

Resources to help your school
celebrate Chinese New Year 2016
Primary Education Pack



YEAR OF
THE MONKEY



Introduction

According to the Chinese Lunar Calendar, we enter the Year of the Monkey on 8th February 2016. This education pack for UK primary schools contains information and classroom activities to help teachers and pupils learn more about the important spring festival and explore Chinese culture and language.

Your pupils can learn about the story of The Monkey King written more than 500 years ago, find out how to write Chinese characters for the animals of the zodiac, express preferences and give directions in Chinese, get creative making indoor kites and hear how children across China celebrate the New Year.



Spring Festival Chūn Jié (春节)

Celebrated from the first day of the first lunar month, the Spring Festival is regarded as the most important festival of the year in Chinese culture. During the festival, people hold family reunions and honour their ancestors. The lion dance is performed in public and red envelopes of money are placed in the lion's mouth for good luck. It is traditional also for grandparents to give their grandchildren red envelopes with money inside; this is called 压岁钱 yā suì qián. These days the envelopes are just as likely to have cartoon characters on them as traditional symbols.

Are you going to celebrate Chinese New Year with the Year of the Monkey education pack? If so, we want to hear your stories. If you have any images or quotes please share them by sending to: content@britishcouncil.org





Contents

Assembly/Lesson plans

- The Story of the Monkey King page **2**
- Monkey defeats the White Bone Demon and Chinese Opera Masks page **6**
- Xuán Zàng's real journey page **10**
- Learn the names of the animals of the zodiac and how to express likes and dislikes page **12**
- Give simple directions in Chinese page **16**
- Chinese kites page **20**
- Endangered species
 - The Golden Snub-Nosed Monkey page **26**
- How we celebrate
 - letters from Chinese children page **30**

Information and activity sheets:

1. Story – Monkey Causes Trouble in Heaven page **4**
2. Story – Monkey Defeats the White Bone Demon page **8**
3. Template for Chinese opera mask page **9**
4. Map of Xuán Zàng's journey page **11**
5. Chinese characters for animals of the zodiac page **14**
6. Chinese characters for directions page **16**
7. Make a decorated indoor Chinese kite page **22**
8. Learn to draw a monkey in a Chinese style page **24**
9. Letters from Chinese children page **31**



Institute of Education

Concept and development by the British Council. Written by Alison Willmott, Education Consultant, James Trapp, Primary Network Coordinator UCL IOE Confucius Institute for Schools.

Assembly/Lesson Plan: The story of The Monkey King

Probably the best known of all characters in Chinese literature is Sūn Wùkōng 孙悟空 – the Monkey King from the novel *The Journey to the West* 西游记 (Xī Yóu Jì). To celebrate the start of the Year of the Monkey why not read with your pupils two short stories about The Monkey King either in class or in a school assembly. The first tells how Monkey annoyed the gods so much they imprisoned him under a huge mountain, and the other recounts one of the adventures he had with the monk called Xuán Zàng (pronounced Hsooan Dzang), and his companions Pigsy and Sandy.

Background Information to share with pupils

The Journey to the West was written more than 500 years ago in the Ming Dynasty in China by Wu Cheng'en. It is a long and complicated story and tells how the Buddhist monk Xuán Zàng 玄奘 travelled to India and back to collect holy books to translate into Chinese. On his journey he encountered many dangers and adventures, and to help him he was given three magical companions: Sūn Wùkōng (Monkey), Zhū Bājiè (Pigsy) 猪八戒 and Shā Wùjìng (Sandy) 沙悟净. All three were originally being punished by the gods for misbehaving, and the journey is their chance to make amends.

The book starts by telling about the magical Monkey King and how he was born from a stone egg. It goes on to explain how he was so clever and mischievous that eventually even the gods gave up trying to control him, and imprisoned him under a huge mountain to punish him for the chaos he had caused. The Goddess of Mercy, Guanyin, freed

Statue of The Goddess of Mercy, Guanyin

A man dressed up as the character, Monkey

Learning Objectives: To engage with the characters and plot of a well-known story from Chinese literature.

Curriculum Links: English, Art and design.

Core Skills and attributes: Creativity and imagination, Communication and collaboration, Citizenship.

Preparation and resources: You will need: copies of the stories on **Information and Activity sheet 1**, highlighters and copies of the storyboard template from the online version of the pack. Coloured pens or pencils.

Monkey from under the mountain so that he could be Xuán Zàng's protector on the journey. Monkey's magical powers included the ability to change his shape, and to travel huge distances in the blink of an eye. His weapon was a magic staff that he could shrink to the size of a needle and keep behind his ear. Quite soon on the journey, Xuán Zàng and Monkey met Pigsy and Sandy, who were also allowed to join them as helpers.

The travellers had many adventures that are still very well-known and enjoyed by children and adults in China today.

Read the story *Monkey Causes Trouble in Heaven* on **Information and Activity sheet 1**. After listening to the story ask your pupils to discuss the following questions with a partner or small group and then report their thoughts and ideas back to the rest of the class.

Things to talk about:

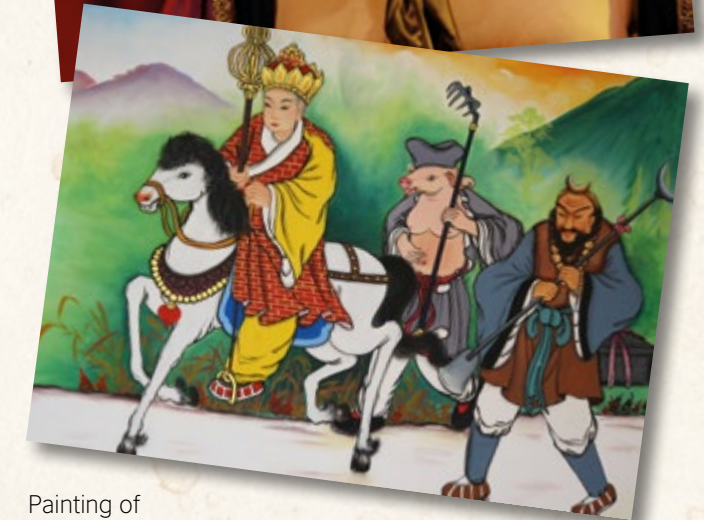
- What did you like about the story?
- How would you describe the character of The Monkey King? Give some examples from the story to illustrate this.

- Do you think there is a moral to the story? If so, what do you think it is?
- Were there any connections with other stories you have heard or read before?
- The Monkey King is like an early superhero. He is very strong, a skilled fighter, he can turn into other animals and objects and use spells to control the wind and water. If you could have a super power, what would it be and why?

The adventures of The Monkey King have been told in a variety of forms including comic strips and cartoons. Give each pair of pupils a copy of the *Monkey Causes Trouble in Heaven* story and ask them to highlight six key moments in the story. Perhaps show them excerpts from the famous 1960s Shanghai Studios cartoon version of the story too which can be found at <http://bit.ly/1NJy3Z4> and talk about the style of the illustrations.

Encourage your pupils to create their own short comic strip version of *Monkey Causes Trouble in Heaven* using the template that can be downloaded from the online version of the pack at: <http://bit.ly/1N5a3Mh>

Pigsy



Painting of
The Journey to the West

Information and activity sheet 1

Monkey causes trouble in Heaven



Many hundreds of years had passed since Monkey was first born out of a stone egg, and in that time he had learned many things that made him more and more powerful and more and more mischievous and pleased with himself. He learned how to ride clouds, and how to change his shape. He learned so many different skills that no-one could beat him in a fight, and from the Dragon King of the Eastern Ocean he got his magic iron staff that he could shrink to the size of a needle to carry around, but make as big as he wanted when he needed to fight with it. In fact, this staff made him so powerful that he even fought off the Judges of the Underworld, when they told him that he had died, and he crossed his name out of their Book of the Dead, so that he could return to life.

The Judges of the Underworld complained about Monkey's behaviour to the Jade Emperor up in Heaven, who came up with a plan to try to control him. The Jade Emperor sent a messenger down to the Fruit and Flower Mountain where Monkey lived, offering him the post of Master of the Imperial Stables.

Monkey thought this sounded like a suitably important job and rushed straight up to Heaven. Once there he set about changing all the arrangements and letting the horses run free rather than be shut up in the stables. This was fine, and both Monkey and the horses were very happy until the General of the Imperial Cavalry came to the stables and found them empty. As the General told him off, Monkey realised that he was really just a stable boy and not important at all, so he fought the General and beat him. Sad and angry, Monkey returned to the Fruit and Flower Mountain, and swore he would never return to Heaven unless the Jade Emperor recognised him as his equal.

In the end however Monkey's curiosity got the better of him and he was tempted back to Heaven with the post of Guardian of the Imperial Gardens where the Peaches of Immortality grow. Once again Monkey settled down to enjoy life in Heaven until the time of the Jade Emperor's Peach Banquet came around. When Monkey heard that he was not invited to the feast, but just expected to supply the peaches, he realised he had been

Buddha

tricked again. In a rage, he put the heavenly servants preparing the banquet to sleep with a powerful magic spell, stole all the food, and returned to Earth, stopping on the way to steal the Pills of Immortality from the great sage Laozi. The combination of his magic powers and the Pills of Immortality made Monkey even more powerful than before, and he fought off all attempts by the heavenly soldiers made to capture him. All the most powerful gods tried their utmost to capture and punish Monkey, but he was too strong and clever for them. He made his way back to Heaven, defeated all the guards, almost destroyed the Emperor's palace and even forced the Jade Emperor himself to run away. In the end, it was the Buddha who came to the rescue and tricked Monkey and imprisoned him under a 5-peaked mountain.

But that is another story and you will have to look up for yourselves how the Buddha finally defeated Monkey and why the mountain has five peaks.



Painting of The Jade Emperor



Lesson plan: Monkey and the White Bone Demon

Share the second story of *The Monkey King and the White Bone Demon* on **Activity sheet 2** with your pupils. Divide them into groups of four. Encourage each group to create still images or freeze frames in response to different scenes from the story, such as when Xuán Zàng bans Monkey from the group. When you tap different characters on the shoulder ask them to share their character's thoughts at that point in the story. Invite pupils to show their freeze frames to the rest of the rest of the group and talk about why they made their choices.

Elaborately decorated masks are often worn or painted on faces in Chinese opera and other theatre productions with specific colours used to depict the traits and characteristics of the role being played. Gold and silver show the audience that the character is a god, spirit or demon. Red indicates a positive character and can also mean prosperity and bravery. Black means that the character is neutral but can also show integrity. Green reveals that the character is violent and lacks restraint and yellow that the character is cruel or evil.

Show your pupils some examples of Chinese opera masks and characters from *Journey to the West*.

Invite them to use the template on **Activity sheet 3** to design a mask in this style for one of the four companions or demon in the story. Once the designs are complete, your pupils can cut them out, put them on card and attach elastic on either side or stick them onto lolly sticks to create their mask.

Illustration based on characters from *Journey to the West*

Learning Objectives: To develop creative responses to a traditional Chinese story through drama, storytelling and artwork. To learn about Chinese opera masks.

Curriculum Links: English, Drama, Art and design.

Core Skills and attributes: Creativity and imagination, Communication and collaboration, Citizenship.

Preparation and resources: You will need: copies of **Information and Activity sheets 2 and 3**, open space, colours. Possibly card, elastic, lolly sticks, face paints or balloons, strips of newspaper and wallpaper paste.

Alternatively they could use the design to create a curved mask using balloons and paper mache or work in pairs to decorate each other's faces using face paints. (You may want to check that parents are happy for their child's face to be painted, beforehand).

The Monkey King in a Chinese opera



Additional activities

Your pupils could retell the story of *The Monkey and the White Bone Demon* in their own words using the masks they have made. Show your pupils clips of the musical version of *Journey to the West* created by the musician Damon Albarn in 2007. An example can be found here: <http://bit.ly/1IO3hGJ>

Partner school activities

If you have a partner school, you could

- exchange photographs of your comic strips and masks and their own versions of the story.
- photograph the freeze frames and see if your partner school can work out which part of the story is being portrayed.



Information and activity sheet 2

Monkey defeats the White Bone Demon

One day on their long, long journey to India, Xuán Zàng, Monkey, Pigsy, and Sandy reached the mysterious White Tiger Mountains, home of the White Bone Demon. The Demon had lived in these mountains for many hundreds of years and was as cunning as could be. It had a special trick of taking on whatever human form was most likely to be most attractive to passing travellers and luring them into its cave to eat them.

When the demon saw Xuán Zàng and the others coming along the path near its cave, it swiftly transformed itself into the shape of a young girl calling for help. Now Monkey was just as cunning as the Demon, and saw right through the disguise. Taking his staff from behind his ear, he said the magic words that made it grow into its proper size and rushed at the Demon. The Demon was taken by surprise and was no match for Monkey. Monkey struck two mighty blows and the demon fell down dead. Xuán Zàng however could not see through the magic as Monkey had, and what he saw was Monkey killing an innocent young girl. He was horrified.

Meanwhile, the Demon's spirit, which had not been killed by Monkey's blows, left the body of the young girl and changed into the shape of the girl's mother. Once again, Monkey was the only one not fooled and he rushed in and killed the mother too. And once again, Xuán Zàng was horrified by Monkey who seemed to have killed another innocent woman. As if this wasn't enough, the Demon's spirit rose up once more, this time taking the shape of the girl's father. The same thing happened as before, but this time Monkey succeeded in killing the Demon.

By now, however, Xuán Zàng had had enough of what he thought was Monkey's unprovoked violence and angrily told Monkey to leave the group, and never come back. Monkey tried to explain, but Xuán Zàng was so angry and horrified, he refused to listen. Monkey tried to convince Xuán Zàng of his respect and devotion. He pulled three hairs from his head and blew on them to transform them into three identical Monkeys. They all bowed down in front of Xuán Zàng, but he remained unmoved, so sadly Monkey departed.

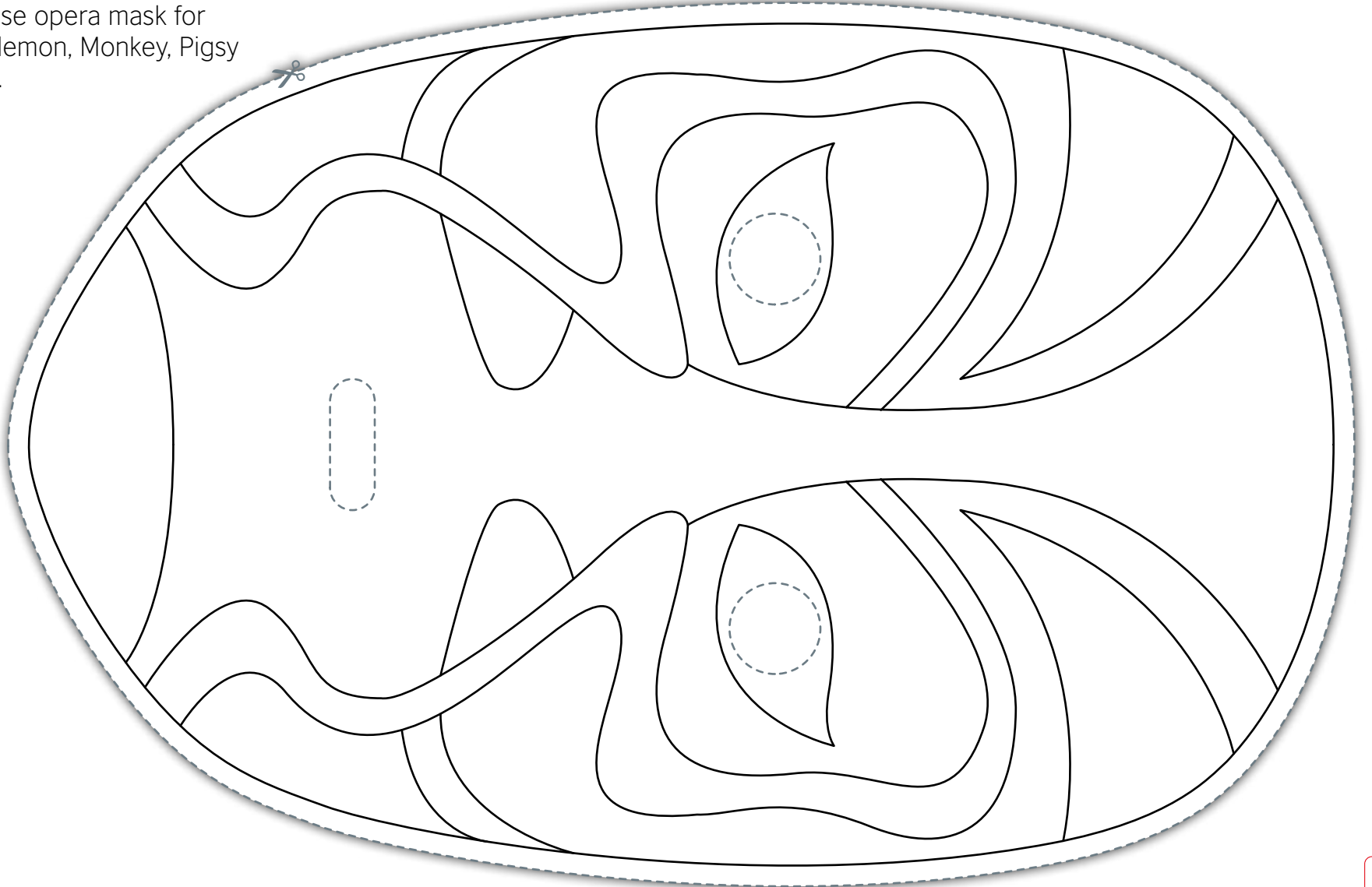


Xuán Zàng and the two others continued on their journey, and found themselves in a thick, dark forest swarming with demons. Without Monkey, they were not strong enough to fight off the demons. Despite Pigsy and Sandy's best efforts, the demons drove them away and took Xuán Zàng prisoner. They transformed the poor monk into a tiger to disguise him from anyone who came to look for him. Pigsy knew that only Monkey could help, and went off to look for him. Eventually he found him, and Monkey needed little persuasion to go to Xuán Zàng's rescue. Armed with his magic staff, Monkey rushed back and took on the forest demons. Forcing them to release Xuán Zàng from his tiger shape, Monkey was finally able to explain to him what happened when the White Bone Demon attacked them, and the group continued on their way, re-united once more.

Information and activity sheet 3

Chinese Opera Masks

Design your own Chinese opera mask for either Xuán Zàng, the demon, Monkey, Pigsy or Sandy on this shape.



Lesson plan

Xuán Zàng's real journey

Background Information to share with pupils

Did you know Xuán Zàng really existed? He lived between 602 and 664 CE and spent 17 years journeying from the Tang Dynasty capital Chang'an (now Xi'an) in China to India and back collecting Buddhist holy books called sutra. He left China against the orders of the Emperor, but returned a hero. In the city of Xi'an (called Chang'an in Xuán Zàng's time) you can still see the pagoda that was built to house the books and relics he brought back. It is called the Great Wild Goose Pagoda because at one point in his journey, Xuán Zàng was lost in the desert and a flock of wild geese appeared to lead him to water.

Statue of the monk Xuán Zàng

The Great Wild Goose Pagoda

Learning Objectives: To investigate the route of the journey taken by the monk Xuán Zàng and enhance mapping skills.

Curriculum Links: Geography, History.

Core Skills and attributes: Digital literacy, Citizenship.

Preparation and resources: You will need: copies of **Activity sheet 4**, atlases or internet access with mapping software, colours.

Show the class the route of Xuán Zàng's journey from China to India and back again.

An example can be seen at:

<http://bit.ly/21HyF5E>

Give your pupils copies of **Activity sheet 4**. Ask them to mark Xuán Zàng's journey in colour and name the countries you would travel through if you followed the route today along with the surrounding countries and seas.

Xuán Zàng took seventeen years to complete his journey. Can you find out approximately how far he travelled and how long it might take today?

Information and activity sheet 4

Xuán Zàng's real journey

Chang'an (Xi'an)



Lesson Plan

Chinese Language 1

Each Chinese year is named after one of the twelve animals of the Chinese Zodiac. They are Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog and Pig, and they are always in that order, so in twelve years' time it will be the Year of the Monkey again.

Listen to the sound files and practise saying the names of the animals of the zodiac.



Zodiac Animals

Listen to the sounds.



Rat - 鼠 - *shǔ*



Ox - 牛 - *niú*



Tiger - 虎 - *hǔ*



Rabbit - 兔 - *tù*



Dragon - 龙 - *lóng*



Snake - 蛇 - *shé*



Horse - 马 - *mǎ*



Sheep - 羊 - *yáng*



Monkey - 猴 - *hóu*



Rooster - 鸡 - *jī*



Dog - 狗 - *gǒu*



Pig - 猪 - *zhū*

Learning Objectives: To learn how to say the names of the animals of the zodiac in Chinese and practice writing the characters.

Curriculum Links: Modern Languages.

Core skills and attributes: Communication and collaboration, Citizenship.

Preparation and resources: You will need: Internet access, **Activity sheet 5**, red paper, black pens or ink and brushes, scissors.



Additional activities

In China, if you don't want to ask someone directly how old they are, but want to find out, you ask them what animal year they were born in. Try practising the following questions and answers in pairs and then larger groups:

Q: 你属什么? *nǐ shǔ shénme?*

What animal year were you born in?

A: 我属 ...; (e.g. 猪) *wǒ shǔ zhū*

I was born in the year of the Pig

Likes and dislikes – key vocab

I - 我 - *wǒ*

you - 你 - *nǐ*

like - 喜欢 - *xǐhuan*

not - 不 - *bù*

hate - 讨厌 - *tǎoyàn*

monkey - 猴子 - *hóuzi*

? - 吗 - *ma*

Q: 你喜欢猴子吗? - *nǐ xǐhuan hóuzi ma?*

Do you like monkeys?

A1: 我喜欢猴子 - *wǒ xǐhuan hóuzi*

I like monkeys

A2: 我不喜欢猴子 - *wǒ bù xǐhuan hóuzi*

I don't like monkeys

A3: 我讨厌猴子 - *wǒ tǎoyàn hóuzi*

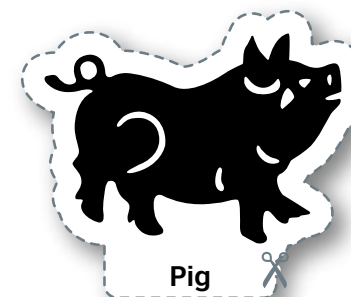
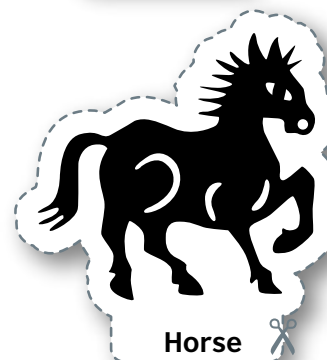
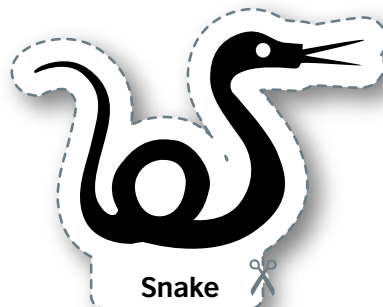
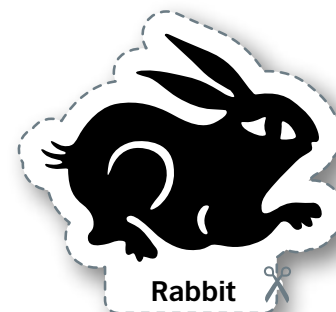
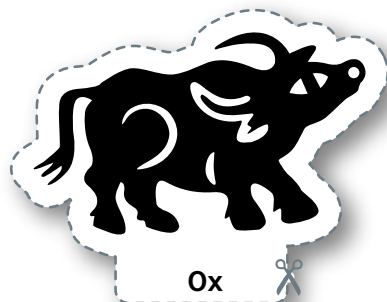
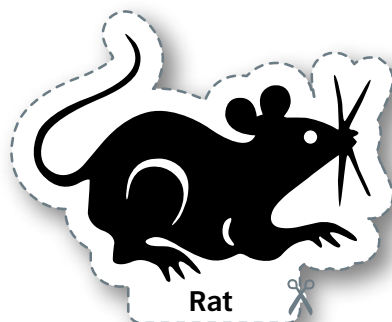
I hate monkeys

Give the pupils copies of **Activity sheet 5**, red paper and black felt tips or brushes and black paint and encourage the pupils to practice writing the characters for their favourite animals on the red paper. Then working in pairs ask the pupils to cut up and separate the pictures and English words from the Chinese characters and shuffle them before playing a game of snap to match the animal to their Chinese character.



Information and activity sheet 5

Animals of the Zodiac



鼠

shǔ

牛

niú

虎

hǔ

兔

tù

龙

lóng

蛇

shé

马

mǎ

羊

yáng

猴

hóu

鸡

jī

狗

gǒu

猪

zhū

Lesson Plan Chinese Language 2

Giving directions

Introduce the compass points: 东 *dōng* east, 南 *nán* south, 西 *xī* west, 北 *běi* north and explain that Chinese always say them in this different order.

Encourage your pupils to practice writing them using the animated character gifs below:

www.mdbg.net/chindict/rsc/img/stroke_anim/19996.gif
www.mdbg.net/chindict/rsc/img/stroke_anim/21335.gif
www.mdbg.net/chindict/rsc/img/stroke_anim/35199.gif
www.mdbg.net/chindict/rsc/img/stroke_anim/21271.gif
www.mdbg.net/chindict/rsc/img/stroke_anim/25351.gif
www.mdbg.net/chindict/rsc/img/stroke_anim/37341.gif

Learning Objectives: To learn how to give simple directions in Chinese and practice writing characters.

Curriculum Links: Modern Languages.

Core skills and attributes: Communication and collaboration, Citizenship.

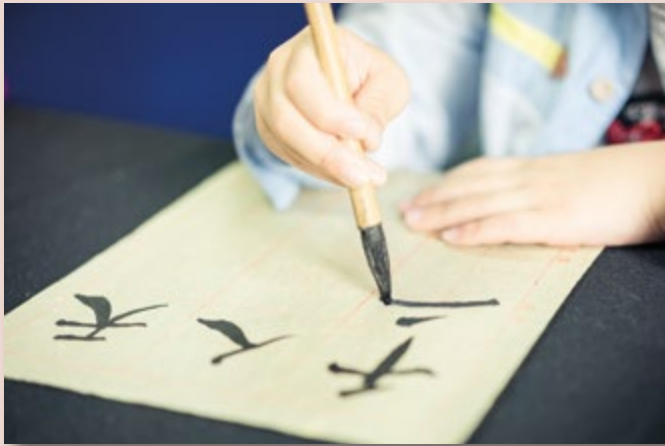
Preparation and resources: You will need: Internet access, copies of **Information and Activity sheet 6**.

东

Say a direction, turning and pointing accordingly. Ask the pupils to watch and then join in with the actions and words. You say a direction and children turn to face it. Use the arrows on **Activity sheet 6** to work on both oral and character recognition of the compass points.

Introduce the phrases 往左拐 *wǎng zuǒ guǎi* (turn left) 往右拐 *wǎng yòu guǎi* (turn right), 直走 *zhí zǒu* (go straight on). You say 左 *zuǒ* (left), 右 *yòu* (right) and 直 *zhí* (straight) clearly, raising your left, right hand or pointing straight forward appropriately. Children watch then join in with actions and words. Then you say the phrases 往左拐 *wǎng zuǒ guǎi* (turn left), 往右拐 *wǎng yòu guǎi* (turn right), 直走 *zhí zǒu* (go straight on), turning and walking appropriately. Children watch then join in with the actions and words. You give an instruction and children move with it.

指南针



Extension: Use combinations of compass points and left, right to give more complex directions e.g. 往左拐 *wǎng zuǒ guǎi* turn left - 往北走 *wǎng běi zǒu* go north - 往东拐 *wǎng dōng guǎi* turn east etc using both verbal and flashcard commands

Perhaps you can find a Chinese parent or approach a local Chinese association or business to come into the class/school to help you with the language and talk more about Chinese traditions.

Additional activities

Investigate China's invention of the magnetic compass. The Chinese word for compass translates as "south-pointing needle" 指南针 *zhǐ nán zhēn*. Ask your pupils to find out about other Chinese inventions that we still use today such as papermaking, mechanical clocks, moveable type printing, tea or silk making.

Partner school activities

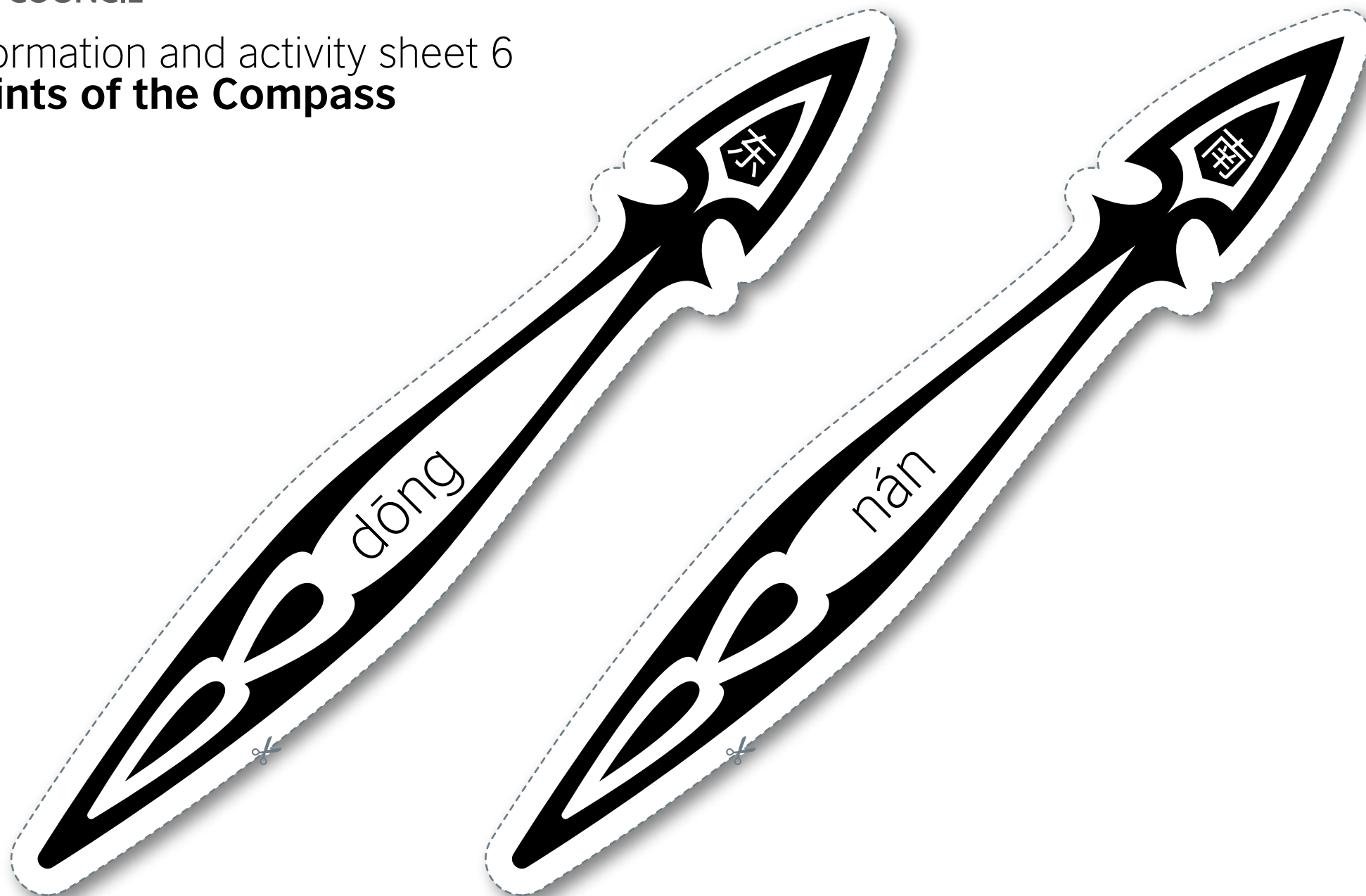
If you have a partner school, you could

- exchange examples of your Chinese calligraphy and research about Chinese inventions.
- find out about the things we use today that were originally invented in both countries.



An ancient Chinese compass

Information and activity sheet 6
Points of the Compass





Lesson Plan Chinese Kites

Learning Objectives: To learn about the history of Chinese kite making and flying and make your own decorative indoor kite.

Curriculum Links: Art and design, Design Technology, History.

Core Skills and attributes: Creativity and imagination, collaboration and communication, critical thinking and problem solving, citizenship.

Preparation and resources: You will need: tissue paper, thin card, scissors and glue, a paper clip, cotton, inks or paints and a thin brush for decoration, recycled materials such as plastic bags, garden canes, string and masking tape.

Background Information to share with your pupils

Flying kites is a popular pastime in China and it is thought that kites were first invented there over 2000 years ago. The earliest versions were flat and made from materials that were readily available such as bamboo, silk and paper. Ancient Chinese sources describe kites being used for a variety of purposes including measuring distances, sending messages and signalling, and for use in military operations. Some were even large enough to carry people. During the Chu-Han War of 203 - 202 BCE, it is said that the general of the Han troops Zhang Liang ordered his soldiers to fly large kites in the heavy fog around the opposing troops with children sitting in them playing tunes from their homeland on flutes. Hearing the melodies, the Chu soldiers began to be homesick and fled without fighting!

Kites were decorated with hand painted mythological motifs and figures and in some areas fitted with strings and whistles to make musical sounds while flying. Originally regarded as a form of technology, they began to be considered to have unique artistic value and feature in art collections.



Kite flying spread quickly across Asia from China



Kite flying was spread by traders from China to Korea and across Asia to India and the rest of the world. Each area developed a distinctive style and cultural purposes for them. Today you will find kite festivals all over China and kites in a variety of amazing shapes including insects, birds, goldfish and clouds and decorated with designs such as flowers, bats, patterns and messages to bring their owner good fortune. Swallow-shaped kites are popular in Beijing, whilst in Nantong they are often flown with whistles and rings.

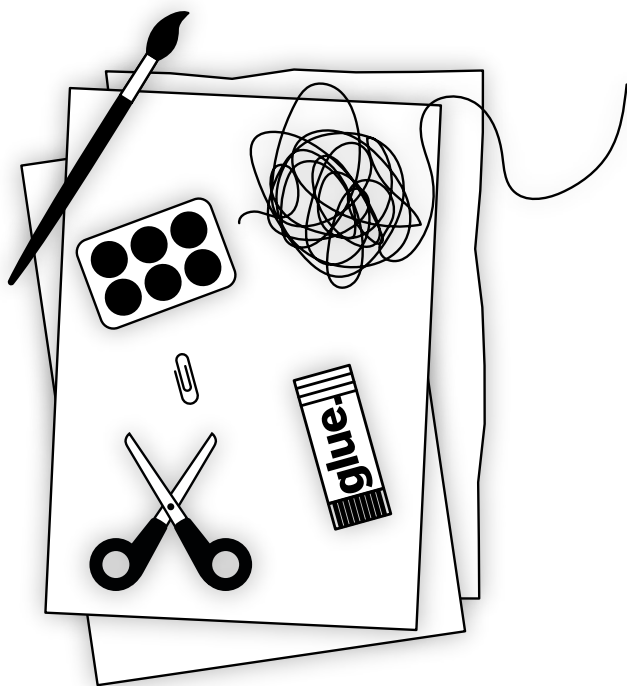
Try making a decorative Chinese indoor kite of your own using the instructions on **Activity sheet 7.**

Information and activity sheet 7

Make a Chinese Indoor Kite

You will need:

- tissue paper
- thin card
- scissors and glue
- a paper clip
- cotton
- inks or paints and a thin brush for decorating.



1. Take a piece of A4 tissue paper and fold it in half lengthways.
2. Cut off two triangles.
3. Open up the paper to reveal a traditional kite shape and put the spare paper to one side.
4. Measure and cut two thin pieces of card. Stick them at right angles onto the paper to give the kite a more rigid structure.
5. Cut out a small rectangle of card about 6cm x 2cm. Make 2 small cuts and fold the card back to create the kite's bridle.
6. Attach a paper clip with a long piece of cotton attached to the bridle and stick onto the centre of the kite where the card is joined.
7. Use the remaining tissue paper to make the kite's tail and stick onto the bottom of the kite.
8. Turn your kite over and carefully paint on a design. Perhaps use the character and symbol for the year you were born that you learnt about in your Languages lesson or follow the instructions on **Information and Activity sheet 8** to create a stylised monkey.

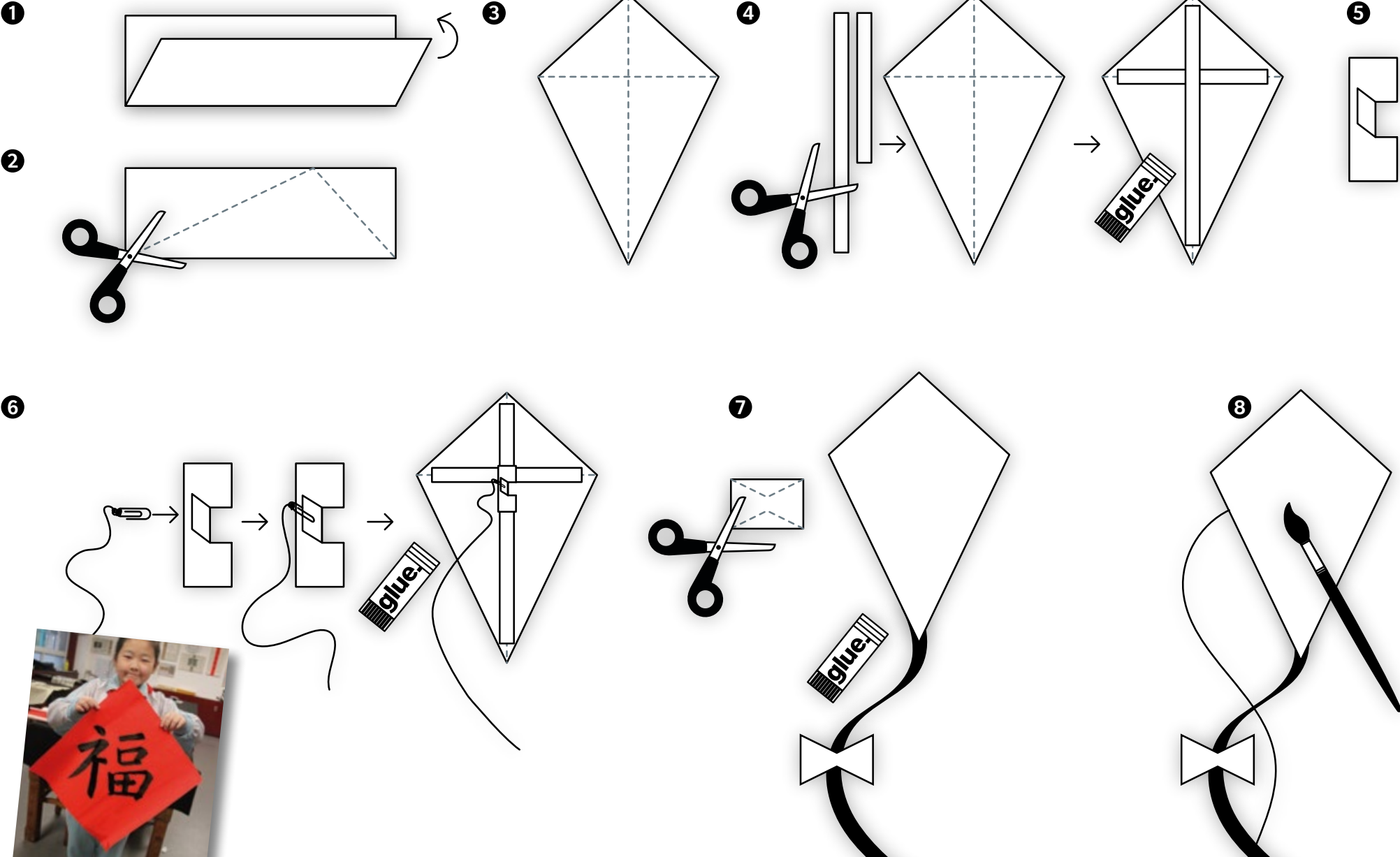
Additional activities

Ask your pupils to find out about some of the many different types of kite such flat, bowed, box kites and air-inflated. Explain the scientific principles of lift, gravity, and drag, which enable objects like kites that are heavier than air to fly and why the tail is such an important feature. Encourage groups to experiment with different shapes and recycled materials such as plastic bags, string and garden canes to design and create their own outdoor kite. Organise a class kite flying festival to see which flies the best.

Partner school activities

If you have a partner school, you could

- photograph your kites and share with your partner school in an online gallery.

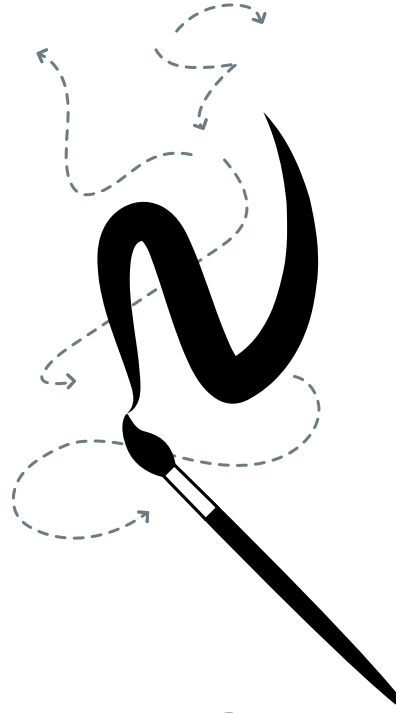
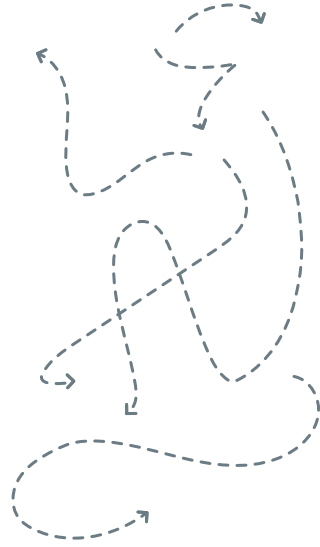
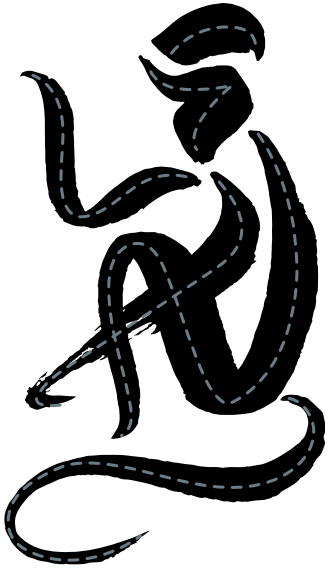


Information and activity sheet 8

Draw a monkey in a Chinese style

Follow the brush strokes opposite to learn how to draw a monkey in a Chinese style.





Lesson Plan: Endangered Species – The Golden Snub-Nosed Monkey

Background Information to share with pupils

A beautiful monkey that is only found in China and said by some to be the animal that has inspired tales like The Monkey King is the Golden Snub-Nosed Monkey. It is also known as the Sichuan Golden Hair Monkey or by its scientific name *Rhinopithecus roxellana*.

These primates live at high altitudes in the mountain forests in central China, where temperatures can fall to as low as minus 10 degrees in winter. They live in large groups and are mainly herbivores eating leaves, berries, bark and lichen and occasionally spiders and insects. They are very sociable and affectionate creatures, comforting each other with a hug when distressed and able to make a range of calls to each other to show alarm and protest. One theory about their unusual and endearing faces is that they have evolved to avoid frostbite in the cold winters.

According to estimates from the International Union for Conservation of Nature (IUCN) they have become an endangered species so are considered to be at risk of extinction. The greatest threats to their survival are a loss of their forest habitat for wood and farmland, illegal hunting for their fur, meat and use in traditional medicines.

China is promoting a national campaign to save the Golden Snub-Nosed Monkey from extinction. Protected areas are being established, trading in them is banned and activities for children have been established to raise awareness and encourage families to protect their forests and adopt more fuel-efficient cooking stoves.

Learning Objectives: To find out about the Golden Snub-Nosed Monkey and carry out research about endangered species.

Curriculum Links: PSHE, Science, English.

Core Skills and attributes: Communication and collaboration, Digital literacy, Citizenship, Student leadership and personal development.

Preparation and resources: You will need: Internet access, reference books.



Logging has threatened their forest habitat



Spiders are an occasional snack



HELP I'M IN
DANGER



**WARNING —
IF WE DON'T LOOK
AFTER THIS
BEAUTIFUL ANIMAL,
IT COULD DISAPPEAR
ALTOGETHER**

Share pictures or short clips of the Golden Snub-Nosed Monkey in its natural environment with your pupils and discuss its plight as an endangered species. Divide the class into small groups to discuss the following questions:

- What are endangered species?
- Can you name any endangered animals?
- Can you think of any animals that have become extinct?
- What do you think are the things that cause animals to become endangered?
- What is being done to protect endangered animals?
- What can you do to help?
- What is ecotourism?

Gather the class together to discuss their thoughts and ideas. Discuss the main reasons that can cause species to become endangered such as the destruction of habitats, pollution, hunting and the introduction of new species into an existing habitat. Ask pairs to choose an endangered animal that they would like to find out more about from the IUCN Red List of Threatened Species and then go on to create an illustrated fact file for the animal of their choice. Their research should answer the following questions:

- Where does the animal live? Find out about its country and habitat and include a map.
- What group of animals does it belong to and what are its main physical characteristics?
- What is its scientific name?
- What does it eat?
- Why is it endangered?
- What is being done to protect it?

The completed documents can be compiled into a whole class illustrated book about endangered animals with a contents page and glossary. This can be a hard copy for the school library or a digital version for download.

What can I do about this?

Explain to the class that some governments have passed laws to stop certain animals from being hunted and organisations like the World Wildlife Fund campaign to save animals under threat from extinction.

Perhaps invite a representative from one of these organisations to talk to your pupils.

Remind them that every individual can make a difference and there are simple ways in which they can help to protect the environment. Ask your pupils to devise a campaign to promote one of the following behaviours:

- Be careful with litter to prevent rubbish being washed into rivers and seas.
- Encourage recycling and upcycling and buying sustainable products.
- Learn about endangered species in your area and encourage people to get involved to prevent more animals becoming endangered.
- Make your home and school area wildlife friendly.

Partner School Activities

If you have a partner school you could

- share your fact files.
- compare endangered species in each countries and measures being taken to protect them.

Lesson Plan

Letters from China

Explain that you have a selection of letters from children living in China, telling us about their lives and how they and their families celebrate Chinese New Year. Divide the class into small groups, and give each group copies of some of the letters. Use your judgment to select which will be most appropriate for your children's reading levels. Ask your pupils to read the letters as a group and discuss and record their responses to the following questions, before reporting back to the rest of the class.

- What are the names of the children who wrote the letters and where do they live in China?
- What do they particularly enjoy about Chinese New Year and Spring Festival?
- What similarities and differences can you see in their lives and yours?
- What is the most interesting or surprising piece of information you read in the letters?
- If you could ask one of the letter-writers a question, what would it be?

Invite your pupils to work together to find the location of the letter writers and write a reply or make a short digital presentation or film about where they live and how they celebrate a particular festival to share with the rest of the class. They could use presentation software, such as PowerPoint, Prezi, Google Slides or Photo Story, to show their images and information

Learning Objectives: To learn how children across China celebrate the Spring Festival and Chinese New Year.

Curriculum Links: English, PSHE and Citizenship.

Core Skills and attributes: Communication and collaboration, Citizenship, Digital literacy.

Preparation and resources: You will need: copies of the letters from children in China on **Information and Activity sheet 9**, cameras or iPads.

Information and activity sheet 9

Letters from Chinese children

Dear friends,

My name is Hu Qingyang and my English name is Judy. I am a Chinese girl. I live in Beijing, the capital of China. I study in Haidian Minzu Primary School. I study in class 3 grade 6.

I have a colourful life. In school I have many friends. We always study and play together. We are a friendly team. After school my mum prepares a delicious dinner for us. I have a family full of love. We love each other very much.

In China the most important holiday is Spring Festival. I like it very much. Why? Because during Spring Festival my family will stay together. We talk, we have delicious food and we feel very happy. On New Year's Eve, the family sits on the sofa and watches the Spring Festival Gala on TV. When the New Year's bell rings the people eat dumplings and set off fireworks. As a child, the most anticipated thing is that I can get a lot of red envelopes and gifts. Inside the red envelopes is lucky money from relatives. Usually I like to exchange it for sweets, toys and lots of other things I want.

I love my life. I love China!

Yours sincerely,
Judy



Information and activity sheet 9

Letters from Chinese children



Dear English friends,

How are you? I go to Haidian District Ethnic Minority School, in Beijing where I like to play Go, do calligraphy with a brush and enjoy Art, reading and studying English. When I leave school I go to the park or go to play at my friends' houses.

The end of the year is coming and every household is decorated with lanterns and full of festive spirit. On New Year's Eve, which is the thirtieth day of the last month of the traditional Chinese lunar calendar, we all have Spring Festival related paper cuts, 福 the Chinese character for fortune and red lanterns hung as decorations.

People never tire of seeing the deep red paper with its dark black letters hung on the door frames and the beautiful, meticulously crafted paper cuts all have their own meanings.

In the evening everyone gathers together and eats, everywhere is the fragrance of meat and wine. And of course you can't forget the fireworks. After you light the fuse, the fireworks explode into life, some are shaped like a bunch of giant flowers, some of them leave a trail of fire and some of them jump about so fast you can hardly keep up. On the evening of New Year's Day we all go to pay our respects to the people of the neighbourhood and everyone gives their guests a hearty welcome.

Finally, I wish you health and longevity. Happy New Year!

Ma Yueming

Dear friend,

Ni Hao! (你好, which means "Hello!" in Chinese). My name is Rebecca Wang. I'm a student from Shanghai, China. I am in Grade 8 of a middle school in Shanghai. You must be curious about Chinese students' daily life.

Every day, we have eight lessons, which are all colourful and interesting. We can take part in various extracurricular lessons as well, such as calligraphy classes, Chinese traditional instruments lessons, drama clubs, sports clubs and so on. Besides English, we also learn other languages like French and Russian at school.

We celebrate the Chinese New Year, which is also called "The Spring Festival". It is our custom to have a big family dinner on the eve of the Chinese New Year, a bit like you do at Christmas. We have it in a restaurant or at home. All the extended family members gather together and enjoy delicious food. After dinner, dumplings are waiting for us! If you go to China, you must try dumplings because they are a traditional Chinese food and they taste very good.

Besides family dinners, we also set off fireworks and firecrackers. There is a story behind this custom. Once upon a time, there lived an evil monster called "Year". On New Year's Day, it slipped into people's backyards and ate their farm animals, even small children! People decided to drive him away, so they set off fireworks and firecrackers. The big noise and dazzling flashes frightened "Year" and it fled and never came back. Since then, people started to set off fireworks and firecrackers at the Chinese New Year.

The symbol colour of the Chinese New Year is red. Children like to wear red clothes and red shoes during the festival. They can also get "red packets" from their relatives on that day. There is some money in the packet showing good wishes from relatives.

If you visit China someday, I will be glad to be your guide. Welcome to China!

Yours sincerely,
Rebecca



Information and activity sheet 9

Letters from Chinese children

Hi, hello everyone, I am Liu Haoran from Haidian District in Beijing. I am a fourth year grade five student.

In a few months it will be Spring Festival. Chinese New Year is referred to as Spring Festival on the mainland. In China we have a twelve year cycle, with each sign representing a year. The twelve Chinese zodiac signs are 'Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog and Pig'. I was born in 2006, which was the Year of the Dog, so my sign is Dog.

I will spend this important festival with my family. During this time we are very happy. We set off fireworks and firecrackers, gather together to eat jiǎozi (traditional Beijing dumplings), and make calls on the neighbours. It always leaves me with such a strong impression. I wake up early in the morning to the sound of firecrackers. The first thing I see is the character 福 hung upside down on the door, which represents a peaceful and prosperous New Year. This is a bit difficult to explain. The character fú means fortune. An upside down fú is called a fúdào which sounds like 'fortune comes', so it is thought that hanging it on the door brings luck. Finally at lunchtime on New Year's Eve we have the jiǎozi. They are absolutely delicious and everyone loves to eat them.

Setting off fireworks is a really interesting activity. Traditionally fireworks and firecrackers are to drive away the demons which came on New Year's Eve to prey on humans. Nowadays when everyone in the city sets off fireworks it looks like a huge blossoming of scarlet sparks - as beautiful as anything you could imagine. Spending time with friends and family is good. Whenever adults give me New Year gifts I feel an inexplicable sense of happiness.

I would welcome you to come to China and join in our Spring Festival.
Liu Haoran

人年
壽

Find out more

We hope you enjoyed the activities in this pack. There are lots more ways you can get involved in international work with China and other countries:

Find a partner school

Use our British Council Schools Online partner finding tool to link up with schools in China and many other countries worldwide:

<http://bit.ly/1TnkJaG>

Communicate

Use our forums and online project spaces with your partner school:

<http://bit.ly/1Q2ULLH>

Access resources

Check out our global learning resources, including classroom activities, videos and lesson plans:

<http://bit.ly/1TnkZGM>

Learn Chinese

Host a Chinese Language Assistant. It's easy to organise and you can share the assistant with other local schools. This scheme is supported by HSBC and Confucius Institute Headquarters/Hanban:

<http://bit.ly/1XC8xtj>

Courses for primary pupils

These popular courses are an exciting opportunity for primary school children (Year 5) in England and Wales to learn Mandarin Chinese and experience some of China's rich culture. This scheme is supported by HSBC. These courses will:

- build on the work you are doing to embed Chinese language and culture in your school
- help to support partnerships with China and the teaching of Mandarin
- inspire students to learn Mandarin at secondary school. For more information on how to apply, please email chinaschools@britishcouncil.org

Get recognition

Sign up to our prestigious British Council International School Award scheme to earn accreditation for your international work:

<http://bit.ly/1XMYg8t>

- To find the education packs containing activities for the year of the horse:
<http://bit.ly/1QYMFnE>
and sheep, go to:
<http://bit.ly/1sGs1xS>
- <http://bit.ly/1Irs8Fy>
has information about the Chinese tradition of kite flying
- *The Emperor and the Kite* by Jane Yolen and Ed Young is a story that tells how the Princess rescues her father the Emperor with her kite when he is imprisoned in a high tower.
- <http://bbc.in/1XFUnHH>
includes a link to a clip from *Wild China*
- <http://bit.ly/1YL1oUy>
- An episode from the famous 1960s Shanghai Studios cartoon version of *Journey to the West* called *Havoc in Heaven*:
<http://bit.ly/1NJy3Z4>

Information about China

Chinese history

- <http://bit.ly/1l4qTaz>

Chinese culture

- <http://bit.ly/1f1pj0A>

Introduction to Chinese language and support for Chinese language learning

- <http://bbc.in/1OJomqv>
- <http://bit.ly/1IGugUP>
- <http://bit.ly/1MYOX2d>

General contemporary information on China

- www.chinatoday.com
- www.chinaculture.org

Information about Chinese New Year and Chinese language teaching

- <http://bit.ly/1Fpjy7h>
- <http://bit.ly/1lc6Npt>
- <http://bbc.in/1HIHmWL>

And don't forget, next year is the Year of the...



British Council
10 Spring Gardens
London SW1A 2BN

schools@britishcouncil.org
www.britishcouncil.org/schoolsonline

© **British Council 2015**

The British Council is the United Kingdom's
international organisation for cultural relations
and educational opportunities.