

## A way to begin: 10/10/10 Strategy

At the beginning, learners are only told the name of the country their partner school will be in and the language spoken there. They should come up with:

- 10 questions they would like to ask their counterparts about themselves.
- 10 points of information about themselves that they would like their counterparts to know about them, and
- 10 rights which they feel that every child or young person should have.

For this activity the class should be divided into groups. Each group decides on 10 questions.

Each group is then asked to contribute one question, with the other groups agreeing or not whether the question should go in the first list on 10 questions. Any not agreed are added to a second list to be sent at a later date.

The first list of 10 agreed questions is then sent to the partner school. The other lists are developed in the same way.

*Note:* the second stage – 10 points of information – should be completed before you receive any questions or information from your partner school.

## Remember to share:

Term dates including holidays

Important events – festivals and celebrations

Pressure times – exams and inspections

Communications – access to post, fax, phone and email

Curriculum interests

Community interests and activities

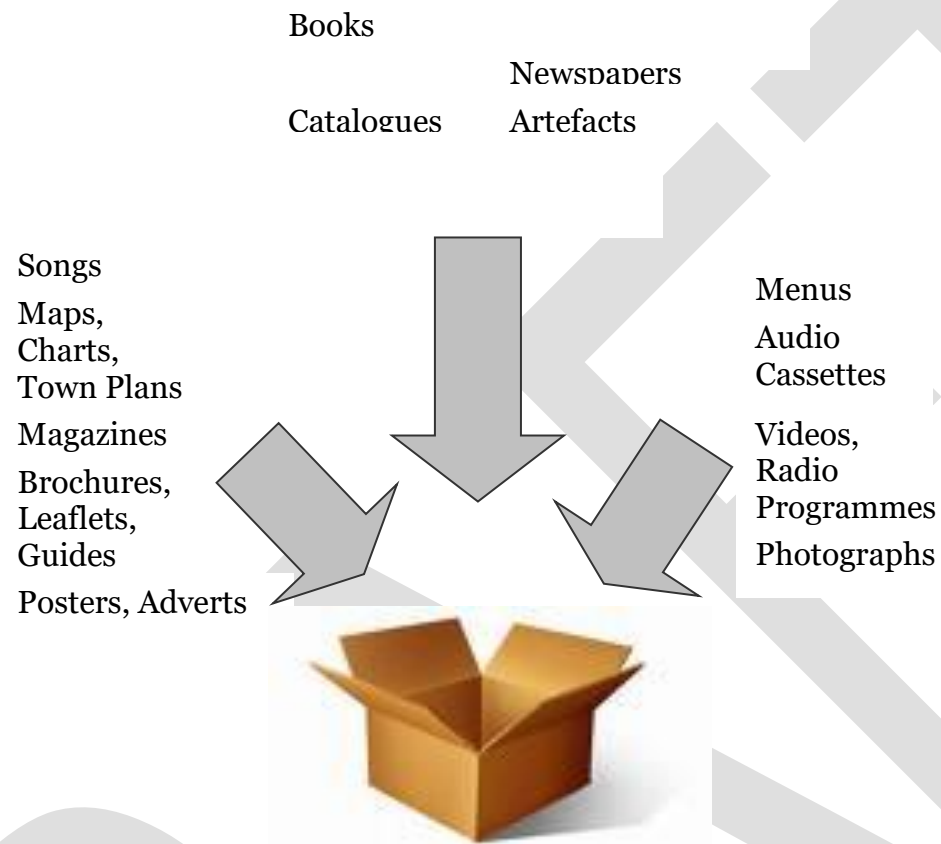
Information on grants and funding

School reports and presentations

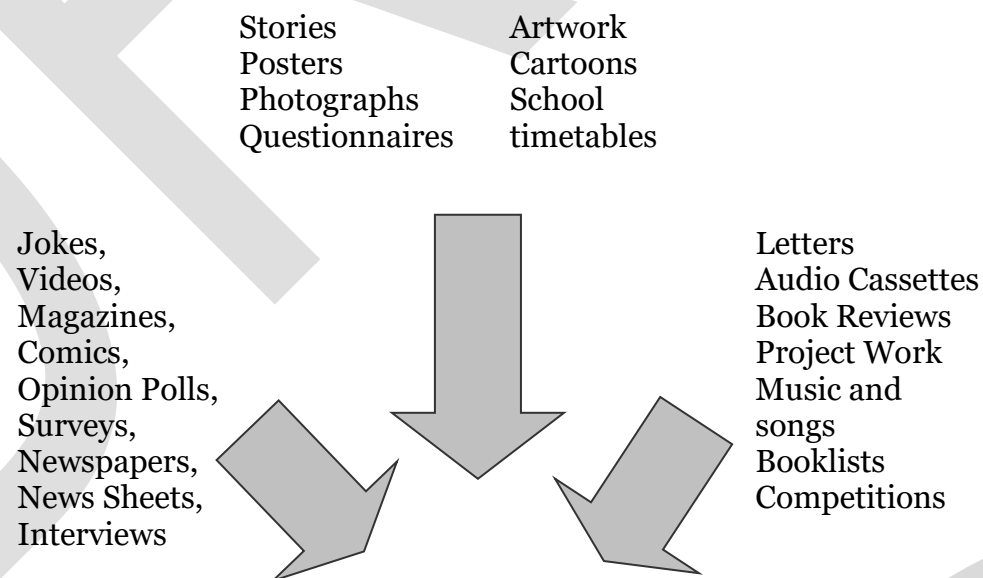
Also:

Agree how often and when to communicate and let your partner know when there are changes taking place which affect your involvement in the link

## Materials to collect from your partner community



## Materials to share with your partner



# Sharing

## Everyday ideas for linking

Regular communications

Listening

Transparency

Commitment

Equity

Honest dialogue

Trust

Community cohesion

Understanding

Sustainable development

Respect

Reciprocity

Mutuality of endeavour & sacrifice

*“Let us share who we are before we share what we have.”*  
Sithembiso Nyoni, Zimbabwe.

# From a link to a partnership

Global Handprints  
[Own language]  
Replace later

Special Days:  
What do you do?  
What do you eat?

What things are important to you?  
My Top 5 to share.

What languages do you speak?

Food/Recipe

## Community Involvement

Share something you are proud of at school?

What do you have for breakfast?

Share a favourite song from the class, or your school song.

Day in the life of your class.

Recreation/Spare time

Share Traditional stories: Storytelling

Good things to share – kind to the environment.

My Grandmother.  
Your Grandmother.

A guide to your area: our village, our

What are the ways in which you like communicating or sharing information?  
Songs, photos, drawing pictures, sending emails, writing letters?

What do you do when the school is closed for the holidays?

How do you resolve arguments?  
E.g. Show. Draw, Comic Strip.

What does your school do in the community?

Share something you are proud of at home or where you live?

Talk to people at home about your partnership school.

Imaginary City:  
Picture, Poem or Text.

Share the roles of a game your play in the playground.

What do you like about where you live?  
What would you like to change?

Share what you like most and why.

Share something you like & don't like about your school/area.

Share the roles of a game your play in the playground.

Draw or photograph the kind of toys you play with.

Make a board game:  
E.g. Snakes & Ladders

Who would you most like to meet, real or fictional character, past or present. What would you say to them and why?

Build a play/story with some props.

Going Places  
Transport and Travel.

Significant people in our countries and communities.

Organise exhibition or talk on an issue.

Work collaboratively on a piece of work with each partner fulfilling specifications.

Find out more about an issue of importance to your area.

Investigate a local, national or global issue or campaign.

Write a story collaboratively

Proverbs

Local politics. Ask/Vision for comment.

Resource Use

Letters to UN/WHO? Government?

Education

Personal

Global

All of the activities in this leaflet can be carried out without using many resources.

The two lines will be removed but indicate from L to R: class, through school to community and from personal to global