



Chesterfield
High School



Are you ready to start **your** journey?

A summertime study resource for new Chesterfield students

Welcome!

You are about to embark on an exciting adventure with a young girl named Tash, who is trekking with her friends to get help and find some answers.

Are you ready to help her on her way?

Instructions

Firstly, go to this website:

spark.adobe.com/page/kwFQ7xxVVVQxz

You'll need to crack the maths codebreaker to get into the website - what word do the answers spell? If you've given it a go and you're still not sure, then don't worry! You'll find the answer to the codebreaker in the parent/carer guide.

Reading

You will read the whole book - you can do this whenever you have some spare time and it doesn't need to be read quickly.

There are six separate sections of the booklet, each of them are linked to something you will come across in the book and also at Chesterfield. You'll see that we have included page numbers to let you know where to stop to complete the activities. You can also see the questions on the webpage but please answer the questions directly in this booklet.

Once you have finished all the activities, you have one last challenge - complete the English codebreaker to finish your journey. Again, the answer is in the parent/carer guide if you need it.

Good luck!

Codebreaker

Are you ready to join Tash on her adventure? First you need to solve this maths codebreaker!

To break the code you need to find the answer to each of the maths questions below then match the answer to the correct letter using the table above.

Once you have all the letters you will need to unjumble them to find the missing 9-letter word.

A	B	C	D	E	F	G	H	I	J	K	L	M
12	2.5	6	48	4.5	120	50	20	56	60	8	4	3.5

	How many sides does a pentagon have?	What is the square root of 144? (hint what do you have to multiply by itself to get 144?)	$100 \div 10 \times 3$	How many sides do quadrilaterals have?
Answer (numbers)				
Letters				

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
10	750	150	45	200	30	40	210	64	25	36	5	75

What is half of 7?	$10 + 7 - 5$	$(12 \times 8) - 40$	$15 \times 2 - 10$	$6 \times 10 \div 5$

Rules

Before you complete this task, read **pages 1-7**



1.

Task 1

Write a list of the rules that are enforced/ in place.

1.

2.

3.

Who is enforcing the rules?

Why do you think these rules exist?

Do these sound fair? Explain.

Task 2

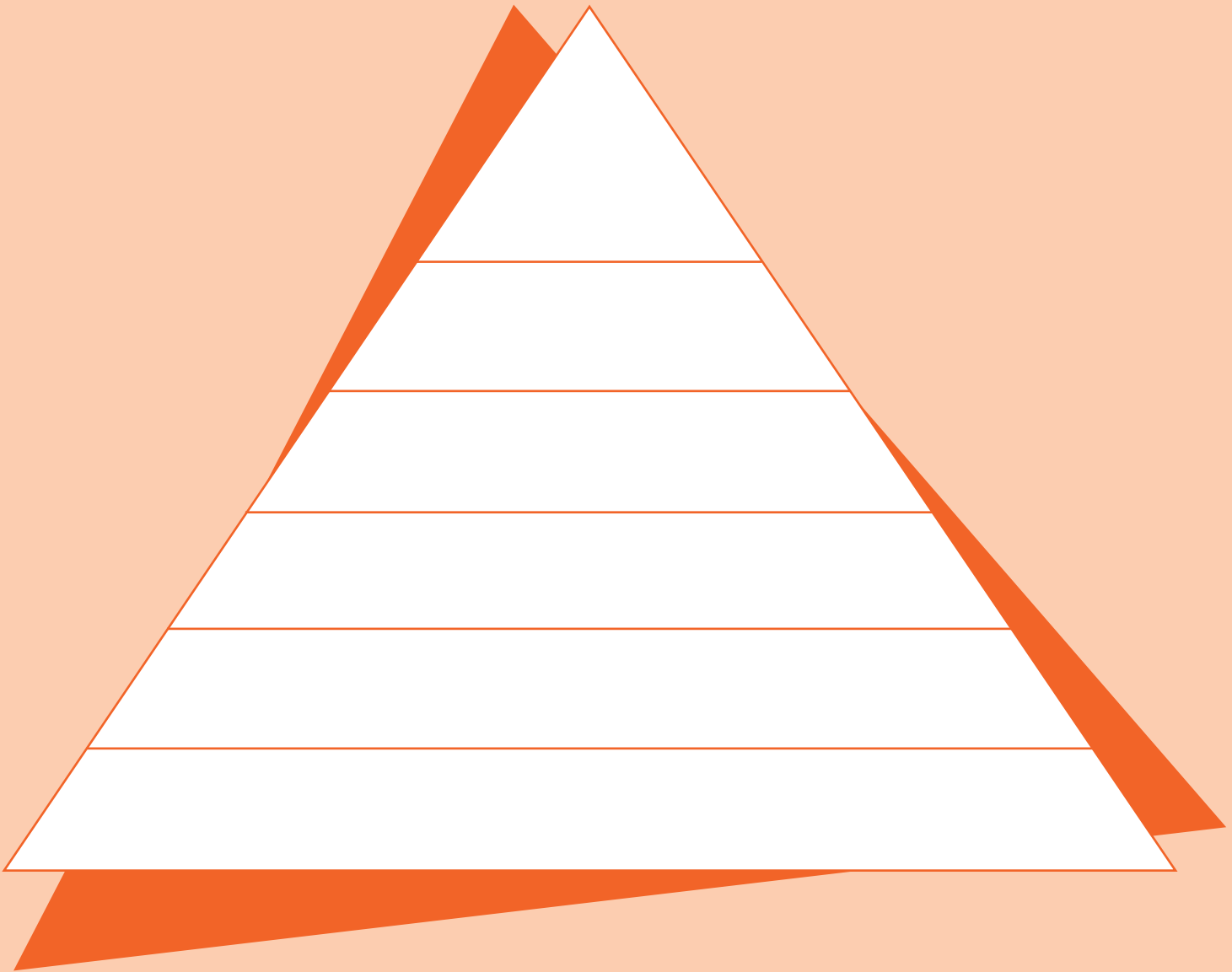
Some (fair) rules are necessary to ensure that everybody stays safe and can learn at school. In the box below, you will see some of the rules we have in place at Chesterfield.

You need to put them in your own order of importance on the pyramid opposite – with the most important at the top (though remember – ALL rules need to be followed).

1. Always have 100% equipment ready at the start of each lesson
2. Always arrive at school and to lessons on time
3. Always show respect, kindness and manners
4. Always wear full uniform
5. Always work to your full potential
6. Always obey the 'clear boundaries' for behaviour both in and out of class

Then, explain which rule you have decided is the most important and why.

Most important



Least important

Task 3

Imagine you are in charge of school for a day. What six rules would you have in place to ensure everyone stayed safe, could learn but also had fun? You can use the ideas above if you want, but try to be creative!

My rules:

1.

2.

3.

4.

5.

6.



Tolerance and Beliefs

Before you complete this task, read **pages 8-35**

2.

Task 1

What does it mean to be tolerant of others? Choose your answer from the options below and tick the circle.

- To expect everyone to believe the same things as you and to be cruel to them if they do not.
- To accept people and their beliefs as they are, even if they are very different to you, and to embrace the differences.
- To accept people as they are but to ignore them and their beliefs.

Why is it important to be tolerant of others?

Do we see tolerance in this part of the story or do we see the opposite – intolerance? Find two examples.

4. Give three examples of how you will need to show tolerance at school

1.

2.

3.

Task 2

Let us look at this storyboard ...



1 Tibet is a country in the Himalayan mountains. The Tibetan people practice a form of Buddhism



2 In 1950, China invaded Tibet and took over by force! Tibetans have lived under China's military rule ever since.



3 Tibetans have tried to take back their country many times! But all of the protests were crushed with brutal force.



4 Fearing for his safety, the Tibetan's young leaders, the **Dalai Lama**, was forced to flee across the mountains to India where he still lives today.



5 China tells the world that Tibetans are happy and rich, but won't allow journalists, tourists or diplomats to see for themselves. Suspicious, yes?

In Tibet, people are not free and have to do exactly as the Chinese tell them. They can't speak their own language or even fly their own flag!

How would you feel if our country was 'invaded' by another country and they made you change how you lived your life? You can no longer speak your own language, practice your own faith, be friends with certain people and you have NO freedom of speech! This is an example of INTOLERANCE

Answer:

Task 3: turning intolerance into tolerance

We also need to be tolerant and patient when we meet new people.

Tips for meeting new people when you start at Chesterfield:

**Tell them
your name
and learn
theirs.**

**Be confident.
Remember the other
person might also
be nervous meeting
new people, it's
normal.**



**Smile to show
them you're
friendly.**

**Find out about
them. You might
have some things
in common.**



**Start with one
person at a time then
build up to making
groups of friends.**

**Make an effort to
keep saying hello
when you see
them or stay in
contact with them.**



**Be open-minded.
They might be
different to your
first impression of
them.**

Look at the scenarios in the box below, write down one or two things you could do to help them to feel welcome or how you could make a good impression.

It's your first day at secondary school and you have been partnered with someone who doesn't know anybody and who seems shy.

You have been sat next to a brand new pupil to the school. The teacher has asked you to help welcome them to the school.

It's your first day at secondary school and you are meeting your form tutor/teacher for the first time.



Identity and exploration

Before you complete this task, read **pages 84-117**

3.

Task 1

Below is a list of places someone might travel through on a trip across Tibet



- Day 1:** Arrive in Delhi
- Day 2:** Delhi Tour: Raj Ghat, Jama Masjid, India Gate, Qutab Minar
- Day 3:** Fly from Delhi to Kathmandu; Kathmandu Sightseeing
- Day 4:** Kathmandu to Chitwan (150km, 5-6 hrs)
- Day 5:** A Full Day Chitwan Sightseeing
- Day 6:** Chitwan to Pokhara (200km, 5-6 hrs)
- Day 7:** Pokhara Sightseeing; Fly to Kathmandu
- Day 8:** Kathmandu to Syabrubesi (137km, 7 hrs)
- Day 9:** Syabrubesi to Gyirong (40km, 4-5hrs) (B)
- Day 10:** Gyirong to EBC to Tingri (480km, 11hrs) (B)
- Day 11:** Tingri to Shigatse (280km, 7 hrs) (B)
- Day 12:** Shigatse to Lhasa via Gyantse (375km) (B)
- Day 13:** Lhasa Tour - Potala Palace, Jokhang Temple, and Barkhor Street (B)
- Day 14:** Lhasa Tour - Drepung and Sera Monastery
- Day 15:** Depart from Lhasa (B)

What challenges might someone face on this journey? The first one has been done for you.

1. Experiencing exhaustion _____
2. _____
3. _____
4. _____
5. _____

Task 2

Click on this link to help answer the questions:

chinatibettrain.com/tibet-nepal-india-tour/nepal-tibet-overland-tour-from-delhi.htm

Questions

How long is a flight from London to Delhi? (search this on google)

How many miles is Delhi to Kathmandu?

How many kilometres from Kathmandu to Lhasa?

Name three places you could visit in Kathmandu

What river is Chitwan on? Why is it dangerous?

When sightseeing in Pokhara was can you see panoramically?

What is located in the centre of the Phewi lake?

Label the LuangTang National Park on the map.

Everest base camp is at what height on the Himalayas?

What is the name of the highest monastery in the world? What height is it?

What is the name of the palace in Lhasa where the Dalai Lama resides? Describe it.

A Local Journey

In the last task you went on a journey across Tibet. We want you to imagine that Tash arrives in the UK and gets a train from London to Liverpool Lime Street. At Lime Street they walk to Central station and get on a train to Southport.

How many miles is it from Liverpool to Southport?

How long would it take to travel from Liverpool to Southport?

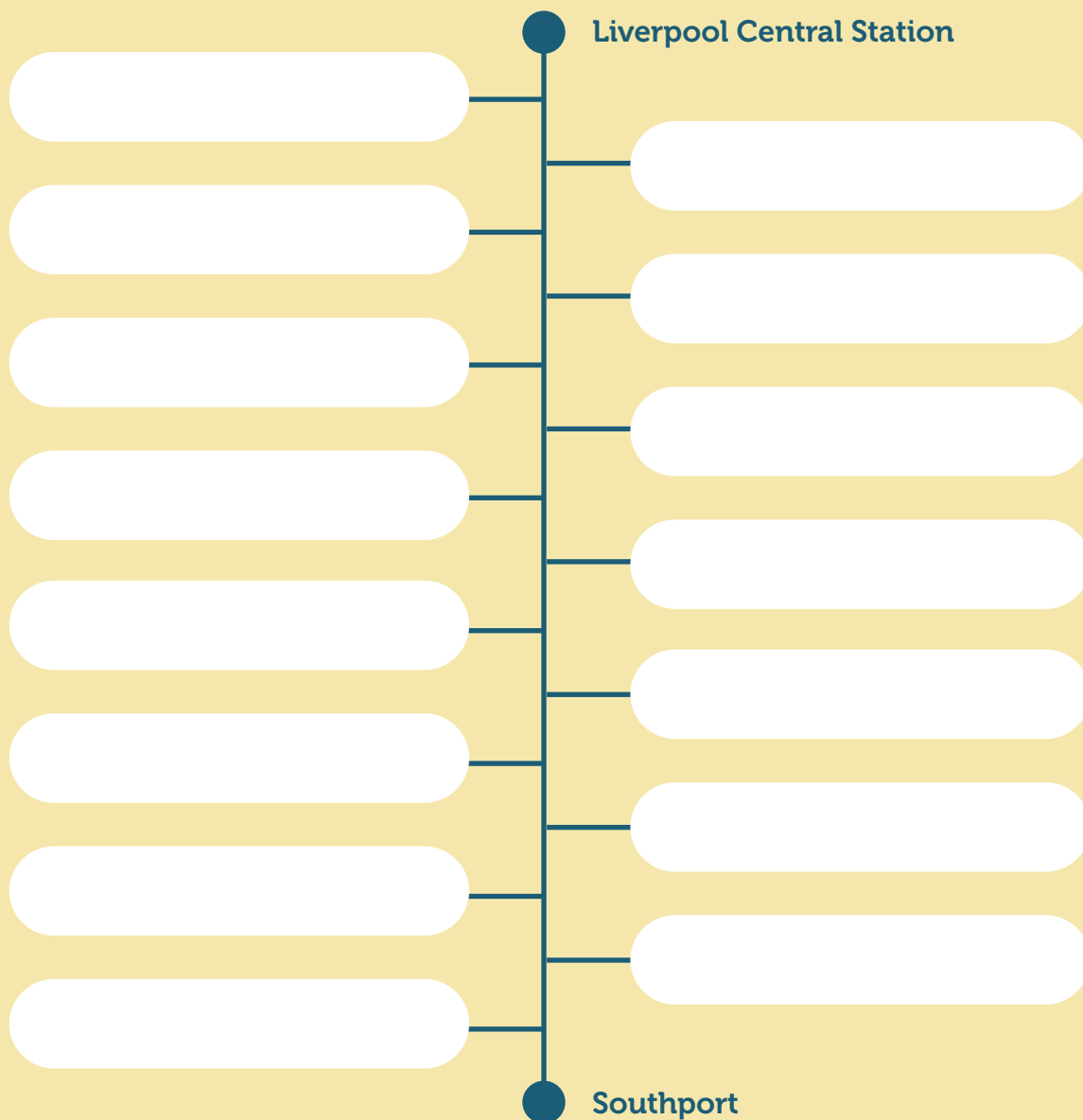
Name 5 places Tash could visit in Liverpool

Southport is famous for tourism. What do we mean by tourism?

Name 3 Tourist places you could visit in Southport

Task 3

Can you label all the train stations on the train line from Liverpool Central to Southport?



Now that you have listed the train stations, you can turn the page to check your answers and add in any that you might have missed. Once you have done that, your next task will be to write down what Tash might see or do if she got off the train at each of the stations. Some ideas have been completed for you in the table on the next page

Complete the table

Station Name	What would Tash see or do at this station?
Moorfields	
Sandhills	
Bank Hall	Get off here to go to Goodison to watch Everton
Bottle Oriel Road	
Bootle Strand	Visit Bootle Stand and go shopping. Go to Bootle leisure centre
Seaforth & Litherland	
Waterloo	
Crosby & Blundellsands	
Hall Road	Visit Burbo Bank, get to the Sefton Coast, play golf at West Lancs Golf Club
Hightown	
Formby	
Freshfields	
Birkdale	
Ainsdale	
Southport	



Prejudice and power

Before you complete this task, read **pages 133-144**

4.

What do these words mean?

Prejudice

- Judging somebody before you know them.
- Making assumptions (guesses) about people based on things like their beliefs or how they look.
- Normally, this prejudice leads to treating people or groups of people unfairly.

Power

- Being in a position of control or influence over others, in any way. This might include being a teacher or a doctor, or being a Prime Minister.
- Most of the time, people use their power for good/positive reasons, but sometimes people take advantage of their power and use it in the wrong way.

Resources

People and Protest:

<https://bbc.in/3zDHcMU>

<https://bbc.in/2THef2q>

<https://bbc.in/3zwykJf>

Task 1

Using the resources provided above can you provide **6 KEY FACTS?**

3 facts on the Dalai Lama and 3 facts on Buddhism (in general)

Dalai Lama:

1. _____
2. _____
3. _____

Buddhism:

1. _____
2. _____
3. _____

Task 2

As we are seeing in the book, people have turned to protesting to regain their rights.

We see protest all around the world, every single day. Recently we have seen Black Lives Matter protests, anti-lockdown protests, and more. People try to protest peacefully, but sometimes they can turn violent.

Now, imagine you have started at school and you witness prejudice. Complete the spider diagram, giving examples of prejudice you might come across. The first one has been done for you.



Choose **three** of your answers and explain how we should deal with the scenario.

1.

2.

3.



Leadership

Before you complete this task, read **pages 182-207**

5.

Good leaders can inspire others to become better people and can inspire positive change in the world. You can be a leader - whether you are a role model for others or you take the lead in a project - you will have lots of opportunities to inspire others.

Leadership traits

Compassionate

Focused

Proactive/organised

Peaceful

Confident

Creative

Aware

The Dalai Lama – what makes him a good, inspirational leader?

He is:

- Highly sympathetic.
- Sensitive, compassionate, and imaginative.
- Proactive – he considers what needs to be done and then makes the necessary plans
- Against using violence and instead focuses on finding peaceful solutions based on tolerance and mutual respect.

The Dalai Lama's advice for those hoping to be good leaders is to be:

Aware, focused, selfless, confident, kind and wise.

Chesterfield High School believes strongly in the importance of leadership and you will be expected to show leadership skills throughout your time here.

Task 1:

Look at the leadership values which the Dalai Lama has or recommends and then write down:

- Which you already do/are (give an example)
- Which you would like to work on at secondary school and how you can do this

My answers:

Task 2

Who shows leadership?

How do the characters show leadership? Match their names up to the leadership traits above. The first one has been done for you. You can use examples from earlier in the book if you want.

Tash:

compassion for Eve

Sam:

Why is leadership important?

Why do the characters need to take the lead in order to make their journey safely?

Why would you need to take on a leadership role in school?

How will improving your leadership skills help you in the future?

Task 3

The Dalai Lama, and other influential figures, deliver speeches to inspire and persuade others.

Who inspires you? This can be a family member, a friend or somebody famous.

How are they inspirational? What do they do that makes them a good leader? Try to use some of the words from the box above.



Problem solving

Before you complete this task, read **page 248 until the end**

6.

Task 1

Tash and her companions have faced many challenges on their journey.

Thinking about the whole book, can you write down three challenges they have faced?

1.

2.

3.

Challenge: How did they overcome these?

Task 2

When Tash finally arrives, she cannot speak the language – this is a barrier for her and something which she is able to overcome when a friend translates for her.

Below is a list of some problems you might face when you start at Chesterfield. Can you think of a way to solve the problem? The first one has been done for you.

1. You don't know anybody in your new form.

I would solve this problem by changing my mindset and seeing this as a positive. This is an opportunity to make new friends and I know that there will be other people in my form in the same position as me. I can still see and speak to my other friends at break and lunch time and outside of school.

2. You get lost looking for your classroom

3. You are feeling a little overwhelmed and would like some support

4. You would like a bit of extra help with a new topic.

Task 3

Scenario: Imagine you have been in Year 7 for a few weeks when your friend, who is at another school, asks you for advice on how to overcome one of the problems above. You need to write one paragraph advising her what to do. Use the box below to help you tick off all the steps you need to take.

Steps:

Use your friend's name to reassure them

Show empathy for them by saying that you understand what they are going through

Give them two or three practical ways to solve their problem (maybe give an example of what you have done in a similar situation)

Finish with some supportive words and let them know you are there for them.

Well done!

You have almost completed your journey with Tash and her friends. We hope you've encountered some interesting things, have learnt something new along the way and are excited to join Chesterfield in September. We can't wait to meet you!

But...not so fast! You have one last problem to solve – head back to the online portal to complete the challenge and earn your certificate.

Codebreaker

Answer each of the questions below.
Then, write down the first letter of each answer.

Example

Question

Who shouts to Tash on page 2?

Sam

Answer

S

First Letter

Once you have done this, unjumble the letters to crack the 7-letter code. Enter this word into the portal to get your certificate and show you have completed your journey.

Answer

First Letter

1. What do the characters pass under on page 242?

2. How many steps closer to finding the Dalai Lama does Tash say she is on page 94?

3. The characters are in what sort of area on page 228? [10 letter word]

4. What does Tash see in the street on page 10 [8 letter word]?

5. What will not be tolerated on page 69 [12 letter word]?

6. What does Ness get out of her pocket on page 112?

7. What is the name of Mani's yak on page 46?



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