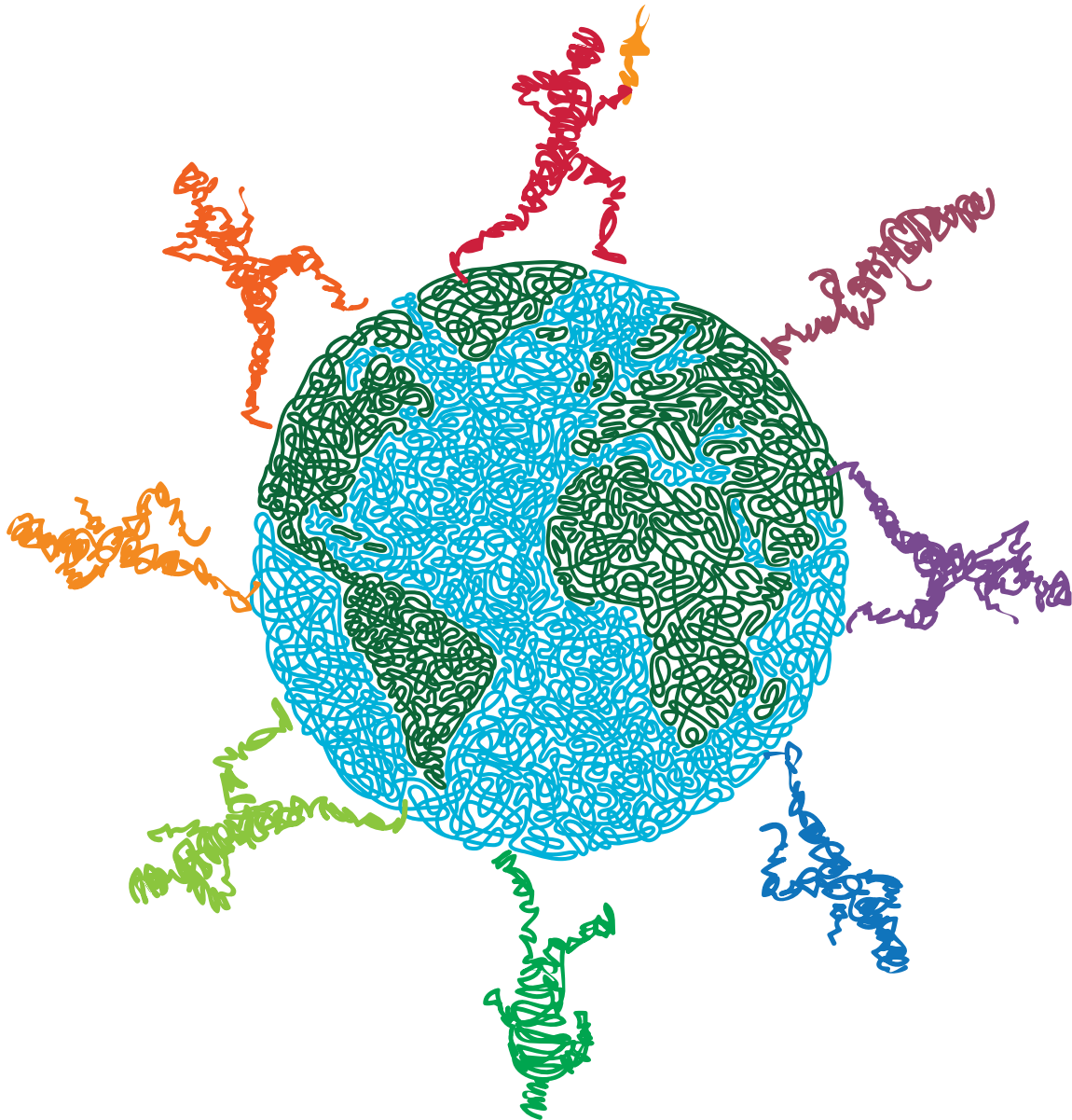




Bridges – making global connections

Heroes and Heroines

Carrying the torch for a fairer world



A resource pack for **secondary schools**
preparing for 2012 Games



Download copies of this pack from
www.oxfam.org.uk/education



About this pack

The Olympic and Paralympic Games feature men and women from around the world who have become the best at their sport and succeeded, often against the odds. This pack features heroes and heroines who have overcome great obstacles to make the world fairer. We use these inspiring people to explore the Olympic values of respect, excellence and friendship and the Paralympic values of courage, determination, inspiration and equality. We use these to help examine other types of equality, including gender.

We hope these stories and the activities accompanying them will inspire students to undertake their own sporting or non sporting 'heroic' actions and gain the skills they need to make the world fairer for all men, women and children.

- **Activities are aimed at 11-14 year olds to support Citizenship and PSHE.** They could be used as part of a term's work, during an activity week or during a focus day. The resource contains further ideas for cross curricular work in ICT, Art & Design, Drama and Music.

- **The Millennium Development Goals (MDGs)**
This pack supports learning about the Millennium Development Goals to reduce poverty by 2015 (see back page for more details). The case studies and activities help promote Gender Equality (Goal 3) and Environmental Sustainability (Goal 7) as well as linking to issues of education, child labour and Fairtrade.
- This resource has been developed by Bridges with support, including case studies and photos, from Oxfam.



Four ways you might use this pack

1. In discrete PSHE/Citizenship lessons

There are 4 sessions of about 60 – 70 mins plus a summative session for discussion about learning and possible action.

2. In form time

Some of the short activities within the lessons that take about 15 minutes could be used in form time to raise awareness of heroic action, Olympic values and equality issues.

3. As part or all of a Focus day

4 sessions, plus a final session of discussion, evaluation and planning for action. Make sure there are opportunities for students to follow up with action. See page 5 for how you might run the day.

4. Across the curriculum

There are ideas for cross curricular work at the end of sessions 1-4.



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The sessions: Igniting the flame and learning together



The sessions

How to run a Heroes and Heroines focus day

How to run a Heroes and Heroines focus day

You can use these sessions to run a focus day. In a 4 form entry school, 4 teachers run one session each that students move around for. All 4 teachers then run Session 5 with one class each; this is an evaluation of the whole day and involves discussion to encourage action.

For 8 forms simply have 2 teachers running each session in parallel. All 8 teachers will need to run one session that they repeat plus Session 5 for one group each.

For 5 – 7 form entry schools you will need to have 1 – 3 teachers running more than one of the sessions.

Plan for a 4 form entry school

Period 1	Period 2	Period 3	Period 4	Period 5
Session 1 What makes a hero or heroine? Teacher A	Session 2 Speaking up for heroes and heroines Teacher B	Session 3 Striving for fairness Teacher C	Session 4 Why gender equality is important for all Teacher D	Session 5 Being a hero Teacher A
Session 2 Speaking up for heroes and heroines Teacher B	Session 3 Striving for fairness Teacher C	Session 4 Why gender equality is important for all Teacher D	Session 1 What makes a hero or heroine? Teacher A	Session 5 Being a hero Teacher B
Session 3 Striving for fairness Teacher C	Session 4 Why gender equality is important for all Teacher D	Session 1 What makes a hero or heroine? Teacher A	Session 2 Speaking up for heroes and heroines Teacher B	Session 5 Being a hero Teacher C
Session 4 Why gender equality is important for all Teacher D	Session 1 What makes a hero or heroine? Teacher A	Session 2 Speaking up for heroes and heroines Teacher B	Session 3 Striving for fairness Teacher C	Session 5 Being a hero Teacher D

The sessions

Session 1: What makes a heroine or hero?

Session 1: What makes a heroine or hero?

Aim

- To consider what qualities are needed for heroes and heroines.
- To be inspired by real people's lives.
- To develop speaking skills.

You will need

- Copies of the adjectives below to describe heroes and heroines (optional).
- Cut out copies of the true or false statements in envelopes (1 per group of 4-6) on p. 7.
- Copies of the sporting case studies on p. 20.
- A long roll of paper e.g. lining paper to make a 'Wall of Fame'.
- Blotak, Post-its or A5 paper and glue.
- Coloured pens.

Some adjectives to describe heroes and heroines

brave	inventive	caring	clever	inspiring	modest
different	fair	creative	determined	patient	
resilient	quick witted	strong	eloquent	unstoppable	

Sessions

1. Starter activity (15 mins)

Write the names of 4-6 well known heroes and heroines on slips of paper and have volunteers choose one from a hat. Ask them to describe that person to the class without saying their name. Ask the class to name other heroes and heroines, people they admire and build up a list on the board. They could be sports people/historical people/family members. Can students choose one adjective (use the box above if you wish) or short phrase to describe each of the heroes or heroines chosen? Write up other words students use.

2. Statements (10 mins)

On p. 7. Copy and cut out enough sets of statements for groups of 5 or 6 pupils.

Give out the statements and have the groups place the statements on an imaginary line according to whether they are always true/sometimes true/always false etc. The groups must agree about where to put the statements.

Discuss together what everyone has agreed on. Which statements were particularly difficult to decide about? Why? More able pupils could add more definitions using the blank boxes

C. Learning from heroes and heroines (15 mins)

Read or have pupils read the sporting case studies on p. 20. Which of the Olympic and Paralympic values do these people show?

- Olympic values: Respect (inc. fairplay); Excellence; Friendship

- Paralympic values: Courage; Determination; Inspiration; Equality

- Are they all heroes/heroines?

- Does everyone still think the heroes and heroines mentioned at the beginning are truly heroes and heroines?

4. Start a Wall of Fame (15 mins)

Ask students to write on post-its or A5 pieces of paper:

- the names of their heroes and heroines,
- what they have done,
- the Olympic value they represent.

Glue these to the roll of paper to put on the wall.

Musical/historical heroes and heroines can be included, as well as any from this pack. If there is time, they can decorate them. Add them to a 'Wall of Fame' in the hall or classroom.

If this pack is used for a focus day each class could add to the Wall as they do this session.

5. Discussion (5 mins)

What have they learned about what makes a hero/heroine? Has their opinion changed at all?

Other ideas

Art and design

This session could lead into art work on heroes and heroines and their qualities e.g. designing a t-shirt including a picture of the hero or heroine and an inspiring slogan.



The sessions

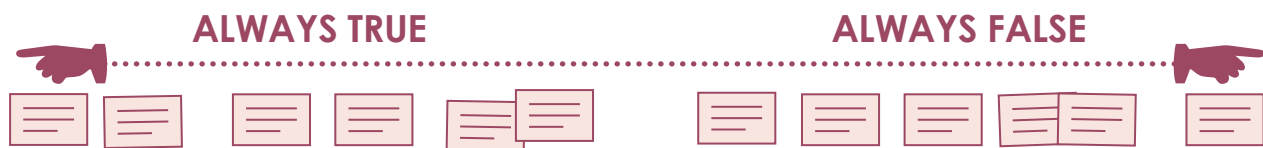
Session 1 activity sheet: What makes a heroine or hero?

Session 1 activity sheet: What makes a hero or heroine?

In pairs or small groups, cut out and place the statements on an imaginary line according to how true or false they are.

Are these statements always true or always false? There is not a fixed right or wrong answer for this, but you need to have reasons for what you choose. Try to think of examples to back up what you say.

How your line might look:



Cut out the statements below

Sporting heroes or heroines don't count as proper heroes.	A hero or heroine does something other people can't do.	A hero or heroine is someone you respect.
A hero or heroine can be from any country.	Men do more heroic things than women.	A hero or heroine is always famous.
You have to be old to be a hero or heroine.	Heroes or heroines are always clever.	Heroes and heroines are people everyone likes.
A hero or heroine has overcome difficulties to achieve something.	A hero or heroine makes the world a better place.	There were more heroes or heroines in the past than now.

Session 2: Speaking up about a hero or heroine

Aim

- To find out about William Penny Brookes and heroes and heroines from all walks of life and different countries.
- To consider why we need heroes and heroines.
- To develop skills to speak out for a better world.

You will need

- Video clip (see starter activity).
- Copies of case study of William Brookes on p. 21 (one per group).
- Copies of the 4 case studies on pp. 22-25.
- Copies of Heroes and Heroines? Activity A (1 per group) p. 9 (optional).
- Copies of Speaking up about a hero or heroine p. 10.

Sessions

1. Starter activity – Some speaking inspiration (10 mins)

Show the class the 3 minute video clip by a young finalist, Rebecca Choudhury, at the Speak Out Challenge speaking about 'When I grow up' – www.speakoutchallenge.com/pages/videoandaudio/galagrandfinal2011/. Rebecca speaks against celebrity heroes and for women to have high aspirations.

Ask students to jot down notes about what they think is good or bad about her talk. Explain they are going to be reading stories about very different heroes/heroines and will have the chance to speak up for them. Why is it important to be able to speak up?

2. Why Do We Need Them? (20 mins)

Divide the class into groups of 4 or 5. Each group reads the story of William Brookes. Give out copies of Eglantyne, Cecilia, William Kamkwamba and Lekea stories on pp.22-25, one story per group. On p. 9 for younger/less able pupils or give out the sheet on p. 10 only.

Groups must decide:

- What problems the hero/heroine they have been given has faced.
- Three things that person has done to improve the situation in 'Olympic medal order' i.e. Gold Action, Silver Action and Bronze Action.

Groups fill in chart on p. 10.

Younger/less able students may just follow the model of William Brookes on p. 9 and in groups draw and fill in their own podium and track with hurdles for the hero/heroine they have been given.

3. Preparing to speak (15 mins)

Using the chart or track and podium that they have filled in, groups build up a short, simple 2-3 minute speech on their hero or heroine.

Help them to structure it with:

- A dramatic introduction, perhaps starting with a rhetorical question, a short sentence, an action or a single word repeated.
 - 3 interesting points about the most important things their hero/heroine achieved, including one or two facts that will surprise/interest their audience.
 - A conclusion to inspire others to do something similar.
- ### 4. Delivering speeches (15 mins)
- Ask groups to deliver their speeches (everyone in the group must say something) and, if time, have a vote on the greatest hero or heroine.

Cross curricular ideas

Drama

The speeches could be made more dramatic i.e. include drama, mime and dance etc and be filmed.

ICT

Students could make a PowerPoint presentation of their hero or heroine.

Music

Students could compose a song about their hero or heroine with instrumental music as well as lyrics, thinking about what instruments would be in keeping with what the person has done and where they are from in the world.

Art

Students could prepare a mixed media portrait of their hero/heroine, incorporating words and pictures.

The sessions

Session plan 2: Activity A – Why do we need heroes and heroines?


Session plan 2: Activity A

Why do we need heroes and heroines?

Look at the diagram below. Choose another hero/heroine's story and make your own race track and podium for them.

Which actions would you give gold, silver and bronze medals to?

William Penny Brookes



BRONZE ACTION

He opened a library for both the rich and poor.

GOLD ACTION

He worked for rich and poor to learn and play sport together.

SILVER ACTION

He inspired the Modern Olympics.

Hurdles to get over



Rich and poor didn't mix.

Education for the poor was limited.

Competitive sport was just for the rich.

The sessions

Session 2 activity sheet B: Speaking up about a hero or heroine

Session 2 activity sheet B: Speaking up about a hero or heroine

Decide in your group

- What problems has your hero/heroine had to face?
- Decide on three things this person has done to improve the situation using the 'Olympic medal order' i.e. Gold Action, Silver Action and Bronze action.
- What is special about this person?

Name of hero or heroine:

Problems to overcome:
(Biggest first)

Actions taken:
(Most important first)

What was special about
this person?

1.

GOLD ACTION

2.

SILVER ACTION

3.

BRONZE ACTION



The sessions

Session plan 3: Respect, fairplay and the 2012 Games

Session plan 3: Respect, fairplay and the 2012 Games

Aim

- To consider how fair the 2012 Games and clothing industry are.

You will need

- A bag of sports clothes and trainers with labels citing country of production.
- Blank paper labels, clothes pegs.
- String.
- Copies of Om's Story pp. 28.
- Video clip (see Point 4).
- Postcard size pieces of card for each student.
- Coloured pens.

Sessions

1. Starter activity: (10 mins)

It is hoped that the 2012 Games will be the fairest Games ever. Will that really be true? What might prevent that from being true? For example, what do athletes wear?

Give out a few items from the bag to groups of 4 or 5. Give blank labels and pegs. Pupils fill in the country of origin on the labels and peg them to each item of clothing. These can then be collected and hung from a line of string at front of classroom. How many countries are mentioned? What sort of countries are these? What surprises you?

2. Who produces sportswear? (10 mins)

Discuss with the class who is involved in producing and selling a cotton t-shirt before we buy it. Draw a chart of the chain of people involved, starting at the end with the person who buys the t-shirt and working backwards to the cotton farmer.

**Cotton farmer – factory worker –
factory owner – shipper – wholesaler – retailer
e.g. supermarket – customer**

(You could use colour photos of cotton producers from The Clothes Line by Oxfam www.oxfam.org.uk/education/resources/clothes_line).

Who has the most power? Who do you think gets the most money? Who gets the least? What power does the customer have?

3. How fair is the pay? (10 mins)

Ask groups to represent an area of production – see below – and decide how much money their group should get out of £30 paid for a t-shirt from South East Asia. Add up what they say on the

board (it will probably be far too much) and then reveal actual amounts (for more detailed game to show this see Step into her Trainers resource www.labourbehindthelabel.org/issues/item/748-step-into-her-trainers). What surprises them?

Workers: 24p

Factory managers: 26p

Buying house and fabric: £2.00

Brand (advertising etc) £11.17

Retailer: £16.33

Customer pays: £30

4. How some clothing producers live (5 mins)

How can things be different? Show video clip of Emma Watson going to Bangladesh for People Tree and visiting garment workers in first bad then good conditions. People Tree is an ethical clothing company –

www.peopletree.co.uk/press/100816ycew.php

5. Child labour and clothing (10 mins)

Read Om's story p. 28. Discuss what would you think if a child like Om had made your t-shirt or trainers. Or the trainers worn by an Olympic athlete. Can Fairtrade (which does not permit child labour)/ethical trade support the Olympic/Paralympian values of respect and equality?

6. Action (15 mins)

Choose a company that you've bought clothes from. On a postcard size piece of card, design the company a new logo and slogan. On the back, write the company a message asking if they support fair and ethical trade and an end to child labor. Postcards could then be sent to the company.

Cross curricular ideas

Maths and DT

Play Christian Aid's Paper Bag Game. A simulation game on child labour and poverty. This is a free download <http://learn.christianaid.org.uk/TeachersResources/primary/pbag.aspx>.

Students could then design their own carrier bags out of recycled materials with messages about Fairtrade/recycling/child labour.



Session 4: Respect and equality for all

Aim

- To consider what equality is and why gender inequality affects everyone.

You will need

- Slips of green/yellow paper for starter activity (2 per girl/boy).
- Copy of It's Another World story on p. 13.
- Video clip (see Point 3).
- Cut out copies of Is it a boy or girl saying this? on p. 14 placed in envelopes.
- 15 copies each of Francesca and Nura's stories on pp. 26-27.
- Post-its.

Sessions

1. Starter activity: What's good about being a boy/girl? (10 – 15 mins)

Divide class into small single sex groups. Give out a slip of yellow paper to girls' groups and green paper to boys. Ask them to discuss and write down one good and one bad thing about being a girl/boy. They must not mention the word 'boy' or 'girl' in their statements.

Collect and read out statements, without showing the colour of the slips. See if the class can guess whether they are about girls or boys. Is there much difference between what the girls and boys think?

2. Stimuli on inequality (15 mins)

Show the 2 minute film on gender equality with Daniel Craig from www.weareequals.org and/or read out 'It's another world' on p. 13. Ask the class to discuss in mixed groups their reaction to this.

Do some parts of the story seem ridiculous/unfair? Why? Why do you think this story/film has been produced? (The facts on below may be useful).

3. Some examples of inequality (10 mins)

(A) Have class read through in pairs Francesca and Nura's stories on pp.26-27 and (B) show the video trailer from the film 'Made in Dagenham' about women machinists at Ford's factory fighting for equal pay in the 1960s www.bbc.co.uk/bbcfilms/film/made_in_dagenham. The women were encouraged by their male floor manager to fight not just being downgraded for their skilled work, but to strike for equal pay. Their strike action eventually led to the creation of the Equal Pay Act in 1970. Why were all these every day heroines necessary?

4. Discussion activity on how inequality affects boys and girls (10 mins)

Give out copies of Is it a boy or girl saying this? on p. 14 for groups to place in piles of girl/boy or boy or girl according to who they think could have said the statements. Discuss decisions. You may not want to mention the facts in the box below.

5. Summing up (5 mins)

Discuss what boys/men and girls/women could do to help each other. Give class post its to write down what they have learned and what surprised them.

Facts – How inequality affects boys and girls

In some developing countries girls may be married off very young.

Boys as well as girls are affected by how women are treated. If they lose their mother young they are much more likely to die themselves before they are 5. If their mother is the only earner, low earnings will be disastrous.

In Afghanistan under the Taliban, girls were not allowed to go to school.

Although in many countries women are not well represented in parliament, there are a number of women prime ministers and presidents e.g. Angela Merkel (Germany); Ellen Johnson Sirleaf (Liberia).

The sessions

Session 4 resource: It's another world

Session 4 resource: It's another world

How inequality affects boys and girls

'I've been to your world, and I must admit, I was a bit surprised. You see, in my world when you watch the news or see a newspaper, it's all about female politicians, female directors of big companies, women earning loads of money.

When we go to school, we learn all about the lives of great women – scientists, people in history, the revolutionaries; there are so many heroines! Most of the books we read and the films we go to have women as the main heroes.

In my world it's the women who make the big decisions and lead the government. To be honest, we wouldn't expect to see a man doing that sort of thing, making speeches!

Men are seen as husbands and fathers first, really good at looking after children and the home. Sometimes they work, but part time because they want to be around for their children and enable their wives to work full time.

Girls are encouraged to get out there and do stuff. They climb trees, take risks, make discoveries. All the adults urge them on – teachers and parents.

Boys tend to play at home, nothing too boisterous. They often wear pink and help their fathers a lot in the kitchen.

In our world, if you had a baby and it was a boy, you'd love it, of course. But you'd be a little disappointed, because he wouldn't be carrying on the family name and would probably never become rich or famous for important things.

It's funny how things have turned out in your world and mine, isn't it?'

Adapted by 'The World Upside Down', an idea by DevelopmentEducation.ie

www.developmenteducation.ie/teachers-and-educators/transition-year/strand-2-Gender/Resources/World%20Upside%20Down.pdf



The sessions

Session 4 activity: Is it a boy or a girl saying this?



Session 4 activity:

Is it a boy or a girl saying this?

Decide with your group which statements are most likely to have been said by a girl, a boy, or either.

Cut out the statements below

1. The government will not let me go to school.

2. I damaged my back carrying water every day.

3. When I was little I got fed the best food in my family, which is very poor.

4. I lost a baby brother to measles, because my mother didn't know about vaccinations.

5. My mother died in childbirth as there was no medical help, so I had to give up school to look after my younger brothers and sisters.

6. I was married off at 14 because my parents were in debt.

7. I studied business at secondary school and set up my own business.

8. I have just been elected as Member of Parliament.

Session 5: Raising the Torch – Evaluation and taking action

We've learned about fairness – now we want to encourage a fairer world based on the Olympic and Paralympic values.

This resource covers many issues. We hope your students will now want to take action for a fairer world as a result of looking at heroes and heroines. Taking action can fit in with many areas of your school's life and students' skills. It can also empower pupils and help them feel they can make a difference.

We hope this last session will be the start of ongoing work on equality in your school and that students will have the opportunity to pursue the ideas they have in form time, another PSHE/Citizenship lesson, as part of an activity week or through the school council.

Below is a table of just some of the skills that might be developed through taking action on equality issues.

Action	Skills developed
Write to your MP calling for the government to ensure that Olympics do not involve child labour.	<i>Literacy, persuasive writing</i>
Consider whether your school treats boys and girls fairly and ask teachers to consider any changes you think should be made.	<i>Persuasive speaking</i>
Make up a film or play about gender inequality to show to other students, parents.	<i>Working collaboratively; literacy; organisational skills; speaking skills</i>
In groups, think of jobs done at home. Would you do different things if you were not a boy/girl? Consider doing jobs you have not done before.	<i>Collaborative working; listening</i>
Support a campaign such as Send My Friend to School or Play Fair 2012.	<i>Literacy; persuasive writing</i>
Persuading PTA to make school sports tops Fairtrade. Have a competition to design them.	<i>Persuasive speaking, organisational skills</i>
Raise money for a charity that works for women and men to be treated fairly.	<i>Organisational skills, working collaboratively, numeracy skills</i>
Hold an event for parents and the community to make people aware of children working in sweatshops and encourage Fairtrade.	<i>Organisational skills, working collaboratively</i>
Write to Ofcom, the media regulation organisation, if you see something on TV which puts men or women down.	<i>Literacy</i>

Session 5: Being heroes and heroines

Aim

- To help students evaluate the day and discuss courses of action they might take to help make the world fairer and more equal.

You will need

- Flipchart paper and pens for 5-6 groups.
- Andrew's story (see below).
- 5-6 copies of diamond ranking exercise on p. 17 and envelopes.
- Flipchart, paper, scissors.
- Copies of torch template on p. 18 or stick dots cut into 6's.

Session

1. Evaluation (15 mins)

Divide the class into groups. Give each group a piece of flipchart paper and pens and ask them to write 'Heroes and Heroines' in the middle and write in 4 circles round the outside

- Learning** – learning – what issues have you looked at today? What could you do to help?
- Inspiration** – what has inspired them (if nothing – why not?)
- More** – what they would like to know more about
- Things to change** – what problems they would like to do something about.
- The Issues Fact Sheet on p.29 may help this discussion.

Feedback to the whole class.

2. Action hero story (5 – 10 mins)

Read or give class copies of Action Hero below and discuss Andrew's actions. What could they imagine giving up free time to do?

3. Choosing an action (20 mins)

Sometimes the first action that comes to mind is not actually the most useful. In Andrew's story sending food was not the best option. Give out a copy of the diamond ranking exercise on p. 17 to each group to cut out.

Explain that they must discuss the action points and place them in a diamond shape three times, ranking them in order.

- Which is the easiest to do?
- Which would be the most effective for a fairer world?
- Which does the group most want to do?

N.B. There is a blank box for them to add an action if wished. Have groups look at other diamonds

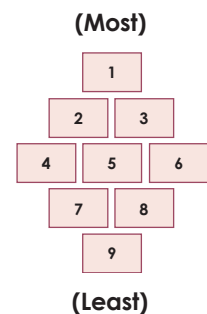
Democratic decision (15 mins)

Either:

- Discuss what priorities come up, and write them on a large piece of paper with an empty box next to each. Have class vote for actions using sticky dots (6 each – 3 for 1st choice, 2 for 2nd and 1 for 3rd). It takes time to add up the dots but helps all to engage fully in the process.

Or,

- Have students decide actions they would take and fill in torch template on p. 18.



Action Hero: Andrew, 11 year old from Ghana

Andrew's story: Helping the starving

By Summer 2011 about 3.6 million people were at risk of starvation in Somalia because of the worst drought for 60 years. When 11 year old Ghanaian boy, Andrew Andasi, saw footage on TV of Somali people walking miles in search of food, he decided to do something about it. He raised more than £300 in one week and decided to try to raise £9 million in his school holidays.

Andrew got advice from the United Nations and was told to raise money rather than food for his Save Somali Children from Hunger campaign, as this would be quicker and more effective. Andrew printed flyers and stickers for his campaign. Ghanaians were very impressed by Andrew's determination and he appeared as a guest on many TV and radio shows.

For more information:

www.bbc.co.uk/news/world-africa-14474860

To discuss

- What surprises you about this story? Why?
- What can we learn from what Andrew has done?



The sessions

Session 5 activity: Diamond ranking exercise on actions for a fairer world

Session 5: Diamond ranking exercise on actions for a fairer world

Discuss and set out the activities in order, making a diamond shape with easiest, most effective etc at the top of the diamond. Add your own idea if you wish.

Cut out the statements below

Write to your MP calling for the government to ensure that Olympics do not involve child labour. This could be a poem or you could send a song.

Persuade the PTA of your school that school sports tops should be Fairtrade and have a competition to design these.

Consider whether your school treats boys and girls fairly and ask teachers to consider any changes you think should be made.

Raise money for a charity that works for women and men to be treated fairly e.g. Fairtrade Foundation, Oxfam, Womankind Worldwide.

Make up a film or play about gender inequality to show to other students, parents.

Hold an event for parents and the community to make people aware of children working in sweatshops and encourage Fairtrade.

Think about the jobs you do in your home. Would you do different things if you were not a boy/girl? Consider doing jobs you have not done before.

Write to Ofcom, the media regulation organisation, if you see something on TV which puts men or women down.

www.ofcom.org.uk

Support a campaign such as Send My Friend to School which works for all boys and girls to have an education or Play Fair 2012 for a sweatshop free Olympics.

www.sendmyfriend.org
www.playfair2012.org.uk

Other idea:

The sessions

Session 5 activity: Carrying the torch for a fairer world

Carrying the torch for a fairer world

Write down what you pledge to do on your own and with others and when.

Cut out the torch

The action I want to take is: 

I want to have it finished by (date): 



Resources section

Case studies, resources
and further information



Resources section

Raising the Torch, developing skills and taking action

Sporting heroes and heroines

This resource covers many issues. We hope you and your classes will want to join us in taking action for a fairer world as a result of looking at heroes and heroines.

Taking action can fit in with many areas of your school's life and develop pupils' skills.

(Optional) cut out the statements below

Robina Jalali

Robina Jalali, was born in Kabul, Aghanistan in 1986. She represented her country at the 2004 and 2008 Olympics competing in the 100 metre sprint. People all over the world noticed her for running while wearing the hijab, the traditional Muslim woman's head covering, and because she was one of the first women ever to represent Afghanistan at the Olympics.

Robina is one of nine children. She was home schooled during the time of the Taliban when schooling for girls was forbidden. She could not attend school until after she was 14. Describing life under the Taliban, she has said: "There was nothing for us girls to do under the Taliban. You couldn't go to school. You couldn't play, you couldn't do anything. You were just at home all the time."

She is now hoping to get into parliament.

Oscar Pistorius

Oscar Pistorius from South Africa is an amazing young man. He is a world champion sprinter who was born without his lower legs. He is the first ever Paralympian to win Gold in each of the 100m, 200m and 400m sprints (Beijing 2008), and has an international reputation as the "fastest man on no legs".

At the World Athletics Championships in South Korea in August 2011, he made history by qualifying for the semi-final of the 400m competing against non-disabled athletes.

He is known as 'the Blade Runner' because of the prosthetic feet he wears to run.

Mo Farah

Mo Farah, born in Somalia, is the first ever British man to win the 5,000m at the World Athletics Championships in South Korea. He is the UK's finest distance runner of his generation. Who would have thought this when he arrived in London with very little English as an 8 year old boy from the Horn of Africa?

He is an inspiration to all young people in Britain and around the world – he has achieved his success through determination and a 'never give up' attitude. He will now be training hard for London 2012.

Baroness Tanni Grey-Thompson

Baroness Tanni Grey-Thompson was born in 1969 in Wales and christened 'Carys Davina'. Her two-year-old sister Sian gave her the name 'Tanni', thinking she was 'tiny.'

Tanni started to use a wheelchair from the age of seven. From the outset, her parents were supportive and encouraged her independent streak. Tanni tried many sports at primary school and particularly enjoyed swimming, archery and horse riding.

Tanni first tried wheelchair racing at school, aged 13. At 18, Tanni was selected for her first World Wheelchair Games. Since then she has won 11 Paralympic gold medals at 5 different games and also won 6 London Wheelchair Marathons.

Tanni has many awards for her Paralympic and sporting achievements and most recently she was chosen to be a member of the House of Lords.

Resources section

Case studies: 8 heroes and heroines from all walks of life

Dr. William Penny Brookes – sport and learning for all

'My hero is William Brookes because he wanted everyone to enjoy learning and playing sport together. I think he worked for a fairer world.'

Dr. William Penny Brookes was born in 1809 in Much Wenlock, Shropshire and is credited with being the inspiration for the modern Olympic Games.

He established a lending library in his community and organised various classes on subjects such as art, music and botany. Both the library and the classes were open to everyone – regardless of their education or wealth.

A few years later, Brookes started the Olympian Class. Its aim was for local people, especially the poor, to learn and have physical exercise. The first Wenlock Olympian Games were held in 1850 and included athletics, football and cricket. There were also fun events, including a wheelbarrow race!

Some people wanted to exclude poorer people, but Brookes insisted that everyone could take part and the Games were a great success.

After the Wenlock Games, Brookes dreamed of starting an International Games. The first Modern Olympiad took place in Athens in 1896 after Dr. Brookes' death, but a lot of what happened in Athens was based on his own ideas – including his belief that there should be no class restrictions on who could compete.

For more information:

www.wenlock-olympian-society.org.uk



Did you know?

In the first Wenlock Olympian Games the sports events were only for men, but women were allowed to enter competitions such as painting and poetry.

205 countries will compete in the London Olympic Games in 2012. 147 nations will take part in the Paralympic Games.

Most developing countries are underrepresented at the Olympics, due to a lack of money for training, coaching and sending athletes to the Games.

At the Beijing Olympics in 2008, African countries won 39 medals collectively – fewer than the total won by Germany. There are over 1 billion people in the continent of Africa and 82 million in Germany.

Photo courtesy of Wenlock Olympian Society



Resources section

Case studies: 8 heroes and heroines from all walks of life

Eglantyne's story – saving children's lives

'My heroine is Eglantyne because she helped so many starving children survive and her work carries on today.'

Eglantyne Jebb was born in Ellesmere, Shropshire, in 1876. She saw many poor children while working as a primary school teacher and wanted to do something to improve their lives.

After the First World War, she and her sister Dorothy were very worried about children living in Germany and Austria where there were terrible food shortages and children were dying.

In 1919, Eglantyne set up the Save the Children Fund and it quickly raised a lot of money to help children in Germany and Austria. Later, the Fund helped feed thousands of Russians affected by famine.

In 1923, Eglantyne wrote The Declaration of the Rights of the Child. In this, Eglantyne said that in difficult times children must be helped first. Her Declaration was later adopted by the United Nations and was a very important step in protecting the rights of children internationally. Eglantyne died in 1928, having spent her life promoting children's welfare and human rights, permanently changing the way the world treats children.

Save the Children's work continues all over the world today.

For more information:

www.oxfam.org.uk/resources/ukpoverty/

www.savethechildren.org.uk/en/102.htm

www.endchildpoverty.org.uk



Did you know?

One in three children in the UK are currently living in poverty.

Four million children live in poverty in the UK; this is one of the highest rates in the industrialised world.

Nearly one third of children in developing countries live on less than 60p a day.

Resources section

Case studies: 8 heroes and heroines from all walks of life

Cecilia's story – midwife for thousands of women

'Cecilia's my heroine – she manages to help so many women and doesn't feel sorry for herself – she thinks about the women she serves.'

Giving birth in Ghana is a much more risky business than in the UK. Every week 75 women in Ghana die because of problems in pregnancy and childbirth.

Cecilia lives in the Northern Region of Ghana, a hot, dry area where most people are very poor. She is a special midwife because she is the only midwife for the 16,000 people in her area.

Cecilia covers 3 community clinics on her motorbike as well as doing home visits for women who can't make it to the clinics. Her training means that she can help deliver babies safely and provide prenatal and postnatal care*.

Cecilia works long hours because there is no one to share the work with her. She thinks of it as a 24 hour service, as women may need her help at any time of night or day. 'It is not easy, because I am alone.'

There were supposed to be two midwives for her area, but this has not been possible so far. Although healthcare is free now for pregnant women in Ghana, there is a shortage of trained midwives.

Despite being overworked, Cecilia loves her job and beams when she talks about it. 'Bringing a child into the world is so wonderful, so nice.'

The roads may be rough and bumpy, but Cecilia wants to make sure that all mothers give birth safely. 'We want to have zero maternal mortality**. It is a joy to bring a child into the world, why should you die?'



Did you know?

1 in 66 women in Ghana die in childbirth, in the UK 1 in 4,700 die.

Women in the poorest and most rural areas in Ghana are most at risk.

Most women there have to give birth without the help of a trained health worker.

Lots of pregnant Ghanaian women don't even know that they are entitled to free health care, sometimes because they can't read.

Photo copyright Abbie Trayler-Smith/Oxfam (2011)

* 'Prenatal' means before birth and 'postnatal' means after birth.

** 'Maternal mortality' means mothers dying in childbirth.



Resources section

Case studies: 8 heroes and heroines from all walks of life

William's story – eco-friendly inventor

'William's my hero – he's so smart and has made something to really help people using renewable energy!'

William Kamkwamba was born in Malawi, Africa and grew up without access to electricity or running water. His family struggled to grow enough food to eat. When he was 14, William had to drop out of school because his family could no longer afford the fees, but William kept up his education using a local library.

One day he saw a picture of a windmill in an old textbook. He says: "I was very interested when I saw the windmill could make electricity and pump water. I thought: 'Maybe I should build one for myself'."

Using wood, scrap metal and old tractor parts, William built a windmill which was able to power four light bulbs and two radios in his home. He also used bicycle spokes and rubber flip-flops to make light switches.

Word immediately spread about William's invention, first among his neighbours and then around the world. In 2007, he was invited to speak at a prestigious Design Conference in Tanzania.

William is now studying at university in South Africa. He wants to bring electricity to everyone in his country. He has taught young people in his village how to make windmills and repair water pumps.

He has written a book about his experience called 'The Boy who Harnessed the Wind'.

For more information:

To see William speaking go to www.ted.com/speakers/william_kamkwamba.html



Did you know?

Only 2% of people in Malawi can afford electricity.

In Sub-Saharan Africa, less than 1/3 of the population has access to electricity. This means that 585 million people do not have access to electricity.

The average person's annual carbon footprint in Malawi is 1 tonne of carbon; it is 15 tonnes in the UK.

Wind power is an important sustainable means of getting power.

Kenya is the world leader in the number of solar power systems per person.

Photo with kind permission of William Kamkwamba

Resources section

Case studies: 8 heroes and heroines from all walks of life

Lekea's story – Speaking up for her community

'I think Lekea's a heroine because she sounds so positive despite having huge problems.'

Lekea Borena is a farmer in Ethiopia struggling to cope with changes in the weather in recent years. Instead of having rain during half the year, now the rains are short and very unpredictable. It means she can grow far less crops for food and has none to sell. It is hard to feed the 8 children she still has at home.

'My husband and I both grew up as farmers, but with all the problems we have had to look at other ways of making money. My husband went off to look for work and I tried brewing alcohol for a while.

'We've started growing grass peas instead of normal peas – they need much less water and are more resistant to drought.'

Lekea is also experimenting with new varieties of seeds, which take less time to grow.

A year ago Lekea went to a big local community hearing with thousands of people to discuss the problems with politicians and she spoke up.

Before the meeting she explained 'At the hearing I am going to tell the politicians about the challenges we face, the lack of water, the poor harvests, the loss of trees. I am lucky to have this opportunity to talk to them and I want to tell them that farmers here can thrive if we have support.

'Despite the problems, I feel good about the future for farmers. We have support from the government and new technology. But we need water. Even so, I don't want my children to be farmers – I want them to be leaders of the country. Why not?



Did you know?

Over ¾ of Ethiopians depend on agriculture for a living.

Many farmers have to make a living from a plot of land no bigger than half a football pitch.

Half the population lives below the poverty line.

Oxfam works in Ethiopia to help farmers increase their harvests as well as promoting education, especially for girls.

Photo copyright Aubrey Wade/Oxfam



Resources section

Case studies: 8 heroes and heroines from all walks of life

Francesca's story – not ashamed of who she is

'My heroine is Francesca because she is still only young but is brave and strong for her family.'

Francesca (18) works in a factory that makes products out of aloe vera, a plant well known for use in skin products. The factory is run by COMUCAP, a group that support women's rights in Honduras, Central America. After just a year they are selling their products all over the world.

In Honduras women's rights are not always respected and violence against women is common. COMUCAP helps build women's confidence to stand up for themselves.

Francesca's mother could not read or write, so Francesca used to attend all the COMUCAP meetings with her and make notes. Francesca learnt a lot from these meetings. 'We talked about our worth as women, that we should not be embarrassed or ashamed of who we are. And we would dance. When my mother died a year ago, I took her place. I'm not shy. I'm not embarrassed of being myself and I know my mother would be proud of that.'

Francesca's father wakes her every day at 4 am and she prepares meals for him and her five younger siblings before going to work. She earns enough for them all to live on.

'My ambition is to remain with the group, to remain united. I want to learn more about my work because you don't know what the future holds.'



Did you know?

53% of people in Honduras do not have enough money to live on.

20% of Hondurans cannot read or write.

Oxfam is helping rural coffee farmers, including women, to get a fair price for their beans through Fairtrade.

Photo copyright Gilvan Barreto/Oxfam

Resources section

Case studies: 8 heroes and heroines from all walks of life

Nura's story – a role model for a new country

'Nura is such a heroine because she's doing what hasn't been done before by girls in her country and people have been against her.'

Nura Koleji is 20 and lives in South Sudan, a new independent country formed in July 2011, after a long civil war in the larger country of Sudan. Many girls do not have the opportunity to attend school and most Sudanese women cannot read and write. But when Nura finishes college next year she and three other female classmates, will become the first women mechanics in South Sudan.

Nura chose to become a mechanic because she loves cars. Her course has involved learning welding and cleaning a car engine. Nura wants to become the first woman mechanic and inspire other girls and young women.

Nura's mother is absent and her father does not have a job and so Nura has to earn money to pay her school fees. Before her two-hour walk to school, Nura picks mangoes that she sells at the market after her classes have finished for the day. She also helps collect water and looks after her six younger siblings.

Some people in her country believe that Nura and other women should not be mechanics, but she is proud to wear her mechanic's overalls. She thinks that women have a big role to play in her new country: "We have a saying that one hand is not enough to clap. It's true. We need both sexes, not just one."

For more information:

www.guardian.co.uk/lifeandstyle/2011/jul/15/women-mechanics-south-sudan



Did you know?

Stereotypes such as 'girls can't be mechanics', 'boys can't be nurses' can be reinforced by the textbooks used in schools. A study found that most of the leading characters in school textbooks in 3 developing countries were male.

In the UK male MPs outnumber women MPs by 4 to 1.

Rwanda's Parliament is the first in the world to have more women than men.

Resources section

Case studies: 8 heroes and heroines from all walks of life

Om's story – protecting children's rights

'Om is my hero: he had a terrible time when he was very small, but he didn't give up. He did such a lot when he was just a child – I can't imagine doing all that before I was 14!'

Om Prakash Gurjar was born in 1992 in Rajasthan, India.

At the age of 5, Om was taken away from his parents and was forced to work as a farm labourer. He was not paid and was regularly beaten. (India has more than 12 million child workers).

However, 3 years later, Om was rescued by a group working to end child labour in India. After being rescued, Om began to campaign for children's rights in his country. At the moment, a quarter of Indians are illiterate. Om wanted to change that and campaigned for free education in Rajasthan.

He then helped to set up a network of 'child friendly villages' where children's rights are respected and child labourers are not allowed. Om also worked to ensure that children are given birth certificates to help them prove their age and so protect themselves from forced labour.

In 2006, when he was just 14, Om was awarded the International Children's Peace Prize for his campaign to protect the rights of children.

For more information:

news.bbc.co.uk/1/hi/world/south_asia/6164134.stm



Did you know?

India has the highest number of child labourers under the age of 14 in the world. They are often forced to work for low pay and for long hours. Many families rely on the extra money that their children earn.

Many children work in cotton fields in India, producing cotton for clothes worn in countries such as the UK.



Issue fact sheet

Equality and the Olympic Games

The two countries who won the most medals in the 2008 Olympic Games were China and the USA. They are both very large countries and this might appear to account for their success. However, in the same Games Pakistan and Bangladesh won no medals, despite having very large populations.

Gender Equality

Women perform 66% of the world's work, produce 50% of the food, earn 10% of the income and own 1% of the property.

Nearly 40 years since the UK's Equal Pay Act in 1970, women here working full time earn on average 15.5% less than men.

In the UK, men are more likely than women to be managers. In India, 11% of chief executives of large companies are female, compared with 3% of FTSE 100 bosses in the UK.

In May 2011 men outnumbered women in Westminster by 4 to 1, with only 4 out of 23 cabinet ministers being women.

67 million children around the world still don't go to primary school. More than half of them are girls. Girls miss out on school for various reasons including household tasks, sexual harassment and lack of toilet facilities.

Climate Change

Levels of carbon dioxide, methane and nitrous oxide in the atmosphere are higher now than at any time in the last 420,000 years. This is due to people burning fossil fuels, mainly in the USA and Europe.

These gases will increase average temperatures, but also make the weather more uncertain, for example, increasing floods and droughts.

The effects will mostly be felt by people like Lekea in Ethiopia, with less money to protect themselves. Millions are already seeing changes in the weather, making activities like farming much harder.

Oxfam believes that countries emitting the most of these gases must agree to reduce their emissions and help vulnerable people to adapt.

Child Labour

According to UNICEF, there are an estimated 250 million children aged between 5 – 14 years engaged in work, including factory work, agriculture, mining and quarrying. Whilst their work can be an important source of income for poor families, this work is regarded by the United Nations as exploitative and can be detrimental to children's health and education.

Children's Rights

Eglantyne Jebb's Declaration of the Rights of the Child was a precursor to the United Nations Convention of the Rights of the Child in 1989. It was the first legally binding international convention protecting children's rights.

Maternal Health

Every day, 1000 women die in childbirth and 99% of these women live in developing countries, especially in sub-Saharan Africa.

Almost all these deaths could be prevented with prenatal to postnatal care provided by trained and equipped health workers.

Every year, more than 1 million children are left motherless and these children are 10 times more likely to die in their childhood than those whose mothers are still alive to care for them.

Many other factors relating to poverty prevent mothers and babies from staying healthy, including malnutrition and lack of education. Poor roads mean that travel to a hospital or clinic can take days instead of minutes.





Other resources and organisations

Before you take action

For Information to help you plan effective action see Oxfam's Take Action Planning tools – www.oxfam.org.uk/education/takingaction'

Gender equality

Gender equality

www.wecareequals.org

Includes 60 second competition on How will we know we are equal?

Womankind Worldwide

www.womankind.org.uk

Women's rights issues, in Africa, Asia and South America.

Action Aid

www.actionaid.org.uk/index.asp?page_id=100011

Women's Rights – education, hunger, violence.

Oxfam

www.oxfam.org.uk/oxfam_in_action/issues/gender.html

Women and health, education, livelihoods, conflicts.

Amnesty International

www.amnesty.org.uk/content.asp?CategoryID=10220

GAP Project

www.ungei.org/gaproject/index_370.html

A multimedia project supporting work on gender equality inc. girls' education.

Child labour, sweatshops and Fairtrade

Playfair 2012

www.playfair2012.org.uk

Campaign for a sweat shop free Olympics inc. educational resource 'Step into Her Trainers' for KS4 easily adaptable for KS2 & 3. Includes A day in the Life of a T-shirt role play activity and quiz about sportswear pp. 8-9.

War on Want

www.waronwant.org

Campaigns against poverty and sweatshops.

Fairtrade Foundation

www.fairtrade.org.uk

All the latest news about Fairtrade inc. women producers' stories, films.

Other organisations

Self Help Africa

www.selfhelpafrica.org

Working with farmers in Africa and helping women farmers to gain training to increase their income.

Plan International

www.plan-uk.org/what-we-do/campaigns/because-i-am-a-girl

Supports girls' education and rights.

Get Set London 2012

<http://getset.london2012.com/>

The London 2012 website especially for schools with interactive activities, quizzes and case studies of Olympic and paralympic heroes.

Before taking action

Before taking action you might find it useful to read 'Before you start raising money... An Oxfam Guide for Schools' on thoughtful fundraising – www.oxfam.org.uk/education/teachersupport/fundraising_support/files/oxfam_fundraising_guide_web.pdf

Speaking Out

Speaking Out Video by Bridges

Encourage students to speak out. Show Bridges' video in which pupils and teachers talk about gaining confidence to speak out.

www.nickfoggdirector.co.uk/commissions/bridges-speak-out

Speakers Trust

www.speakerstrust.org

Organisation promoting public speaking skills. Includes tips and links to videos of young people speaking.

Further support

Bridges' School Services

If you have found this resource useful, please view our website to see other resources we have produced.

Bridges delivers staff training and workshops on a wide range of global issues. We hold training for the Global Teachers Award and CPD events on global issues such as Fairtrade, Diversity, Recycling and Water.

We visit schools in the West Midlands to:

- Provide packages of support to inspire change
- Deliver in house CPD sessions
- Deliver workshops for 4 – 18 year olds
- For more information or to book ring 01952 255526, visit www.bridgesglobal.org.uk or email info@bridgesglobal.org.uk

**'Excellent... so many ideas,
I can't wait to get started'**

Teacher attending a Bridges CPD session on critical thinking.

Oxfam

Oxfam works to empower young people to be active Global Citizens, promoting education that helps young people understand the global issues that affect their lives and take action towards a more just and sustainable world.

Our teams in England, Scotland and Wales support teachers in a range of ways, including:

- Our range of free on-line resources, offering lesson plans, teaching ideas, and support and guidance for education practitioners, all available through the Oxfam Education website
- Our **School Speaker** programme in England and Wales, through which trained Oxfam School Speakers can deliver workshops for young people about a range of global issues in schools
- Helping schools to set up **Youth Action Groups**, supporting young people to organise themselves about issues they care about
- Providing interactive global citizenship projects for schools to get involved with, including **Water Week** and **Food for Thought**
- Providing bespoke training and project opportunities through our **regional and national offices**

For further information please visit:

www.oxfam.org.uk/education



The Millennium Development Goals

The Millennium Development Goals (MDGs) are 8 goals set by the UN to reduce world poverty by 2015. See http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/?37 for posters and activities to help your pupils understand the issues.



Goal 1 End Hunger – to reduce those suffering from poverty and hunger by half.



Goal 2 Universal Education – to ensure that all children complete primary education.



Goal 3 Gender Equality – to increase the numbers of girls going to primary and secondary school and the number of women in parliament.



Goal 4 Child Health – to reduce by two thirds the mortality rate of under 5's.



Goal 5 Maternal Health – to reduce by three quarters the numbers of maternal deaths.



Goal 6 Combat HIV/AIDS – to halt and begin to reverse the spread of HIV/AIDS and other diseases.



Goal 7 Environmental Sustainability – to get all governments thinking and planning for sustainable development.



Goal 8 Global Partnership – to get all countries to work together to trade fairly and share advances in technology, communications and medicine.

Find out more at:

www.endpoverty2015.org

www.dfid.gov.uk/Global-Issues/Millennium-Development-Goals/



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