicate location of skittles
- Tennis ball/softball
- Six ‘skittles’ – these could also be cones/shuttlecocks or similar objects

Line Bowl

Quick introduction

- This game will enable players to learn to roll balls accurately and develop teamwork skills with the aim of forming the longest ‘snake’.

Getting started

- Mark out a playing area with approximately 5m channels for each team.
- The first player from each team plays the largest ball on a given signal.
- If the largest ball strays to another team’s area, the ball is played again.
- The second ball is played on a signal by another player.
- Play continues until all team members have rolled their ball.
- The longest ‘snake’ is the winner (measured in a straight line from head to tail). Four or more players per team.

Health and safety

- Soft balls/tennis balls should be used.
- Ensure no spare or loose balls are left lying around the playing area.
- Ensure players wait their turn.
- The game must stop whilst players retrieve any ‘lost’ balls.
- Ensure players roll balls underarm towards the target – no throwing.
- Players must wait until all players have delivered their ball and the longest snake has been determined before retrieving balls from the scoring area and returning ready for the next game.

Equipment

- Four or more players per team
- One softball or medium-sized ball per team
- One smaller ball per player e.g. tennis ball
- A smooth playing surface
- Marker cones and tape to indicate the playing area including ‘minimum throw line’
- Tape measure or metre stick

R9: Bowls

Rowla Bowl

Quick introduction

- This game will enable players to learn the skill to deliver 'bowls' accurately to a set target.

Getting started

- Position a target on the floor – for example:
 - > An archery style scoring mat
 - > Square marked out in masking tape
 - > Square marked out in cones/shuttlecocks or similar.
- The target should ideally be circa one metre square.
- The target will have scoring zones – largest outer area scores the least (1), the mid area (5) with the smallest inner circle the highest value (10).
- Players stand five metres from the target – suggest behind a marked line or similar.
- Players take turns to deliver 'bowls' (underarm) towards the target – these can be tennis balls or similar sized round balls.
- Points are scored in accordance with the points on the scoring target.
- All points scored are recorded at the end of the game.

Bowldova

Quick introduction

- This game will introduce players to the sport of bowls – playing in pairs to get closer to the target than their opponent.

Getting started

- Four players (to play in two pairs).
- A smooth playing surface measuring 8m x 3m.
- Two balls per player i.e. tennis balls – ideally different colours for the opposing pairs.
- One target ball i.e. cricket ball.
- The target ball is placed six metres from the delivery line.
- The players toss a coin (or similar) to determine which team goes first.
- Each player in turn rolls one ball (alternate teams) at a time towards the target until all players have had two balls.
- Each team scores one point for the number of their team's balls that are nearer to the jack than the nearest ball of their opponent – maximum score per team is four per end. Complete four games with each player taking a turn to play first.

Quick rules

- Players toss a coin (or similar) to determine who goes first.
- Each player has ten attempts.
- The winning player is the person who scores the most points after ten rolls.
- If there is a draw, there is a 'sudden death' shootout – each player has one go each until there is a 'winner'.

Health and safety

- Soft balls/tennis balls should be used.
- Ensure no spare or loose balls are left lying around the playing area.
- Ensure players wait their turn.
- Ensure players roll bowls underarm towards the target – no throwing.
- Players must wait until their turn is 'complete' before retrieving balls from the scoring area and passing to the next player.

Equipment

- Balls – i.e. tennis balls/soft balls
- Scoring target or equipment to form target area (tape/shuttlecocks)
- Scoring chart/pens
- Ramp (to assist players with disabilities)

Health and safety

- Soft balls/tennis balls should be used.
- Ensure no spare or loose balls are left lying around the playing area.
- Ensure players wait their turn.
- Ensure players roll bowls underarm towards the target – no throwing.
- Players must wait until all players have delivered both balls before retrieving balls from the scoring area and returning to their allocated corner ready for the next game.

Think Tactics

- What can you do to maximise your score – or reduce the score of your opponent? Do you have better scoring chances with first bowl or last bowl?

R10: Boccia

Beach Ball Blast

Quick introduction

- This challenge helps players to develop strong and accurate ball propulsion. Players aim at a beach ball placed in a target hoop or circle; the object is to knock the beach ball out of the hoop/circle.

Getting started

- Position a hoop, or mark a circle, between the v line and the back of the court.
- Place a beach ball (or similar lightweight ball) in the hoop/circle.
- Players take turns to propel boccia balls in order to knock the beach ball out of the hoop/ circle; one point is awarded to the player/team for each successful hit.
- The team with the most points after an agreed number of 'ends' (rounds where everyone plays one ball) wins!

Health and safety

- Ensure that no spare or loose balls are left lying around the playing area.
- Make sure that players wait their turn and always throw in the same direction towards the target.

In the Scoring Zone

Quick introduction

- This is a game offering a larger target to players to help them focus and use different types of aiming. Use as an individual competition or to start a league.

Getting started

- Use a large floor target or mark a target on the floor.
- Each player in the team is given the same number of balls and their top three scores are added together.
- Add all the individual team scores together to get the team total.

Health and safety

- Play towards the wall, away from other players.

R10: Boccia

Boccia Golf

Quick introduction

- A fully accessible set of holes is designed by the players and then rounds of golf are played using suitable equipment.

Getting started

- Set up a number of target 'holes'.
- Obstacles can be placed around the course, e.g. mats for bunkers and hoops for water.
- Players work their way round the course trying to finish with the lowest score, as in golf, e.g. straight in = a hole in one.
- Penalty shots can be awarded for hitting trees or landing in the water.
- All individual scores are added up into one team score.

Health and safety

- Stay out of the playing area when balls are being thrown.
- Consider the layout of the course to avoid players being hit.

Boccia 12's

Quick introduction

- Boccia 12s is the official shortened version of boccia developed by Boccia England.

Getting started

- The game mirrors the long version using: same court (12.5m x 6m) or modified badminton court
- standard boccia balls.
- Team Boccia 12s consists of two teams of three players, the red side and the blue side, playing two ends; it can also be played between pairs (2v2) and two individuals.
- An end is when all 13 balls (one white jack (target), six blue, six red) balls have been played.
- In team Boccia 12s, each team play six balls, two per player.

R11: Opening Ceremony Planners

Who is in your Opening Ceremony planning team?

How much time have you been given for the Opening Ceremony?

Opening Ceremony checklist:

- A welcome to all your competitors, spectators and special guests.
- Some important safety information.
- An explanation of what people can expect to see during the festival.
- A statement about the important values that your festival is celebrating (humanity, destiny, equality and any of your own school's values).
- A performance that celebrates your community or your culture – a dance, a poem, a dedication, a song.

Use this table to plan out your opening ceremony in more detail:

Activity	What people do you need?	What equipment do you need?	How long will it take?

R12: Activity Planners

Who is in your activity planning team?

How much time have you been given for the activities?

Activities checklist:

- Are the activities safe and appropriate for the people who will be taking part in them?
- Have you made the best use of the space and equipment that you have?
- Have you designed the activities to be inclusive of everyone's needs?
- Is the way the activities are organised going to keep everyone active and involved?
- Is there a good mix of different types of activity?

Try to make sure that everyone is active for as much time as possible by splitting the space and people into different activities all happening at the same time. Use this table to draw out what the activities will look like in your space:

R13: Cultural Events Planners

Who is in your culture planning team?

How much time have you been given for the cultural events?

Culture checklist:

- Have you got activities that celebrate your local culture and heritage like dances, poems or songs?
- Have you got a display or exhibition showing what your class learned about the Commonwealth?
- Perhaps you have some local costumes for people to see or local food for them to try?
- Do you have some people taking pictures, making films, interviewing competitors and spectators?

Use this table to plan out your cultural activities in more detail:

Activity	What people do you need?	What equipment do you need?	How long will it take?

R14: Closing Ceremony Planners

Who is in your closing ceremony planning team?

How much time have you been given for the closing ceremony?

Activities checklist:

- A thank-you to the competitors, spectators and special guests
- A thank-you to the people who helped organise the event
- A poem, dedication, speech or song that celebrates the values of your festival
- Perhaps an appearance from a special guest who can say something?
- A closing statement, encouraging everyone to keep participating in sport, to be positive citizens and to uphold the values of the festival

Use this table to plan out your closing ceremony in more detail:

Activity	What people do you need?	What equipment do you need?	How long will it take?

R15: Final Review

You're going to think about what you've learned during these Commonwealth Games 2022 activities.

You will have learned some new facts about the history of the Commonwealth and its people. Hopefully you've also improved your understanding of the diverse nations and peoples that make up the Commonwealth, and you've understood some of the struggles they've had to get the fair treatment and access to education that everyone is entitled to.

You will also have developed some new skills - as a researcher, as a role model and as a leader.

It's important now to think about everything you've learned so that you can take this new knowledge and understanding and these new skills into other areas of your school work and the rest of your life.

Work with a partner and ask them to answer the three questions below. Make a note of what they say and then give them this sheet after you've finished your review. Your partner will see how they've improved since starting this work.

You might need to help them by thinking of some examples or by asking other questions. Don't let them say that they didn't improve at anything at all!

- **“What new knowledge and understanding have I gained?”**
- **“What new skills have I developed?”**
- **“Have I changed my opinion or attitude towards anything?”**

The United Kingdom's Prime Minister, Boris Johnson, is the current Commonwealth Chair-in-Office and in 2022 the Commonwealth Games will be held in Birmingham, United Kingdom. In response, the British Council is delivering a series of activities connecting people across the Commonwealth.

This resource for schools seeks to create connections between young people on shared Commonwealth values; support the UK's ambition to be a force for good through our focus on girls' education and inclusion; demonstrate the UK's leadership in the Commonwealth and promote Global Britain.

The resource will be available digitally for every country in the Commonwealth. Its partner programme, Commonwealth Connections, will twin 120 schools across the Commonwealth. Alongside the above ambitions, Commonwealth Connections will also support levelling up in the UK, reaching 60 schools in Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton.

Supported by:

