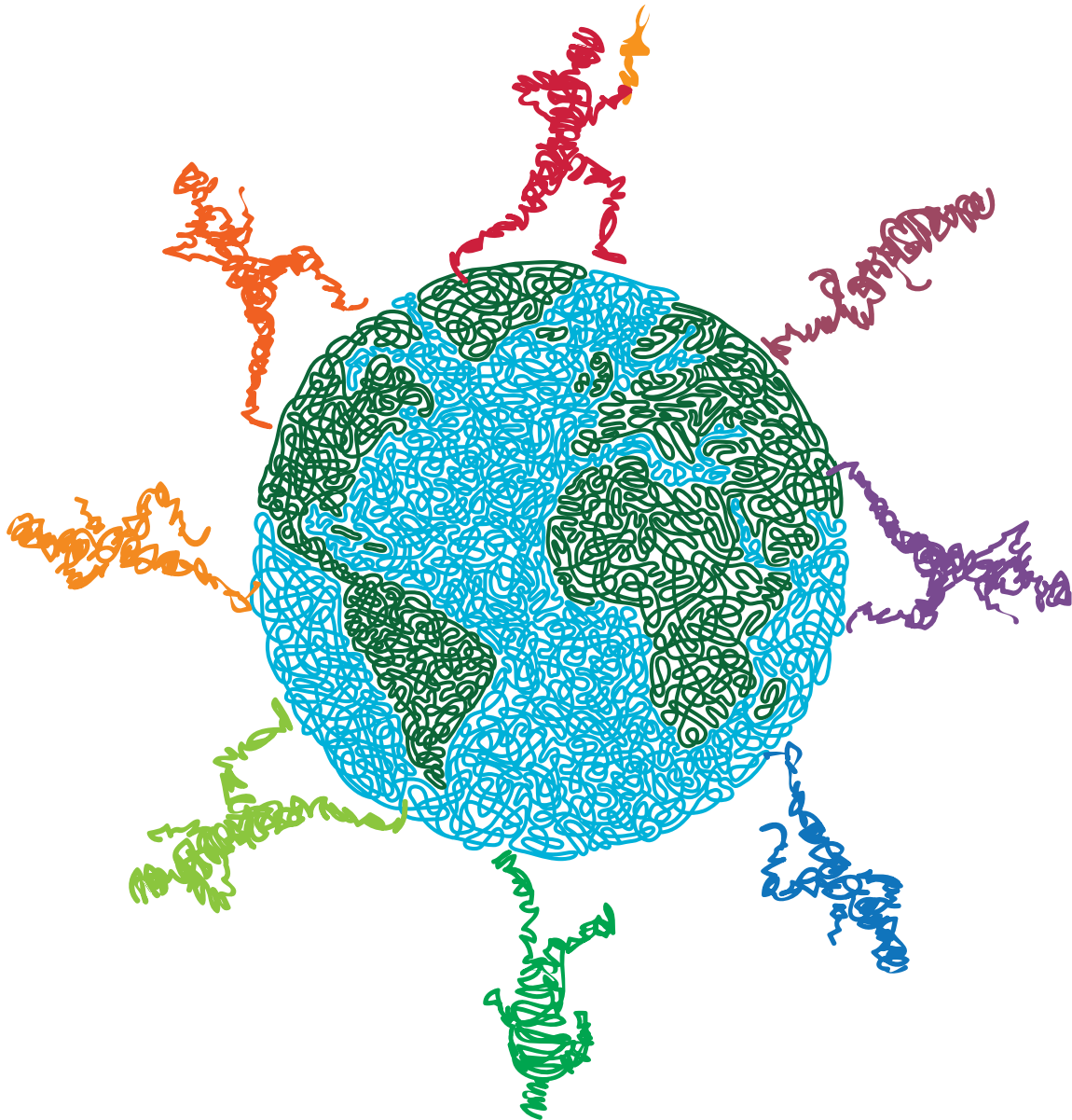




Bridges – making global connections

Heroes and Heroines

Carrying the torch for a fairer world



A resource pack for **primary 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 equality.

We hope these stories and the activities accompanying them will inspire pupils and 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 and women and children.

Sessions last approximately 60-75 mins

Activities are aimed at 7 –11 year olds and the following curriculum areas:

- **Key Stage 2 – Literacy, PSHE, Citizenship, RE, Geography**

• **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.



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1st Lap – Igniting the flame: Learning together



1st Lap – Learning together

Before you start: Looking at the Olympic values

Before you use any of the lesson plans with your class, it is important that your pupils understand the Olympic values and Paralympic values.

Give your class a homework sheet (see below) to explore the words for the values on their own and by asking family and friends.

Discuss the definitions and make a display about the words and their definitions, with pictures of famous people/religious characters and others to illustrate them.

Whole school activity

Each class could look at one of the values for a week.

Example: 'Courage' During circle time discuss examples of courage being shown by members of the class e.g. Joshua went for an operation; Ella spoke in assembly for the first time. In assembly there could be a celebration nominating people for medals for demonstrating the value of courage. You could find a piece of music to suit as an anthem.

What do these words mean?

Can you think of an example of how they might be used?

Photocopy this page

Olympic value	What does it mean?
Respect	
Excellence	
Friendship	
Paralympic value	What does it mean?
Courage	
Determination	
Inspiration	
Equality	



Lesson plan 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 adjectives below to describe heroes and heroines (optional).
- Copies of the true or false statements (1 per group of 4 -6) on p. 6.
- Scissors.
- Copies of the sporting case studies on p. 15.

Some adjectives to describe heroes and heroines

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

1. Starter activity

Can you name a hero or heroine? Who's your hero? They could be sports people, historical people, people you know. Brainstorm with your class. Can pupils choose one adjective (use the box above if you wish) or short phrase to describe each of the heroes or heroines chosen?

2. Discussion activity

What makes a hero? True or false statements on p. 6. Copy and cut out enough sets of statements for groups of 5 or 6 pupils.

Give out the statements and have the groups make three piles of the statements they think are true/false/sometimes true or false. 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? Older/more able pupils could add more definitions for the 'true' pile using the blank boxes.

3. Learning from heroes and heroines

Read or have pupils read the Sporting case studies on p. 15. Which of the Olympian and Paralympian values do these people show? (See 'Before you start' p. 4) Are they all heroes/ heroines? With younger pupils you may want to pick just 2 or 3 heroes and heroines.

4. Start a Wall of Fame

Have pupils write on post-its/A5 sheets ideas on what makes a hero/heroine. They could stick up pictures and information on their favourite sporting/musical/historical heroes and heroines, as well as the ones in this pack and add them to a Wall of Fame. There could be one section of 'Hero/Heroine of the Day/Week' to include members of the class.

5. Plenary

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

Taking it further

Imagine you are introducing one of your heroes/heroines for a lifetime achievement award. What would you say?

'The winner of this award has...'

'They have shown great courage etc...'



Lesson plan 1: What makes a hero or heroine?

In pairs or small groups, cut out and divide the statements into true/false/sometimes true or false piles. 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.



Cut out the statements below

Sporting heroes or heroines don't count as proper heroes.

A hero or heroine is someone you respect.

A hero or heroine can be from any country.

You have to be old to be a hero or heroine.

Heroes and heroines are people everyone likes.

A hero or heroine has overcome difficulties.

A hero or heroine does something other people can't do.

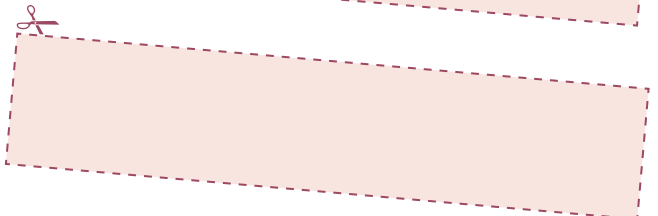
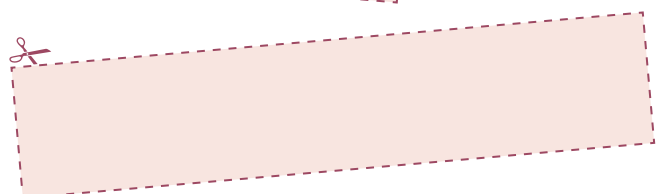
Men do more heroic things than women.

A hero or heroine is always famous.

Heroes or heroines are always clever.

A hero or heroine makes the world a better place.

There were more heroes or heroines in the past than now.



Lesson plan 2: Heroes and heroines and why we need them

Aim

- To consider what issues make heroism necessary today and possible solutions for these issues.

You will need

- Photos of issues on p. 8.
- Copies of case studies on pp. 16-20.
- Copies of 'Why do we need heroes and heroines' (1 per group) on p. 9.
- Copies of Heroic Actions template on p.10.

1. Starter activity

What needs to change? Look at the photos on p. 8. What problems do these photos show? Who should be changing these things? Can we change any of these things?

2. Why do we need them?

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's stories pp. 16-20 one story per group, plus Why do we need Heroes and Heroines? on p. 9.

Groups must decide what problems the hero/ heroine they have been given has faced and the three best things that person has done to improve the situation. Following the model of William Brookes on p. 9 they then fill in their own podium and hurdles using the template on p.10.

3. Extension activity: Invent a superhero or heroine

Pupils could take one of the issues in the box above and invent a superhero to deal with it. Draw the hero. Describe their special qualities and skills.

Issues

- **Refugees.** There are an estimated 11-12 million refugees around the world escaping persecution.
- **Water.** 884 million people don't have access to safe water.
- **Malaria.** Every year about 1 million people die of malaria, mostly in Africa.
- **Deforestation.** Half the world's tropical forests have been cleared or degraded.
- **Waste.** Dealing with waste including plastics is a huge global problem.
- **Flooding.** With climate changes, flooding is exacerbated in places such as Pakistan.

Taking it further

Children could make a freeze frame animation about 'saving the day' with their hero/heroine.

Add to the 'Wall of Fame', including the names and details of the stories from this lesson.

Speak up. Help pupils work in groups to build up a short speech or PowerPoint presentation on their hero or heroine from the pack in order to convince others in the class.

Help them to structure it with:

- A dramatic introduction.
- 3 main points.
- A conclusion to inspire others to do something similar.

Homework: Looking for the heroes and heroines. In the coming week look or listen to the news on radio, TV and internet. Talk to family and friends about their concerns. Make a list of issues that we need to act on at the moment. Who is helping? Have you heard about anyone who is trying to help a situation?

1st Lap

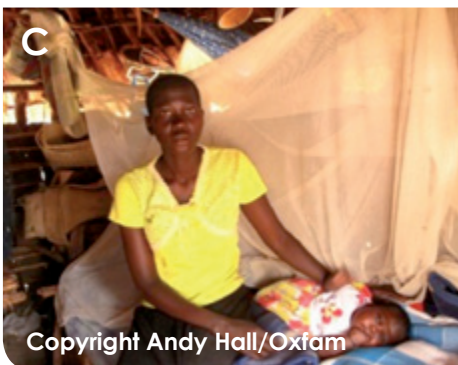
Lesson plan 2: Activity A – Heroes and heroines and why we need them

Lesson plan 2: Activity A

Heroes and heroines and why we need them

What are the problems?

Who should do something about this?



For further background to these photos see p. 31.





Lesson plan 2: activity C

Heroic actions



Name of hero/heroine:

BRONZE ACTION:

GOLD ACTION:

SILVER ACTION:

Hurdles to get over:

1				
2				
3				
4				
5				
6				
7				
8				

Illustrations of runners in blue, green, and red are placed on the track lanes. Three large white boxes with dashed borders are placed on the track, each containing horizontal lines for writing. The word 'FINISH' is written vertically on the right side of the track.

Lesson plan 3: Respect, fairplay and the Olympics

Aim

- To consider how adopting the Olympic values could improve people's lives.
- To consider child labour and its effects.



You will need

- A bag of sports clothes and trainers with labels citing country of production.
- Blank paper labels, clothes pegs.
- Washing line.
- Copies of Om's Story p. 23.
- Video clip (see below).



1. Starter activity

The 2012 Games are hoped to be the fairest Games ever. Will that really be true? What might prevent that from being true? What do athletes wear?

Give out a few items from the bag to groups of 4 or 5 pupils. 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 washing line. If time, older pupils could also write the countries of origin on post its and stick to a world map to give an idea of the spread of countries involved in sportswear. What surprises you?

2. Who produces sportswear?

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

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

(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 buyer have?

3. How some clothing producers live

Let's have a look at this and think how things can be different. Show video clip of Emma Watson going to Bangladesh for People Tree (ethical clothing company) and visiting garment workers in first bad then good conditions – www.peopletree.co.uk/press/100816ycew.php

4. Read Om's story on p. 23.

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? Fairtrade does not permit child labour. Can this support the Olympic/Paralympian values of respect and equality?

5. Action If pupils feel this is unfair they could take action

See Action section for ideas on p. 27.

Taking it further

(½ hour) Role play activity: A day in the Life of a T-shirt on pp. 8-9. See 'Further Resources' on p. 30.

(1 hour) 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>

Discuss how your community could be more child friendly.

Lesson 4: Respect and equality for all

Aim

- To help pupils consider what equality is and particularly how girls and boys/men and women are affected by inequality.

You will need

- Hard boiled eggs or golf balls, spoons and ladles.
- Bar of Fairtrade chocolate large enough for whole class.
- Nura and Francesca's stories on pp. 21-22.
- Copies of 'Is it a boy or a girl saying this' on p. 14.

Deciding how to share

Who has the most difficult job	Who needs it most
Who is the cleverest	Who works hardest
Those with brown eyes	Girls or boys
Who has biggest feet	Who has the most friends on Facebook

1. Starter activity

Unfair games. Hold an unfair egg and spoon race with whole or part of class equipped with eggs and spoons, but give one or more pupils ladles to carry their egg in. Discuss how pupils felt about the race.

2. Making things fair

Ask pupils in single sex groups which factors they would use to decide how to divide the bar of chocolate, with the most important thing at the top, using the list above to help them. Discuss results. Repeat, considering the fairest way to share out the chocolate. Are things normally shared out fairly? In real life whether you are a boy or girl often makes a difference to your choices, your job opportunities, and what you might earn. (See 'Issue fact sheet' on p. 29)

3. Nura and/or Francesca's stories

Read out, or have the class read in pairs, Nura and Francesca's stories on pp. 21-22. Why might these women be seen as heroines? What unfairness have they experienced? Think back to the race at the beginning. Who would have the equivalent of the ladles in Nura and Francesca's situations?

4. Same/equal exercise

Have pupils stand up and move to different sides of the room if they agree or disagree with the following statements (see Same/ Equal statements on page 13).

5. Is it a boy or girl?

Explain the class is going to look at a number of statements from girls and boys from all over the world. Give out copies of Is it a boy or girl? on p. 14 for small groups to cut out and place in piles of 'girl', 'boy' or 'boy or girl' according to who they think would have most likely said each statement. Discuss decisions. Who has the most choices in life? Why?

6. Reflect

Ask pupils to write on a post it anything they have learned or been surprised by through this session.

7. Share chocolate

Give every child in the class a piece of the chocolate, explaining that you want the good things of the world to be shared fairly.

Same/equal – Statements

- Marmite is fantastic.
- Man Utd is the best football team ever.
- All people, men and women, are the same.
- All people are equal.
- Men and women should get the same pay if they do the same job.
- Women tennis players should get the same prize money as men.
- Boys should do the same amount of housework as girls.
- Girls should do the same jobs as boys do at home.
- Girls should be able to do the same jobs as boys when they grow up.

Discuss the results, including whether 'same' and 'equal' are different things.

Is it a boy or girl? – Some facts

- In some developing countries girls may be married off very young.
- In Afghanistan under the Taliban, girls were not allowed to go to school.
- 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 years old. If their mother is the only earner, low earnings will be disastrous.
- 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).

Taking it further

Shrink the world: Make a short film or drama using props and everyone in the class to show some of the statistics on gender equality e.g. If our class represented the UK, 50% of the population would be female, 100% of children could go to school, 3% of company directors would be women, 12% of MPs would be women.

Then compare with China, Zambia or Rwanda.

See 'If the world were a village' by David Smith, which shrinks the world to 100 people.

ICT work: Research equality facts (see further resources) and make a presentation or leaflet on equality or other aspects of their life.

Homework: Ask older friends and family if they have had any problems with jobs etc because they are a man or woman.



1st Lap

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

Lesson 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 studied business at secondary school and set up my own business.

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

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



1st Lap

Case studies: Sporting heroes and heroines

Sporting heroes and heroines

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.

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.

Mo Farah

Mo Farah, born in Somalia, has become 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.



1st Lap

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



1st Lap

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.

1st Lap

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.



1st Lap

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

1st Lap

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 '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 $\frac{3}{4}$ 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



1st Lap

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

1st Lap

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.

1st Lap

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.



2nd Lap – Raising the Torch: Developing skills and taking action



2nd Lap

Developing skills and taking action

2nd Lap – Developing skills 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 class will now 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 develop pupils' skills. It can also empower pupils and help them feel they can make a difference.

Bridges' video on speaking out

Encourage your pupils to speak out for a fairer world. Show pupils Bridges' speak out video – www.nickfoggdirector.co.uk/commissions/bridges-speak-out

In this video pupils and teachers talk about the benefits of speaking out and how to gain confidence in speaking about important issues.

There are notes on the Speak Out video on Bridges' website www.bridgesglobal.org.uk

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?



Being heroes and heroines: Choosing an issue

A. Gender equality

1. Brainstorm possible action to make things fairer for everyone in your school, community and wider world. Below are a few ideas:

Action	Skills developed
Carry out an audit of how jobs at home are shared between boys and girls. Hold a debate on your findings and decide action to make things fairer.	<i>Decision making or speaking with confidence</i>
Write a class charter for how boys and girls will be treated equally.	<i>Listening and debating skills</i>
Support Send My Friend to School, which helps ensure that boys and girls everywhere receive an education – at present there are more girls than boys missing out on going to school – www.sendmyfriend.org	<i>Literacy, working collaboratively</i>
Review your school council to see how it could truly represent everyone and everyone could have their say e.g. everyone could be part of a school council subgroup during the course of the year, the school council could be appointed by secret ballot.	<i>Working collaboratively, listening, speaking</i>
Become a Fairtrade school. Fairtrade ensures that workers get a fair price for their work. A large proportion of clothing workers and small farmers are women and getting a fair wage has a big impact on their children, girls and boys.	<i>Working collaboratively, literacy, organisational skills</i>

2. As a whole class ask each group to report back and talk about the actions they would prefer to do including any they have thought of as a group.

3. Discuss in small groups:

- **Which would be the easiest to do?**
- **Which action would be the most effective?**
- **Which could we do on our own?**
- **Which would we learn most from?**
- **Which do we most want to do?**
- **How many actions do we want to take?**

4. Vote for an action to do as a group. Give each pupil 6 coloured dot stickers. They can vote for 3 options by sticking dots next to their preferences – 3 dots for 1st choice, 2 dots for 2nd and 1 dot for 3rd choice. Counting these up takes a while but is important to get all pupils involved.



Or B. Child Labour/Equal pay

1. Brainstorm with whole class possible action on child labour. Below are a few ideas to discuss and vote on as with A:

Action	Skills developed
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.	<i>Literacy, persuasive writing</i>
Send sports clothing companies class poems or videoed drama to illustrate what you mean.	<i>Literacy, persuasive writing, speaking</i>
Write to your MP calling for the government to ensure that the Olympics do not involve child labour; this could include a frieze or handmade items involving all the class to show solidarity with child labourers.	<i>Literacy, working collaboratively</i>
Hold a 'stunt' event e.g. at a sports day, with pupils dressed as child labourers sewing clothes and others holding slogans to encourage parents to join the PlayFair campaign. Invite your MP, mayor, local football team.	<i>Organisational skills, working co-operatively, research skills, literacy</i>
Persuade the PTA that school sports tops should be Fairtrade and have a competition to design these.	<i>Negotiating and influencing</i>
Send unusual thank you cards to Fairtrade clothing companies or companies who have a Fairtrade range to encourage them to expand their range.	<i>Literacy, persuasive writing</i>

Or C. Climate change

1. Brainstorm possible actions on climate change. Below are a few ideas to discuss and vote on as for A and B.

Action	Skills developed
Complete an audit of waste and energy use in school and plan how you can reduce wasted energy, water, paper etc.	<i>Collecting data, working collaboratively</i>
Write to your MP to show that you want the government to take action on climate change now, not in 2020 (as agreed in Durban in 2011).	<i>Literacy, persuasive writing</i>
Hold an event for parents and pupils to raise awareness of climate change. You could have stalls with quizzes and other activities and raise money for a charity that helps countries most affected.	<i>Organising an event, persuasion, money skills</i>
Plan how you could encourage pupils to come to school by bike or on foot.	<i>Collaborative working, negotiating</i>
Grow vegetables in school and at home to reduce air miles.	<i>Practical skills, collaborative working</i>

D. Make a pledge

Decide what you want to do to make the world fairer

- A. As an individual**
- B. As a group**
- C. When you want to have done it by**

Cut out a copy of the torch on p. 28. Write in the flame what you pledge to do and the date you want to do it by in the handle. The torches could be copied onto card and coloured/ decorated and used as a photo opportunity for a press release about your action.

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): 





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

Gender equality

Gender equality

www.weareequals.org

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

Oxfam

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

Women and health, education, livelihoods, conflicts.

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.

Send My Friend

www.sendmyfriend.org

Send my friend to school.

GAP Project

www.ungei.org/gaproject/index_370.html

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

Millennium Development Goals

www.un.org/millenniumgoals/

United Nations.

Unicef

www.unicef.org/mdgl

MDG Montior

www.mdgmonitor.org

Climate Change

Oxfam Education

www.oxfam.org.uk/education/resources/category.htm?20

All of Oxfam's climate change learning resources in one place.

Centre for Alternative Technology, Schools Resources

<http://learning.cat.org.uk/en/resources>

Education packs on issues such as food, energy, carbon and buildings – includes some Welsh language materials.

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.

Maternal Health

Mothers Matter

www.bridgesglobal.org.uk/resources_to_download_schools.html

A learning and action pack themed on maternal health.

Maternity Worldwide

www.maternityworldwide.org/

Charity working to improve maternal health in East Africa.

Oxfam – Health

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

Information on Oxfam's work to improve healthcare around the world.





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

Background information for the photos on page 8

- A. Refugee camp in Mogadishu, Somalia. By 2008 300,000 people had fled fighting and gone to camps like this.
- B. Children collect water in Kulyab, Tajikistan. Water is rarely chlorinated in Tajikistan and usually has to be boiled first.
- C. Esther Juwa with daughter Lucy in South Sudan. Esther was given a mosquito net in 2009 by Oxfam. Before that she did not know how malaria was contracted.
- D. Deforestation in Indonesia. Many trees are cleared in Indonesia for the palm oil used in the production of biodiesel.
- E. Ragpickers in Lucknow, India. Girls collect plastic from rotting household rubbish in a skip.
- F. Pakistan floods. Hundreds of people flee from their homes after severe floods in Pakistan 2010.

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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