



Department
for Education

Commonwealth Education Pack

In support of the Commonwealth
Heads of Government Meeting
2018.



In Partnership with



Contents

■ Section 1: Introduction	3
■ Section 2: Classroom activities	5
Activity 1 – What is the Commonwealth?	5
Activity 2 – Fun with flags	9
Activity 3 – The Commonwealth Charter	15
Activity 4 – Great Women of the Commonwealth	17
■ Section 3: Other ways for schools to get involved	21



April 2018 – The Commonwealth Heads of Government Meeting

What's happening?

During the week of 16 April, the UK Government is holding the biggest meeting of Heads of Government the country has ever hosted – with up to 53 leaders from across the Commonwealth and thousands of people from across business and civil society attending. The UK is hosting the summit, which will be attended by the UK Prime Minister and members of The Royal Family. It will take place across a range of venues including Buckingham Palace and Windsor Castle.

The week begins with four forum events (a Youth Forum, a Women's Forum, a People's Forum and a Business Forum) across three days, bringing together representatives from the worlds of business, civil society and government. The forums offer an opportunity for Commonwealth dialogue and provide a platform for wider debate of some of the key issues and challenges, in advance of discussions by leaders during the summit.

The summit's overall theme is 'Towards a common future', which is focused on building on the strengths of the Commonwealth to ensure this unique organisation is responsive to global challenges and delivers a more prosperous, secure, sustainable and fair future for all its citizens, particularly its young people.

Why does it matter to your class?

With over 2.4 billion people, the Commonwealth is home to one third of the world's population, 60% of which are under the age of 30 and, as such, the summit's priorities will have a strong youth focus. A unique institution built on deep partnerships with a diverse membership, this global network can help meet some of the major challenges we face both today and in the future.

The outcomes of the summit will affect Britain's young people and the decisions made will shape the direction of the Commonwealth in the future. However, research from the Royal Commonwealth Society¹ shows that only 50% of British school pupils can correctly identify the Queen as the Head of the Commonwealth and only 23% can identify three Commonwealth nations.

This pack has been designed to help further your pupils' understanding of the Commonwealth and its values.

¹Royal Commonwealth Society and Commonwealth Exchange, Saved by the Bell – UK school children's understanding of the Commonwealth, <http://www.commonwealth-exchange.org/saved-by-the-bell/>, Accessed 15 January 2018



SECTION 1: INTRODUCTION

Activities for your class

The Department for Education, the British Council and the Commonwealth Secretariat have put together this pack to help young people (particularly those aged between 11-14) learn about the Commonwealth. We'd really welcome your support in sharing these messages and materials with your classes ahead of the Heads of Government Meeting.

The material contained in this pack can support the teaching of a number of different subjects and topics including:

- Citizenship
- Geography
- Economics
- History
- General studies
- Art and Design
- Personal and social education (PSE)

There are a total of four classroom activities contained in the pack, which individually aim to develop pupils' knowledge of the Commonwealth and its values.

The activities can be used in isolation, as starting points for lessons or combined as elements of a more comprehensive lesson. Some activities can be used as the focus of joint work with a partner school overseas.

How else can you and your pupils get involved with Commonwealth activities and partnerships?

As well as the classroom activities outlined in this pack, there are other events leading up to April in which you and your pupils may wish to participate. For example:

- A competition to create a wreath to remember those from across the Commonwealth who served in the Labour Corps.
- Holding or attending a Commonwealth Big Lunch to celebrate the cuisine of the Commonwealth countries.
- Finding a partner school in another Commonwealth country.

More information on these activities can be found later in the pack. Pupils can also find out more about the Commonwealth by visiting www.youngcommonwealth.org where other resources and downloads are available.



SECTION 2: CLASSROOM ACTIVITIES



Activity 1 – What is the Commonwealth?

How is the Commonwealth defined?

The Commonwealth is a voluntary association of 53 countries that support each other and work together in the common interests of their citizens for development, democracy and peace. It is home to over 2.4 billion people of numerous faiths and ethnicities – 60% of whom are aged 30 or under. There are member countries in Africa, Asia, the Americas, the Caribbean, Europe and the Pacific, representing around one quarter of the countries of the UN.

You will need:

- A pen, pencil (if you'd like your pupils to draw during the corresponding exercise) and paper for each pupil.
- Copies of worksheet number 1 (overleaf) for each pupil.
- A copy of the 'Countries of the Commonwealth' poster (page 7) to hand out to pupils.
- The definition of the Commonwealth (above) to hand.

What does it mean?

It's likely that your pupils won't all have heard of the Commonwealth, so start off by asking them what the words 'Common' and 'Wealth' mean.

- What do these words mean? What other words do they associate with them? Explain that the word 'wealth' comes from the old English 'weal', which means 'wealth, welfare, and wellbeing'. Weal is in turn related to the older word 'wel', meaning 'in a state of good fortune, welfare, or happiness'.
- You could ask them to draw any images they associate with the words.
- Alternatively, why not challenge them to form their own sentences using both words?
- Pupils could also discuss in pairs or groups what they think the Commonwealth is, and form a group definition.

Gap fill exercise

After their initial exploration of the word Commonwealth, pupils can complete the first part of the worksheet (the gap fill) to further their understanding of the organisation.



Fill in the gaps

What is the Commonwealth?

The Commonwealth is a _____ of 53 independent _____ that support each other and work together to pursue their common interests of development, democracy and peace. Many of the nations in the Commonwealth were part of the _____.

The modern Commonwealth is now a voluntary organisation, in which the member states are united by _____, culture, history and shared values. The Queen is the _____ of the Commonwealth, which is a largely symbolic role representing the 'free association' of the _____ countries of the Commonwealth.

Who is in the Commonwealth?

The 53 countries of the Commonwealth are home to over 2.4 _____ people, around one third of the world's total population. Around 60% of the Commonwealth is aged _____ or under. The Commonwealth spans the globe and includes some of the world's largest economies and some of the _____ economies in the world. It is responsible for a fifth of global trade.

It includes 19 countries from _____, _____ from Asia, 13 from the Caribbean and the Americas, three in _____ and 11 in the Pacific and Oceania. The Commonwealth contains countries of all shapes and sizes, with the most populous (_____) having a population of around 1.2 billion people and the smallest (Nauru) having a population of just over _____,000 people.

INDIA

HEAD

53

FASTEST GROWING

AFRICA

30

BRITISH EMPIRE

EUROPE

LANGUAGE

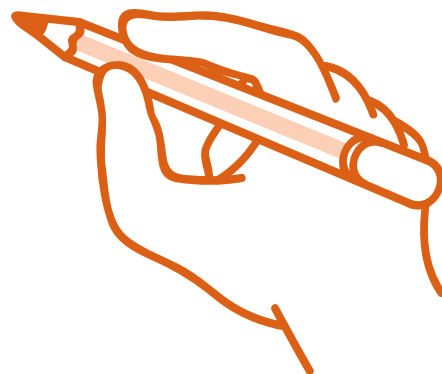
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BILLION

PARTNERSHIP

11

COUNTRIES



Countries of the Commonwealth

The Commonwealth is made up of 53 independent countries from across the globe that work together to pursue their common values. These 53 countries have a total combined population of around 2.4 billion people.

These 53 countries are known as 'member states' and include:



Africa

Total Commonwealth population – 547.5m

Botswana (2.3m)
Cameroon (24m)
Gambia (2.1m)
Ghana (28.9m)
Kenya (49.7m)
Lesotho (2.2m)
Malawi (18.6m)
Mauritius (1.3m)
Mozambique (29.7m)
Namibia (2.5m)
Nigeria (190.9m)
Rwanda (12.2m)
Seychelles (95k)
Sierra Leone (7.6m)
South Africa (56.7m)
Swaziland (1.4m)
Tanzania (57.3m)
Uganda (42.9m)
Zambia (17.1m)

Americas

Total Commonwealth population – 43.1m

Antigua and Barbuda (102k)
The Bahamas (395k)
Barbados (286k)
Belize (375k)
Canada (36.6m)
Dominica (74k)
Grenada (108k)
Guyana (779k)
Jamaica (2.9m)
Saint Kitts and Nevis (55k)
Saint Lucia (179k)
Saint Vincent and the Grenadines (110k)
Trinidad and Tobago (1.4m)

Asia

Total Commonwealth population – 1.7bn

Bangladesh (164.7m)
Brunei (429k)
India (1.3bn)
Malaysia (31.6m)
Pakistan (197m)
Singapore (5.7m)
Sri Lanka (20.9m)

Europe

Total Commonwealth population – 67.8m

Cyprus (1.2m)
Malta (431k)
United Kingdom (66.2m)

Pacific

Total Commonwealth population – 39.7m

Australia (24.5m)
Fiji Islands (905k)
Kiribati (116k)
Nauru (11k)
New Zealand (4.7m)
Papua New Guinea (8.3m)
Samoa (196k)
Solomon Islands (611k)
Tonga (108k)
Tuvalu (11k)
Vanuatu (276k)

* All population figures taken from the UN's 'World Population Prospects: The 2017 Revision'



Class explanation

Explain to pupils that every two years, the leaders from all the member countries in the Commonwealth gather together in one of the member states to reaffirm their shared values and to discuss the shared challenges they face.

This year's Commonwealth Heads of Government Meeting is being held in the UK for the first time in over twenty years. Representatives from all 53 Commonwealth countries are expected to gather together in London and Windsor for meetings to discuss how the countries can work together to create a better future for all the citizens in the Commonwealth, particularly young people.

- Ask pupils to discuss what they think all of the Heads of Government from 53 countries might want to discuss together? Which issues are important in the world right now?
- Inform your pupils that leaders at the meeting will be discussing the four themes of 'A more sustainable future', 'A fairer future', 'A more secure future' and 'A more prosperous future'
- Now ask your pupils to discuss what they think these four themes might mean and whether they match up with the issues they thought were most important to the world in the first bullet point.

Role play

Now ask pupils (either individually, in pairs or in groups) to write a list of questions they would like to ask the Commonwealth Heads of Government. They could then work in pairs to ask one another the questions, perhaps with one pupil taking on the role of a leader, and one pupil taking on the role of interviewer.

Encourage pupils to be creative, and (even if they don't know the answers) to consider what they would do if they were a leader.

Pupils can then swap roles and complete the exercise again.





Activity 2 – Fun with flags

You will need:

- A pen and paper for each pupil.
- Copies of the 'Fun with flags' worksheet for each pupil or enough for groups/pairs depending on preference (see worksheet 2 overleaf).
- A copy of the teacher clues sheet (worksheet 3 on page 14).
- Access to computers or library for research.

Fun with flags

Introduce the activity to pupils by providing them with the 'Fun with flags' worksheet (overleaf).

Ask pupils to fill in the blank spaces under each flag with the corresponding country. To remind them of the possible options, they can use the 'Countries of the Commonwealth' poster on page 7 or look up the flags using an atlas or the internet for later attempts. Give the pupils between 10 to 20 minutes to fill in as many of the countries as they can. Once this time period is over, you can go through the sheet with your pupils and fill in the countries for the flags they may have missed.

You can find a list of the 53 countries and their corresponding flags at youngcommonwealth.org/members/. Once your class has figured out the countries for the flags you can then attempt to use the clues sheet on page 14 to encourage them to learn more about the first nine of these countries.

Countries and clues

Start by reading the teacher clues aloud and ask pupils to put the clue number next to the country they think the clue refers to. After you've read out all the clues, go through the answers with pupils (provided on the teacher clues sheet) – you might ask them to provide reasoning for why they chose certain countries in response to the clues. Pupils with all the answers right get a 'full house' and can call 'Bingo!'

Research

Now ask pupils to carry out detailed research about a Commonwealth country of their choice.

They could explore the climate, landscape, nature and animals, the capital city, languages spoken, and find out about the athletes who have represented the country in Commonwealth Games events.

Presentation

Encourage your pupils to use appropriate geographical vocabulary, a variety of sources for their investigations, and to present their information in interesting and innovative ways.

For example, they could create a wiki page or poster, make a slideshow presentation or a short film. They could also share their research with other classes by teaching a lesson, taking an assembly or preparing a display of their work with food, music and artefacts from their chosen country.

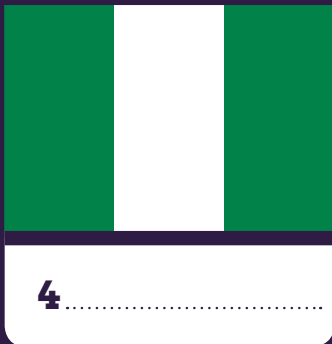
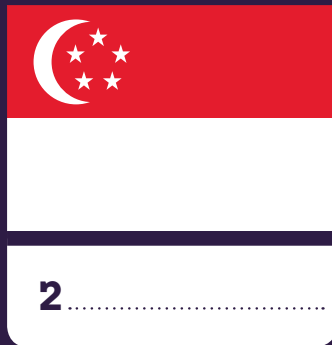
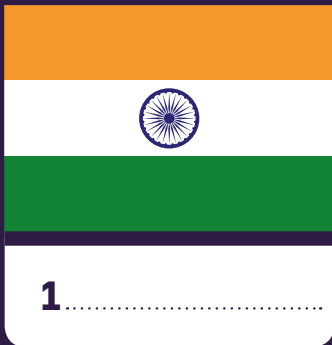
Group discussion

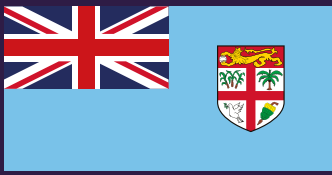
Discuss what they have learnt, and what they found most challenging when preparing their final presentations.





FUN WITH FLAGS

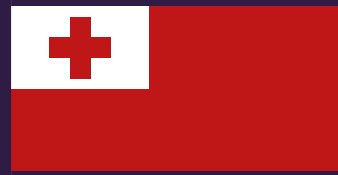




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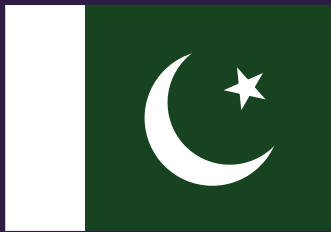
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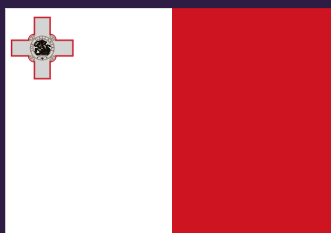
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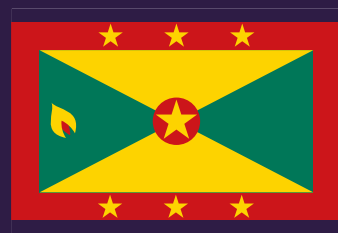
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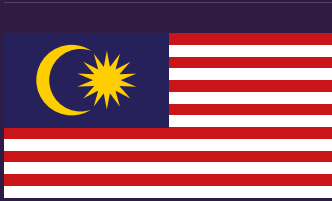
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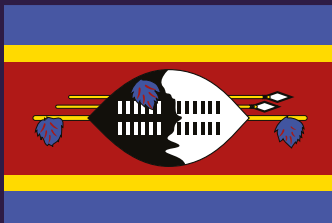
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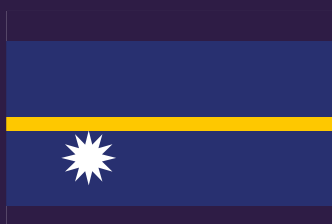
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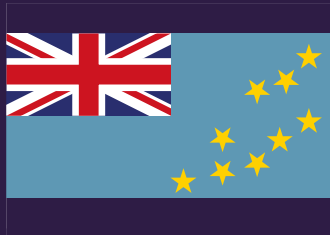
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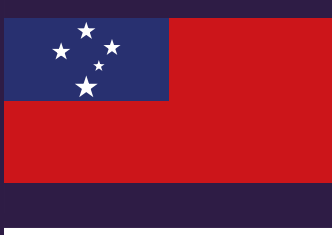
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51



52



53

Read out the clues below to your class. Ask them to match up each of the nine countries in the following exercise with the first nine countries from the fun with flags activity.

Country 1

This country's population makes up around a sixth of the total world population!

The games 'chess' and 'snakes and ladders' are said to have originated in this country.

The national animal of this country is the tiger.

Country 2

This country has one of the busiest ports in the world.

The name of this country means 'Lion City'.

This country is said to be the second most densely populated country in the world. The majority of the population live in flats (apartments) managed by the government's Housing and Development Board.

Country 3

The capital city of this country is called Nassau.

This country is made up of a large number of islands and is a popular tourist destination.

The highest point in this country is around 63 metres above sea level.

The name of this country sounds like the Spanish words for 'low' and 'sea' put together...

Country 4

With a population of around 186 million people, this country is the most populous country in Africa and seventh in the world.

The nickname of the men's national football team is the 'Super Eagles', who will be making their sixth appearance at the World Cup in 2018.

Its capital city is Abuja, replacing Lagos as this nation's capital in 1991.

Country 5

Its capital city, Wellington, is the southernmost capital city in the world.

The official languages of this country are English and Maori.

It has been estimated that there are currently seven sheep for every one person in this country. Previously, this figure has been as high as 20 sheep per person.

The nickname for the people of this country is the 'Kiwis', named after a flightless bird native to this land.

Country 6

The official language of this country is Portuguese.

The main religions in this country are Christianity and Islam.

The capital city of this country is called Maputo, which shares its first letter with the name of the country.

Country 7

With a population of 2.9 million people, this country is the third largest English-speaking nation in the Americas (after the United States and Canada).

This country is particularly known for its contribution to music, being the birthplace of genres such as Ska, Reggae and Dancehall and the home of legendary Reggae musician Bob Marley.

Over one million tourists are thought to visit this Island nation every year.

Country 8

The country used to be known as Ceylon, although it changed its name when it became a republic in 1972.

This country is the world's fourth largest tea producer (after China, India and Kenya).

It is one of the world's most religiously diverse nations, with significant numbers of Hindus, Muslims and Christians, in addition to its majority of Buddhists.

Country 9

Geographically speaking, this is the second largest country in the world and has the world's longest coastline, at around 200,000 km (125,000 miles), which is around two thirds of the distance from the earth to the moon!

There are two official languages in this country: English and French.

The average temperature in January in the capital city of this country is around -10 °C.



Activity 3 – The Commonwealth Charter

You will need:

- A set of cards for each pupil or one per pair/group depending on preference – pre-cut, or ask pupils to cut them up themselves using scissors (worksheet 3 overleaf).
- Pen, pencil, colouring pens/pencils and paper for each child.
- Access to dictionaries (optional).

The Charter

Remind pupils how all the countries in the Commonwealth are independent and equal nations. Through friendship and respect, they work together by sharing ideas, experiences, mutual respect, skills and knowledge, in order to help each other. Just like a school, the Commonwealth countries have agreed a set of values and principles to protect people and help the member states to do well. These values and principles make up the Commonwealth Charter. The Charter is at the heart of everything the Commonwealth does.

Card Game

Distribute the card packs to the pupils (either in pairs, groups or individually depending on preference). Teachers can find a full list of the Charter values, their definition and their numbers at thecommonwealth.org/our-charter

Explain to pupils that the values and principles countries have agreed to uphold are listed under 16 headings in the Commonwealth Charter. Ask pupils to match the headings with their definitions by sorting the cards. Pupils may wish to use a dictionary to help them with any words they don't understand.

After pupils have sorted the cards, encourage them to discuss the Charter using the questions below:

- Why do you think the Commonwealth Charter is important?
- Which three values or principles do you think are the most important? Why?
- Which three values or principles do you think are the least important? Why?
- Are there any values or principles you think shouldn't be included? If so, why?

Flag Design

Explain to pupils that the Commonwealth has a flag and logo to represent it.

Now that they know and understand the values of the Commonwealth, ask them to design a new flag (without showing them the real flag) that embodies these values. You might ask pupils to label their flag with the aspects of the Charter they have represented.

Show your pupils the real Commonwealth flag at the end of the activity.





**Tolerance, Respect
and Understanding**

**Access to Health,
Education, Food
and Shelter**

**Separation of
Powers**

**Protecting the
Environment**

**Recognition
of the Needs of
Vulnerable States**

Human Rights

**The Role of Civil
Society**

**Recognition of the
Needs of Small
States**

**Freedom of
Expression**

**Sustainable
Development**

**Importance of
Young People in the
Commonwealth**

**International
Peace and Security**

Gender Equality

Good Governance

Democracy

Rule of Law

Ensure everyone has the right to vote in free and fair elections, choose their own leaders, and be governed in a democratic way.

Treat all people equally and with respect (e.g. gender, race, colour, language, political beliefs, or religion). Give everyone access to education and healthcare.

Work for the safety, development and prosperity of every Commonwealth country.

Accept, respect and understand other people and their different cultures because it is this diversity that makes the Commonwealth so special.

Encourage people and member countries to express their opinions in an open, responsible, peaceful and democratic way.

Support the different groups who are responsible for the law, e.g. governments and judges, and the job they have to protect human rights.

Support the law because it protects people.

Support fair leaders and governments which keep to the laws. Take action against corruption.

Help people with education and work, and improve trade opportunities, to help countries prosper and create more equality in the world. Ensure the environment is protected.

Work together to look after the environment, in order to help communities survive and prosper in the diverse member states.

Work for affordable health care, education, clean drinking water and safe, nutritious food, hygienic toilets and washing facilities, and decent housing for everyone.

Work for the same rights and opportunities for men and women.

Give them opportunities to do well in life, especially through education and work, so they can continue to help the Commonwealth grow.

Help the small and developing countries tackle big issues, such as climate change.

Give immediate help to those in need, especially in the least developed countries.

Support groups of people working for change, e.g. charities, health and education organisations, and human rights campaigns etc.



Activity 4 – Great Women of the Commonwealth



You will need:

- A list of influential women from the history of the Commonwealth (see Worksheet 4 on page 18).
- Access to the internet for all pupils.

Introduction

Explain to your pupils that until 100 years ago (1918) no women were allowed to vote in parliamentary elections in the UK. Explain that no country in the world has achieved gender equality and this is one of the reasons that gender equality is one of the principles of the Commonwealth Charter. The 2018 Commonwealth Women's Forum will reflect on some of the global challenges still faced by women, as part of a wider commitment to 'leave no one behind' in the Commonwealth journey to 2030. The Commonwealth Women's Forum will draw delegates from throughout the Commonwealth and the rest of the world to highlight women's positive political, economic and societal contributions and establish how women and girls will be key to building sustainable and resilient societies.

You can also showcase some examples of successful interventions in women's empowerment across the Commonwealth. In Rwanda, for example, 61% of MPs and 39% of Senators are women and in South Africa, the respective numbers are 42% and 35%.

Research

Ask your pupils to get into pairs and ask them to choose one of the women from the worksheet below. Ask your pupils to research their chosen woman on the internet and complete the blank spaces underneath the corresponding picture.

Facebook Page

Ask your pupils to create a Facebook profile for their chosen woman. The profile could include:

1. A profile picture.
2. 3-5 suggested friends of the woman.
3. 2-3 suggested status updates as though written by the woman.
4. A long post (3-5 paragraphs) about a cause that the chosen woman might have written about.

Extension: Ask your pupils to write a journal entry/diary entry/newspaper article. Present your post to the class and explain why you've written it.



SECTION 2: CLASSROOM ACTIVITIES



Worksheet

Below is a list of eight famous women from the Commonwealth. The corresponding worksheet has pictures of the eight women for pupils to cut out and sections underneath each picture which briefly states each of the women's country of origin, a brief summary of their achievements and contribution to society and when they were alive.

1. **Emmeline Pankhurst (15 July 1858 – 14 June 1928), United Kingdom** – Pankhurst was a political activist and leader of the British suffragette movement who helped women win the right to vote.
2. **Malala Yousafzai (born 12 July 1997), Pakistan** – A Pakistani activist for female education and the youngest Nobel Prize laureate.
3. **Vijaya Lakshmi Pandit (18 August 1900 – 1 December 1990), India** – The first woman (and first Indian) president of the United Nations General Assembly.
4. **Jean Batten (15 September 1909 – 22 November 1982), New Zealand** – Batten was an aviator who won global acclaim during the 1930s by making a number of record breaking flights across the world, including making the first ever solo flight from England to New Zealand in 1936.
5. **Miriam Makeba (4 March 1932 – 9 November 2008), South Africa** – Also known as Mama Africa, Makeba was a singer, actor, United Nations goodwill ambassador, and civil rights activist.
6. **Agatha Barbara (11 March 1923 – 4 February 2002), Malta** – Barbara was a politician who made history in her country as Malta's first female president. A towering figure in Maltese politics, she still holds the record as the longest serving woman Member of Parliament in Maltese history.
7. **Chimamanda Ngozi Adichie (born 15 September 1977), Nigeria** – An author and writer who has risen to prominence after authoring the novels 'Half of a Yellow Sun' and 'Americanah', as well as her book-length essay, 'We Should All Be Feminists'.
8. **Margaret Atwood (born 18 November 1939), Canada** – Atwood is a Canadian poet, novelist and activist who rose to prominence in the second half of the 20th century (and beyond) for authoring novels including 'The Handmaid's Tale' and 'The Blind Assassin'.



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Pakistan

A Pakistani activist for female education and the youngest Nobel Prize laureate.



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SECTION 3: OTHER WAYS FOR SCHOOLS TO GET INVOLVED



Commonwealth Big Lunches



What are they?

The Commonwealth Big Lunches, run in partnership with the Eden Project, will bring communities together to share popular foods from across the Commonwealth and celebrate their Commonwealth connections.

The Commonwealth Big Lunches will launch on Commonwealth Day (12 March 2018). Lunches will be held across the country until 22 April 2018 (when the meeting of the Heads of Government draws to a close).

How can you and your school get involved?

The Commonwealth Big Lunch presents exciting learning opportunities for your pupils, helping them find out more about the Commonwealth through the exploration of the various national and regional cuisines of the Commonwealth nations.

Your school could offer to host a lunch during this period for your local community or theme a school lunchtime. It's a great way to bring together communities in the celebrations leading up to the summit.

You can find out more about the lunches here:
www.edenprojectcommunities.com/youre-invited
Do please post your photos on social media using the hashtag #CommonwealthBigLunch.

The Unremembered Challenge

What is it?

During World War One, millions of soldiers from across the Commonwealth were mobilised to fight. Men and women from across the Commonwealth also made a vital contribution to the war effort as workers. They were called the Labour Corps. Alongside the British Labour Corps, they cooked, cleaned, carried and cared for the soldiers on the front line. They often faced discrimination and served under harsh conditions. Many died, yet today their contribution is rarely acknowledged. They are 'The Unremembered'.



We want to commemorate these men and women by creating 53 wreaths, one for each of the Commonwealth countries, to be laid at war memorials on 11 November 2018 (Armistice Day).

A challenge to design each of the 53 wreaths is being run by a company called Big Ideas, in association with the UK Government.

How can your class get involved?

Your class could create a special Unremembered wreath to submit to the competition.

To get involved email theunremembered@bigideascompany.org with the subject heading 'CHOGM Challenge'. Big Ideas will send you the application form, along with further details about the competition and a free 'Unremembered World Map' exploring the history of the men and women in the Labour Corps.

Fill in and submit your application form to get funding (up to £200 per class) and further ideas, templates and advice to help you create your wreath.

Once you have created your wreath, take a photo and send it to the above email address by Wednesday 7 March, along with up to 300 words explaining why your wreath should be selected.

SECTION 3: OTHER WAYS FOR SCHOOLS TO GET INVOLVED



You will hear if you have been successful by Monday 12 March, and if so, you will be asked to post your wreath to Big Ideas in good time for the CHOGM summit in April. The Unremembered project is led by Big Ideas and funded by the Ministry for Housing, Communities and Local Government.

www.bigideascompany.org/project/the-unremembered

Connecting the Commonwealth

What is it?

Young people will be at the heart of the 2018 Commonwealth Heads of Government Meeting (CHOGM), to be hosted by the UK in April. Summit goals will include promoting young people's engagement and increasing their understanding of the Commonwealth's role.

Commonwealth Class brings to life the core values and principles set out in the Commonwealth Charter, such as democracy, human rights and protecting the environment. Classroom resources, activities, online debates and more help students understand the Commonwealth's role in leading a shared agenda to deliver a fairer and more prosperous, secure, inclusive and sustainable future for all.

How can your school get involved?

Visit the British Council website to learn more about the Commonwealth Class programme:

schoolsonline.britishcouncil.org/about-programmes/commonwealth-class

There are other opportunities for connecting with schools in countries across the world. These include:

- Connecting Classrooms, a programme run by the British Council in partnership with the UK Government, which is a fully funded CPD programme that includes face-to-face and online courses, international professional partnerships, and funding opportunities to visit schools overseas.

schoolsonline.britishcouncil.org/about-programmes/connecting-classrooms

- The Global Learning Programme, which is funded by the Department for International Development (DFID) to help mainstream global learning across the curriculum. Fully funded CPD opportunities are also available in the form of training, online resources, forums and support for school leaders.

globaldimension.org.uk/chooseglp

- Opportunities through the British Council Schools online website for you to find a partner school in another Commonwealth country, as well as lots of ideas and resources for joint projects with schools overseas.

schoolsonline.britishcouncil.org

#CommonGround Debate

What's happening?

On 12 March, the British Council, in partnership with the Department for Education, will be hosting an online debate called #CommonGround between pupils from the UK and other Commonwealth countries. The debate is designed to help pupils develop their oracy skills and their ability to build consensus by drawing attention to the things the different Commonwealth countries have in common.

We expect around 100 pupils will be involved directly in the debate, but many more can join in as it will be live streamed from the British Council's Facebook page on 12 March.

How can your school get involved?

Your class could watch the debate live and join in from their own classroom. You will be able to find the live stream www.facebook.com/britishcouncil on 12 March.

More details will be available at the British Council's website: schoolsonline.britishcouncil.org

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