



Global link

24a New Street, Lancaster, LA1 1EG, 01524 36201
info@globalink.org.uk www.globalink.org.uk
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The Tsunami Edition

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As a development education center (DEC) we had to think about our response to the Tsunami, which raised some interesting questions. As a DEC, rather than a fundraising organisation, we agreed that our response should be educational, both in supporting teachers with ideas for responding to disasters in the classroom (see page x) but also in making the links with the wider development issues of Third World debt and trade justice.

Like many people, I've been very affected by the disaster. This is due to the fact that, for once, the media is paying attention to what is going on and is beaming out constant and relentless images of devastation, suffering and grief. However, I also have a personal connection because my family live in Phuket. And of course, it's the fact that so many Europeans have a personal connection with the affected countries through family and tourism, that there has been such media attention and such an international political response to the disaster. In comparison, for example, the 2000 floods in Mozambique were covered in the news for a few days, though almost 1000 people died and 1 million people were made homeless. Now, apparently, funds from aid

agencies in Mozambique are being diverted to help the Tsunami victims.

For those of us involved in development education, the Tsunami is a doorway through which we must try to enable people to remember the daily and unsensational homeless, the daily and unsensational sick and dying, the daily and unsensational dead. The 30,000 people who die every single day in the world because of extreme poverty. The 1 billion people in the world who live on less than \$1 a day. The 4 million children in South Africa who are orphaned every year through AIDS.

There have been positive political repercussions. It's hopeful to hear politicians like Gerhard Schroeder and Gordon Brown proposing debt relief measures and being supported by other rich countries. It's hopeful to hear Gordon Brown speaking so sincerely about a Marshall Plan for Africa

But it's not enough. Countries, and not just those affected by the Tsunami, need debt *cancellation*, not just temporary relief from debt repayments. Countries need more than aid; they need trade justice.

The earth literally shifted with the Tsunami, in time to herald 2005 as the

Please note our new address! Global Link provides support for teachers, students and community groups on a wide range of global, multicultural and development issues. Our resource centre is open 12 to 5:30pm, Tuesday, Wednesday and Thursday, and at other times by arrangement.

Global Link is not wheelchair accessible. However, we have secured the agreement of the City Library to use their space if you would like to view and borrow some of our resources. Please feel free to ring us before-hand and we can bring resources to you in the City Library.

MAKEPOVERTYHISTORY year. This is the largest UK coalition ever assembled to fight against world poverty. Parallel campaigns are taking place in over 60 nations across the world, including each of the G8 countries which meet in July 2005 in Scotland to re-write the world economic rules.

MAKEPOVERTYHISTORY is calling for urgent and meaningful policy change on three critical and inextricably linked areas: trade, debt and aid.

1 - Trade justice

Fight for rules that ensure governments, particularly in poor countries, can choose the best solutions to end poverty and protect the environment. These will not always be free trade policies.

End export subsidies that damage the livelihoods of poor rural communities around the world.

Make laws that stop big business profiting at the expense of people and the environment.

2 - Drop the debt

The unpayable debts of the world's poorest countries should be cancelled in full, by fair and transparent means.

3 - More and better aid

Donors must now deliver at least \$50 billion more in aid and set a binding timetable for spending 0.7% of national income on aid. Aid must also be made to work more effectively for poor people.

The visual symbol of **MAKEPOVERTYHISTORY**, in the UK and around the world, is the white band - a simple band worn around the wrist or arm to symbolise the fight against poverty and the need for global economic justice, just as the red ribbon has symbolised the HIV/AIDS struggle. They will be available from Global Link and Oxfam.

www.MAKEPOVERTYHISTORY.org

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Stephen Rand, of the Jubilee Debt Campaign, is speaking on Friday 11 March at the University (lunchtime) and in the City Centre (evening)

Appeal for Old Mobile Phones and Printer Cartridges
Eurosource, a recycling company, is appealing for old mobile phones and printer cartridges. The funds raised will go to the Disasters Emergency Committee (DEC) for the tsunami earthquake appeal. Donated items can be sent in a freepost bag, available from Eurosource, tel: 08712 505050 or visit: www.recyclingappeal.com/tsunami

TEACHING IDEAS

Tuesday January 11, 2005

The Guardian

Your students have returned to school following the Christmas break having witnessed one of the greatest natural disasters in modern history. The tragedy in the Indian Ocean that began on Boxing Day will have given some young people a very clear idea of what it is to be part of the "global community". With some countries overwhelmed by the tsunami, and others having lost thousands of citizens, the event has been appalling to witness and to contemplate.

A lesson for life

Never has there been a greater vindication of teaching geography: a British schoolgirl, Tilly Smith, from Surrey, on holiday in Thailand, recognised the signs of a tsunami as the tide withdrew from the beach, having just studied them in school, and was able to warn people to leave the beach.

Look at the nature and features of tsunamis. The Wikipedia (see weblinks) is a good source of information. Investigate why and how tsunamis occur, where they arise and what the early warning signs are. Pupils can then use the information to create an advice leaflet for residents and holidaymakers in countries affected by such occurrences.

Unfolding picture

Reports are being beamed back to our television screens from journalists scattered around the Indian Ocean. Jigsaw-like, the first few reports gave glimpses of something disturbing in familiar-sounding places such as Thailand and Sri Lanka. As more "pieces" are added, the emerging picture has revealed a truly horrifying situation. The whole picture, of course, may never be seen. The tsunami has seen to that.

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For most of us in this country, such phenomena were previously only the subject of disaster movies and documentaries. Tsunami is a Japanese word meaning "harbour wave". The waves can be formed by occurrences such as a landslide or an earthquake on the seabed, causing the sea to rise then dip, resulting in a "ripple" moving outwards. Barely noticeable out at sea, as the wave nears land and the water grows shallower, more and more energy is directed into a smaller area and the height of the wave increases. It can tower several metres high when it finally hits land.

Odd-one-out

Find out how much your students know about tsunamis by playing odd-one-out. Give pairs of students three words/phrases - eg tsunami, earthquake, global warming - and ask them to discuss which is the odd one out. There is no right answer, of course, but there are links and distinctions, and it is the discussion that is the important part. It brings out some of their prior knowledge and the gaps in their knowledge as well as providing a platform for further discussion.

Try to develop your students' geographical awareness of the parts of the world affected. Some places may be familiar to them as rather distant and expensive holiday locations, but they may never even have heard of the exotic-sounding islands Sumatra, Nicobar and Andaman.

Regional profile

Challenge groups of students to find out more about south-east Asia. Allocate them a location to research, on which to create a profile that gives information about natural features, populations, industries, resources, religions, etc. Over the course of the year, as the press interest fades - as it surely will - encourage each group to monitor what they can of the press coverage of their chosen island or country and how well the recovery progresses. This may also lead to groups to consider fundraising or other support for their chosen location.

Worldwide response

Worldwide, the reaction to the disaster has been immediate. Over £2bn in aid has been pledged by governments. The desire by individuals to contribute has been spontaneous and generous. In Britain, donations have soared above £100m and pledges are still being made.

Encourage your students to consider the reaction to the tragedy. Personally, what have they found most poignant, most encouraging, most frustrating? Widen the discussion out from their personal reactions to thinking of some of the issues involved: why has there been such a strong response to this disaster? Is it different from other earthquakes, famines, etc? Should humanitarian aid come from individuals, or governments, or both?

Building for the future

Encourage students to think about what actions need to be taken next. Aid agencies will be thinking of five main issues: water, food, sanitation, shelter and health. What will be the barriers to progress? Ask students to design an appeal poster for one of the support agencies.

An important question is how to prevent such terrible loss of life in the future. The difficulty of predicting earthquakes is well known, but tsunamis can be predicted and monitored. Monitoring already takes place in the Pacific region. Similar early warning systems in the Indian Ocean could help to detect future problems.

Curriculum links and guidance

This lesson is written for key stage 3 (age 11-14) but can be adapted for other ages

Key stage 2 (age 7-11)

The earthquake beneath the Indian Ocean measured 9 on the Richter scale, one of the largest ever recorded. The Richter scale, of course, is exponential, each point representing a tenfold increase, so an earthquake measuring point 4 is 1,000 times the size of point 1; point 7 is 1 million times stronger and point 9 is 100 million times the strength. Use the Guardian Unlimited interactive guide on earthquakes www.guardian.co.uk/flash/0,5860,1121610,00.html to try to explain this rather mind-blowing feat of multiplication.

This interactive guide also provides a clear and accessible explanation of how earthquakes and tsunamis occur. Encourage students to research the history of some of these earth-shattering events.

To describe this tsunami as a world-changing event is literally true: the Earth will have wobbled minutely on its axis, and the position of Sumatra and some of the smaller islands in the area may have moved. All too often, however, our daily exaggerated use of language makes words such as "disaster", "devastation" and "tragedy" in this context seem feeble and weak. Ask students to analyse how we overuse certain adjectives and superlatives in our everyday language: eg "amazing", "horrific", "fantastic" etc.

Key stage 4 (age 14-16)

The media have reported movingly and descriptively. Photographs like that of the Swedish woman walking towards the incoming tsunami in order to reach her children on the beach are extremely powerful. Encourage your students to respond to the media coverage either by writing a poem inspired by a picture they have seen, or by creating a picture, entitled "Tsunami", inspired by their own take on events.

The countries and the aid agencies involved now have to plan for the future of the survivors. Encourage your students to discuss ideas, perhaps including:

- Creating a calendar, Christmas cards, etc to help raise money for the communities affected in the years to come
- Setting up an international memorial: what form would it take? Where would it be?
- Raising awareness of other possible disasters, eg other vulnerable areas for volcanoes, earthquakes, etc; global warming; pollution
- Looking at how to make use of new technologies, eg computers and the internet, to help in such disasters
- Ways to promote tourism, so that economies dependent on tourism do not collapse.

Girl, 10, used geography lesson to save lives

(Filed: 01/01/2005)

A 10-year-old girl saved her family and 100 other tourists from the Asian tsunami because she had learnt about the giant waves in a geography lesson, it has emerged.

Tilly Smith, from Oxshott, Surrey, was holidaying with her parents and seven-year-old sister on Maikhao beach in Phuket, Thailand, when the tide rushed out.

Holocaust Memorial Day

NCBI Lancashire are co-ordinating a number of events:

Sun Jan 23rd - *Building Bridges*, a workshop exploring anti-Semitism.

Tue Jan 25th - *The Pianist*, a film about the survival of one man in Nazi-occupied Poland. A dis-

Food Glorious Food!

The food on your plate may be better travelled than you!

All too often, the food on our plates has clocked up a huge number of both air and road miles. An average meal of meat and two 'veg' could have travelled 24,000 miles to get to your plate – that's the equivalent of once around the world!

But it doesn't have to be like that. More and more local people are shopping at our Farmers' Market in Lancaster. Here you can buy food

directly from the farmer who has produced it.

Because the food has been produced locally, it has not only used less fuel and created less air pollution getting to you, it is fresher as well. So, it is not only better for the environment it is better for you too!



Lancaster Farmers Market every 2nd Saturday of the month in Market Square

Carnforth Farmers Market 4th Wednesday of the month

How Rich Are You?

How do we create a sense of curiosity about places that are largely distant, alien and, in some cases, unheard of?

How do you enable students to explore issues in their own locality in a global context?

Enter the shock tactics!

C h e c k o u t www.globalrichlist.com, enter your annual income and hit 'show me the money' and it shows your position on a continuum line from poorest to richest person in the world. It also tells you your position

out of 6 billion people and how many are therefore poorer than you. It fascinates students to see how low a figure they have to put in to even get into the lower 50% of the population.

Thanks to TIDE~Talk, Issue 2

Switch to the Phone Co-op and raise money for Global Link

For ethical reasons, Global Link chooses the Phone Co-op, the UK's only telecoms co-operative, to provide all our telecommunication services (phone, broad-band and web-hosting).

If you become a Phone Co-op customer, you could save money on your phone bills and benefit Global Link at the same time because we receive 6% of the ongoing value of your bill with the Phone Co-op for as long as you are a customer. It's very easy and you keep the same services you have now.

More information can be obtained by ringing 0845 458 9000 – making sure you quote Affinity 121/087 Global Link.

The Phone Co-op
your voice counts

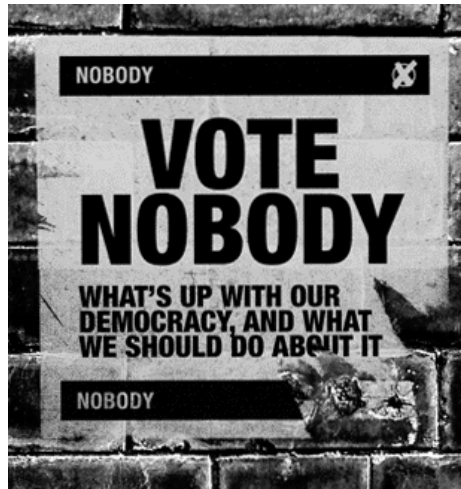
“The Phone Co-op’s charges are highly competitive against its rivals such as BT”- The Guardian, May 2004”

For more information on ethical phone and internet services, please call **0845 458 9040** quoting

“Affinity 121/087 - Global Link”

New Magazine for young people on global issues!

A new magazine for 16 – 25 year olds has been launched by an enthusiastic small team in London. It's called Bulb, and intends to be a bi-monthly magazine, dealing with global issues of interest to young people. It is glossy, radical, thought-provoking, and can earn you money!



It won't be available in newsagents like W H Smiths who take a 60% cut.

So ... if there are any young people out there who want to promote it, you can buy copies from Global Link for £1.50 and sell them for the cover price of £2.50! We have some complimentary copies to give away to help kick-start the sales, so do contact us if you're interested.

The Rough Guide to a Better World

Rough Guides, in partnership with DFID is producing the Rough Guide to a Better World, a book that gives information on how people can make a personal contribution to the development process.

The book discusses what development is, and describes the challenges the world faces if we are to end global poverty. It outlines the Millennium Development Goals and goes on to discuss advocacy; volunteering, ethical trade and tourism; and donating to charity.

There is info on resources and on organisation involved in development throughout the book.

It is available free from Global Link and will be available on the web at www.roughguide-betterworld.com.

Two events organised by Lancaster Seedsavers
(email seedsavers@gmx.net for more
Information on either of these events)

Lancashire Apples! Residential Grafting Seminar at Middlewood, near Lancaster, 19-20 March 2005

Learn to Graft Fruit Trees and Help with the Grafting of 120 Old Variety Apple Trees! Accommodation and meals will be provided. Book soon as places will be limited! Fee: £20

Once the trees are established, they will be made available to be planted in Lancashire gardens!

Potato Day 2005 Saturday, 12th Feb 12-5 pm Friends Meeting House, Meeting House Lane.

Get your organic seed potatoes-Belle de Fontenay, Pink Fir Apple, Charlotte, International Kidney, Red Duke of York, Epicure, Organic Premiere, Milva, Maris Peer, Edzell Blue Catriona, British Queen, Cosmos, Nicola, Admiral, Ambo, Rooseval, Desiree, Cara, Valor, Golden Wonder, Sante, Symphonia Red, Arran Victory, Navan, Verity

Good Food and things to do for kids and grown ups - all around the spud!

Centre News

New Staff Member

We are pleased to welcome a new member to the Global Link staff team. Sara Nobili started her job as the Escape to Safety Education Worker at the end of November

[...perhaps Sara could say something about herself..and why she's doing the job?.... 'Sara is an Italian linguist and teacher who has worked for several years for Skillshare in Mozambique.....]

Here I am!

Children from Lancashire and Around the World

If you haven't yet seen it, Global Link has produced a full colour book containing photos and interviews of 25 children ranging in age from 5 to 16, living in Lancashire, but with origins from all over the world. They talk of their lives, their families, their hobbies, and their beliefs.

The first section of the book explores the differences and similarities between these young people. The second section has background information on all the countries represented in the interviews, and statistical information that enables the reader to compare the countries. Cost: £9.95 + p& p

Telling Stories

Great news is that we have secured funding from Oxfam for this innovative new project.

Some readers may remember One World Week 2003 when Ruth Davies ran story telling sessions in libraries and at the event we held at Dallas Road School. These were very well received by the children (and by parents and teachers) but at the time we had no way of following up the interest shown.

With this new project however, Ruth will be able to visit pre-school settings to tell children traditional stories from around the world. Each story will be chosen because it teaches children about some aspect of global citizenship, for example caring for the environment or valuing diversity. At the same time they will learn something about the different places in the world that the stories come from and the people who live there. At each visit there will be suggestions for follow up work.

We have just a few places left for pre-school settings to take part in this project so if you would like to be included, contact Ruth at Global Link. (r.davies@globallink.org.uk or 01524 36201)

Radio for Change News

Did you catch our last two broadcasts?

One was from the Breast-feeding Network in the Fylde and explored the global and environmental aspects of infant feeding choices, here and in the rest of the world.

Did you know that Brazil managed to turn around their disastrous decline in breast-feeding rates, partly with the help of their postmen and fire fighters?

The other told the story of the Duke's Youth theatre group and their cultural exchange with Kosova. The young people were disappointed not to be able to go to Kosova themselves but they learned a tremendous amount from hosting the Kosvan young people and working together on their theatre pieces. Many thanks to our local MP Hilton Dawson who was interviewed by both the English and Kosovan young people and spoke about how valuable links such as these are in building international understanding.

We have three very different programmes in the pipeline.

Garstang Community Primary school have made a series of short programmes about their link with a school in Ghana, including interviews with the Ghanaian teacher who visited them.

American Studies students from the University of Central Lancashire have made a programme about the influence of the USA on our culture and politics. The spoke to visiting American students about attitudes to the Iraq war and it's aftermath and interviewed members of the public about whether the UK is more influenced by Europe or America,

and whether a vote for Blair is really a vote for Bush

Lancaster Woodcraft Folk's older members have written and produced a play about endangered species- the working title is 'Denzil and the Dangerous Species' in which Denzil, magically shrunk after falling in the Lune at Caton visits different animals and discovers why they are endangered (habitat loss, pollution, climate change and so on).

Radio for Change Website

Actually just a section of the Global Link website but with it's own distinctive feel. It explains what the project is all about and how to get involved. The site will also feature all the groups we work with, and eventually an archive of their programmes to listen to. For each group there will be web or print resources referred to so you can find out more about each topic.

Many thanks to Daniel Haesen for his work on this.

Global News Website

This is a new site produced by Devon Development Education/Devon Global Centre. It is aimed at secondary school students and teachers and encourages students to look critically at world news. On the student pages there are links to useful websites and ideas for global news activities. On the teacher pages there are suggested activities

and discussion of appropriate methodologies (they recommend the Get Global programme, which you can borrow from our resource centre). They also describe how the activities on the site link to the National Curriculum.

www.globalnews.org.uk

Fairtrade Article

The theme for Fairtrade Fortnight is "Check out Fairtrade". Those of you who keep looking for the FAIRTRADE Mark and buying those products when appropriate please keep up the good work and



encourage others to do so.

As regards catering outlets we could either try to support those cafés that offer Fairtrade or else tactfully keep reminding those do not that we are concerned about Fairtrade. The Lancaster, Morecambe and District Fairtrade Steering Group are trying to encourage some new outlets and monitoring existing ones and feedback from you is always welcome.

We would be pleased to hear of people who might be interested in joining the group or becoming involved in Fairtrade Fortnight which is 1 – 13 March 2005. Please phone Global Link or email info@globallink.org.uk if you would like to become involved.

Global Link membership

Support the work of Global Link by becoming a member, or by encouraging an organisation to join. Please fill in the form below. Anyone from a member organisation is entitled to enrol as an associate member without further payment. Having joined, you have free use of the resources library.

Please return to: Ruth Self,
Global Link, 24a New St,
Lancaster LA1 1EG

Organisation:

Contact name:

Address:

Postcode

- Home
- Mobile
- Work
- Fax

Email addr.

I enclose a fee* of _____

and a donation of _____

Date / /

Please make cheques payable to: Global Link.

*Annual rates per year to end Sept (quarterly pro rata):
£35 large organisation
£25 secondary school
£15 primary school/small org.
£12 vol org or individual (waged)
£5 unwaged/low income individual
£2 junior (16 and under)

New Resources at Global Link

KS1 and above

Matthias and Amadou—Awakening to development Co-operation
Mathias and Amadou meet in a Mathias dream. A dream in which Matthias becomes aware of the life and problems his friend encounters every day. Beautifully illustrated book.

Let me tell you a secret about the environment
Produced as a reader for young children this book tells the story of a boy and his encounters with a young fox. The story includes a great number of environmental issues such as air pollution, global warming and recycling.

School Kit
Packed with plans for sports events, lesson plans for Citizenship and Fundraising. Contents:- Teacher Handbook, 2 Posters, Video

The Waste Game and The Potato Game
Suitable for use by KS1 with supervision and KS2 and above independently

Children's Rights
Set of twelve posters featuring children of several races. Teacher notes on the reverse of each poster with suggestions for class activities.

KS2 and above

Live Thoughtfully - an RE curriculum for global citizenship

Teaching Pack covering world religions, their relationship and teachings to the Natural World, Economic and Social Justice, Community and Identity.

Water Literate
This unique literacy hour teaching pack raises issues about water, development and sustainability in rural Tanzania.

The Rubbish Education Pack
A pack containing activities including games, displays, information, Funding sources and how to apply.

Throwing Stones - An anti-racist teaching guide and video
Jointly produced by Leicestershire Constabulary and Leicester Haymarket Theatre with support of local educational institutions and sporting clubs. The subject is introduced around which the many activities are based. It is a very comprehensive teaching pack (plus CD-ROM and video) produced especially for children

Europlus - Come and visit the countries wishing to join the European Union
Guidebook to the new members of the EU. A follow on of "Euroquest".

For Every Child - Anthems for Children's Rights
Lancaster Millennium Choir and various School choirs on an audio compact disk

The Global Game
A Game which assesses each individual's demands on the planet's resources and maps it as a 'footprint'

Moving Here - The refugee experience
This teaching pack contains material suitable for teaching all but the youngest about the experience of becoming a refugee. It contains a section, a travelling exhibition called Moving Here, designed by Global Link for Sheffield City Council. Absolutely stuffed with ideas for classroom activities.

KS3 and above

The Paper Bag Game

Troubled Waters
This book using an environmental issue explains how the European Parliament is elected and how it works. The book uses a 'comic' format to get its message over.

The European Convention on Human Rights
This teaching pack contains information sheets for teachers and 10 cards for teaching activities.

KS4 and above

Once Upon a Planet
A collection of stories by well known authors, which contrast the world of technology with that of open air clean water, sunshine and land.



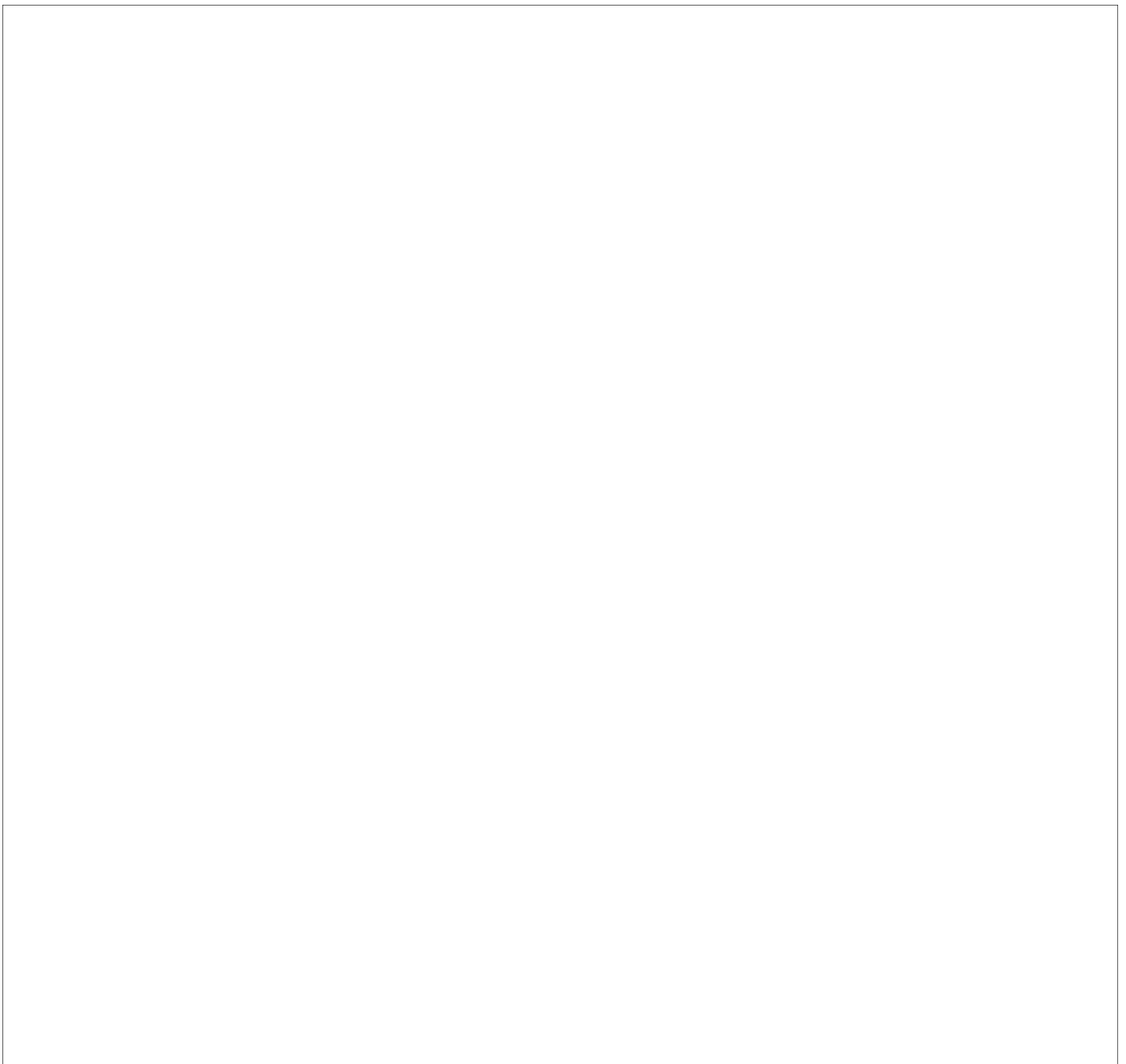
Europe is more than you think

Introduces the ways in which Europe influences many issues, Environment, health, human rights, language and several others. Teaching pack Includes project work.

Gulu Peace Pack

Designed to inform adults and groups of the situation in the northern Uganda region of Gulu. Lancashire is linked to this area with the aim of promoting understanding and

providing mutual support and understanding. It can also be used as a resource by teachers.



Welcome to the window on the world's religions!

Britain, with its multicultural society, is gaining a world reputation for being a country that values diversity. Hence the need to introduce this space on the world's religions which, from now on, will be a feature of our newsletter.

According to Shap Working Party on World Religions in Education (www.shap.org), in the world today, there are twelve main religions: Baha'i, Buddhist, Chinese, Christian, Hindu, Jain, Japanese, Jewish, Muslim, Rastafarian, Sikh, and Zoroastrian (Parsee).

In this issue I will be writing about the Baha'i faith. I chose this as it was the only religion that was totally unknown to me and I wanted to know what it was about.

The Baha'i Faith

The Baha'i faith originated in Iran in the 19th century and it is one of the youngest of the world's main religions. It is an independent monotheistic religion with an estimated worldwide population of six million people. Baha'i believers come from more than 2,000 different tribal, racial and ethnic groups and live in 235 countries. Six thousand Baha'is are believed to live in the UK.

Baha'u'llah (Arabic for 'the Glory of God'), was the founder of the Baha'i faith. He was born in a noble and

wealthy family in the 19th century but instead of taking up the political position that he had been offered, he decided to spend his life caring for the poor and the sick. He was the early follower of the Bab, (Arabic for 'the Gate'), a young merchant from Shiraz who claimed to be the bearer of a new religion destined to renew Persian society.

In 1852, Baha'u'llah was imprisoned in Tehran for his belief and, after his release, he was exiled to Baghdad where in 1863 he declared that he was the long-awaited Messenger of God.

The central theme of the Baha'i faith is that of global unity, service to humanity and justice. Baha'u'llah's writings contain principles, laws and institutions for a world civilization including the belief that people should work together for the common benefit of humanity, abandoning all forms of prejudice..

Baha'is believe that there is only one God, who has revealed his will through a series of divine Teachers (Krishna, Buddha, Zoroaster, Moses, Jesus Christ, Muhammad, Abraham), and who will progressively continue to do so, offering appropriate guidance to an ever advancing civilization.

The spiritual and administrative centre of the Baha'i faith has been in the Acre/Haifa area of Israel since Baha'u'llah was exiled there in 1868. The two holiest places on

earth for the Baha'is are the Shrines (burial places) of the Bab on Mount Carmel in Haifa and of Baha'u'llah near Acre.

According to the Shap Calendar there are 7 important festivals in the Baha'i faith (however, the BBC Religions and Ethics webpage lists 11: 9 'majors' and two 'minors').

The Ridván (Paradise) festival is considered the 'most great of festivals'. It commemorates the period when, at a garden in Baghdad, Baha'u'llah was told that he was the prophet promised by the Bab. Ridván runs for 12 days, from sunset of 21st April to sunset 2nd May. The 1st, 9th and 12th day are considered particularly Holy, as they commemorate the arrival of Baha'u'llah at the Ridávan garden, the arrival of his family and his departure.

Another important festival is that of Naw-Ruz (literally New Day) held on 21st March, Spring Equinox. It celebrates the beginning of a new year in the Baha'i calendar as it is the first day of Bahi – the first month of the Baha'i calendar. It also signals the end of a 19-day fast.

I hope you have enjoyed reading about the Baha'i faith as much as I have done writing about it. Please note that if you are practising any religions and you feel you want to write about it, please do get in touch with your suggestions.

Sara Nobili