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Toolkit for Promoting Trinidad and Tobago Carnival



Toolkit for Promoting Trinidad and Tobago Carnival

Here's a structured toolkit for a whole-school approach program promoting Trinidad and Tobago Carnival as a festival of peace and inclusivity. It incorporates various aspects of the festival and highlights connections to the Sustainable Development Goals (SDGs).

Toolkit for Promoting Trinidad and Tobago Carnival: A Festival of Peace and Inclusivity

OBJECTIVE

- To educate students about the cultural significance of Trinidad and Tobago Carnival.
- To foster an understanding of Carnival as a symbol of peace, unity, and inclusivity.
- To link Carnival to the Sustainable Development Goals (SDGs) and encourage social responsibility.

Section 1: Information on Trinidad and Tobago

Location: Southernmost island in the Caribbean.

Capital: Port of Spain.

Population: Approx. 1.4 million.

Official Language: English.

Diversity: Multicultural society with African, Indian, European, Chinese, and Indigenous influences.

National Emblems: National Flag: Red, white, and black.

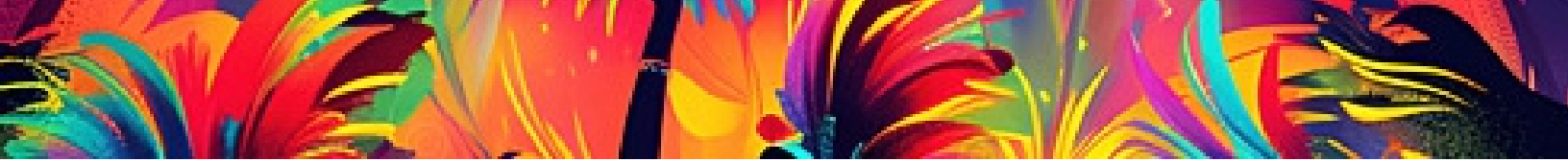
Coat of Arms: Features hummingbirds, ships, and national flowers.

Worksheet Prompt:

Name three national symbols of Trinidad and Tobago.

Write one fact about the country's diversity.





Section 2: History of Trinidad and Tobago Carnival

Origin: Stems from French settlers' masquerade balls in the 18th century.

Post-Emancipation: Freed slaves celebrated in the streets, giving rise to the modern Carnival.

Transformation: Over time, Carnival evolved to include various forms of cultural expression like masquerade (mas), music, and dance.

Cultural Significance: Represents freedom, resistance, and creativity.

Worksheet Prompt:

How did Trinidad and Tobago's Carnival originate?

Write one reason why Carnival is important to the people of Trinidad & Tobago.

Section 3: Steelpan and the History of Steelpan

Origin: Developed in the 1930s from discarded oil drums.

Evolution: First formed in the slums of Port of Spain, it evolved into a musical instrument recognized globally.

Instrument Family: Classified as a percussion instrument.

Cultural Impact: Steelpan music is an essential part of Carnival, featuring prominently in Panorama competitions.

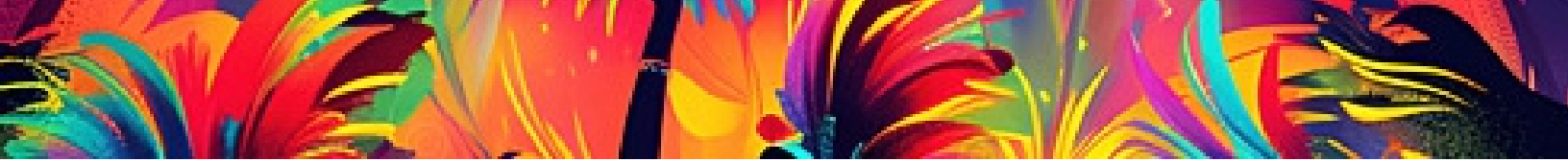
UNESCO Recognition: The steelpan is the only acoustic musical instrument invented in the 20th century.

Worksheet Prompt:

What material is the steelpan made from?

Describe how the steelpan became an important symbol of Trinidadian culture.





Section 4: History of Calypso

Origin: African roots mixed with French and Spanish influences.

Early Use: Used by slaves to communicate and satirize slave masters.

Modern Calypso: Evolved into a powerful tool for social commentary, storytelling, and entertainment.

Calypsonians: Iconic figures include Lord Kitchener, The Mighty Sparrow, and Calypso Rose.

Worksheet Prompt:

What is the origin of Calypso music?

Name one famous Calypsonian and their contribution to the genre.

Section 5: Traditional Carnival Characters

Dame Lorraine: Depicts a caricature of French plantation owners' wives, wearing exaggerated costumes.

Jab Molassie: Represents the devil covered in molasses or black paint, symbolizing rebellion.

Moko Jumbie: Stilt walkers, symbolizing African ancestral spirits.

Pierrot Grenade: A character known for his wit and sharp tongue, delivering speeches in Creole or French patois.

Midnight Robber: Known for his grandiose speech and elaborate cowboy-like costume.

Blue Devil: A devil character covered in blue paint, symbolizing chaos and mischievousness.

Worksheet Prompt:

Choose two traditional Carnival characters and describe their significance.





**Section 6: Sustainable Development Goals (SDGs)
Linked to Carnival**



SDG 4:
Quality Education - Carnival can serve as a platform for cultural education, promoting inclusivity and peace.



SDG 10:
Reduced Inequalities - Carnival embraces all, regardless of social, economic, or racial backgrounds, promoting equality.



SDG 16:
Peace, Justice, and Strong Institutions - Carnival fosters community engagement, peaceful expression, and cultural harmony.



SDG 17:
Partnerships for the Goals - Carnival relies on collaboration among communities, corporations, and international stakeholders.

Worksheet Prompt:

How does Carnival promote peace and inclusivity?

Link one SDG to a Carnival activity and explain how it contributes to achieving that goal.

PRINTABLES

WORKSHEET TEMPLATE:

TOPIC	QUESTION	STUDENT RESPONSE
Trinidad and Tobago	Name three national symbols of Trinidad and Tobago.	<hr/> <hr/> <hr/>
	Write one fact about the country's diversity.	<hr/> <hr/> <hr/>
History of Carnival	How did Carnival originate?	<hr/> <hr/> <hr/>
	Why is Carnival important to Trinidadians?	<hr/> <hr/> <hr/>
Steelman	What material is the steelpan made from?	<hr/> <hr/> <hr/>
	How is steelpan a symbol of Trinidadian culture?	<hr/> <hr/> <hr/>
Calypsonians	Name one famous Calypsonian and their contribution.	<hr/> <hr/> <hr/>
Traditional Carnival Characters	Choose two characters and describe their significance.	<hr/> <hr/> <hr/>
SDGs and Carnival	How does Carnival promote peace and inclusivity?	<hr/> <hr/> <hr/>
	Link one SDG to a Carnival activity and explain.	<hr/> <hr/> <hr/>



CONCLUSION

This toolkit promotes the essence of Carnival as a celebration of unity, creativity, and inclusivity, while linking it to educational goals and global values such as peace and equality through the SDGs. Students will learn about the rich cultural history of Trinidad and Tobago and how Carnival fosters community and social responsibility.

This approach engages students in a way that connects cultural heritage to global issues, reinforcing the value of peace and inclusivity in their everyday lives.





How to use the whole school approach in creating a Trinidad and Tobago Carnival Street Festival

To use the whole school approach in creating a Trinidad and Tobago Carnival street festival, you can involve various subject areas and departments to cover all aspects of the event, ensuring a holistic and inclusive experience for the students. Here's how you can integrate different secondary school subjects:

1. Visual Arts (Costume Design and Assemblage)

Objective: Students design and create costumes for the masqueraders, focusing on creativity, functionality, and cultural elements.

Activities:

- Research traditional Carnival characters and modern costume trends.
- Use drawing, fabric manipulation, and mixed media techniques to design costumes.
- Create masks and accessories using sustainable materials (linked to SDG goals).
- *Skills developed:* Creativity, craftsmanship, cultural appreciation.

2. Mathematics (Budgeting)

Objective: Students manage the financial planning for the event, including costume production, food, logistics, and more.

Activities:

- Calculate costs of materials, labor, and other resources.
- Work on budget projections, and manage fundraising efforts or sponsorship.
- Use math concepts such as percentages, ratios, and unit pricing.
- *Skills developed:* Financial literacy, problem-solving, project management.





3. English Language Arts (Media Release and Communication)

Objective: Students draft press releases, promotional materials, and formal invitations for the event.

Activities:

- Write a media release announcing the event, detailing the theme, activities, and importance of the festival.
- Develop posters, flyers, and social media content.
- Write speeches for the event, as well as a reflection on the Carnival's cultural significance.
- *Skills developed:* Writing, public relations, digital communication.

4. Home Economics (Food Preparation for Masqueraders)

Objective: Plan and prepare meals or snacks for the masqueraders, focusing on nutrition, local flavors, and cost-effective menus.

Activities:

- Design a menu with traditional foods like roti, bake and shark, and corn soup.
- Plan for large-scale preparation and consider dietary restrictions.
- Use budgeting skills to calculate food quantities and costs.
- *Skills developed:* Cooking, food safety, meal planning.

5. Social Studies (History of Carnival and Cultural Appreciation)

Objective: Explore the history and cultural significance of Carnival, highlighting its roots and its evolution into a global festival.

Activities:

- Research the origins of Trinidad and Tobago Carnival, focusing on African, Indigenous, and European influences.
- Study the impact of Carnival on society, economy, and identity.
- Discuss the role of Carnival as a tool for peace and inclusivity (SDG alignment).
- *Skills developed:* Research, cultural awareness, historical analysis.





9. ICT (Digital Media and Social Media Promotion)

Objective: Create a digital presence for the event, using social media, blogs, and websites to promote the festival.

Activities:

- Design digital posters, videos, and reels to share on platforms like Instagram, TikTok, and Facebook.
- Livestream parts of the event and create online content highlighting behind-the-scenes work.
- Teach students how to use graphic design software to create event logos and media kits.
- *Skills developed:* Digital literacy, social media marketing, graphic design.

INTEGRATION AND COLLABORATION

Whole School Involvement:

Each department can work collaboratively, with interdisciplinary projects allowing students to engage in various aspects of the festival.

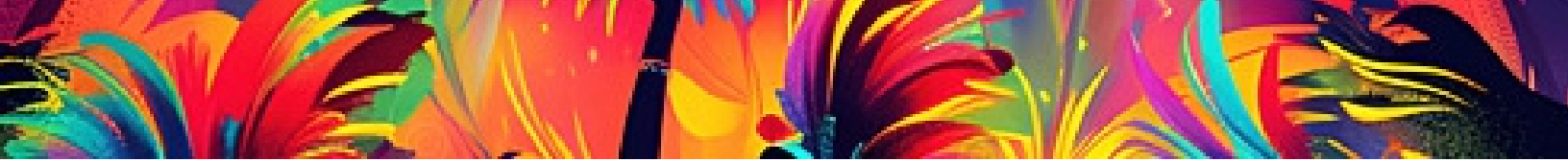
Student Leadership:

Allow students to take on leadership roles in different areas, promoting teamwork and school pride.

Community Involvement:

Partner with local businesses or cultural organizations to bring in experts, sponsors, or guest performers to enhance the learning experience.

By aligning this project with the curriculum, students gain practical, real-world skills while celebrating their culture and heritage, making the Carnival festival a memorable and enriching educational experience.



6. Music (Steelpan and Calypso)

Objective: Engage students in learning traditional Carnival music forms such as steelpan and calypso.

Activities:

- Organize steelpan performances, showcasing students' skills and the connection to Carnival.
- Study calypso lyrics and their social, political, and historical significance.
- Write and perform their own calypsos about school life or social issues.
- *Skills developed:* Musical talent, performance, cultural appreciation.

7. Physical Education (Dance and Masquerade Movement)

Objective: Train students in dance forms associated with Carnival, such as wining, African and Indian dance influences, and movement in mas bands.

Activities:

- Rehearse Carnival dance routines, considering the fitness and stamina needed to perform in the streets.
- Teach the importance of movement and posture for masqueraders.
- Organize a “Carnival Road March” within the school grounds to simulate the real experience.
- *Skills developed:* Physical fitness, rhythm, and coordination.

8. Business Studies (Event Management and Marketing)

Objective: Teach students how to plan and execute an event from start to finish, with emphasis on marketing strategies and sponsor engagement.

Activities:

- Develop marketing strategies for the event, targeting local sponsors and media houses.
- Organize logistics for setting up the event, ensuring proper flow of activities and safety.
- Create merchandise or school-branded Carnival paraphernalia to sell and fundraise.
- *Skills developed:* Entrepreneurship, event planning, teamwork.





SDG's

For the Trinidad and Tobago Carnival street festival project using the whole school approach, the following Sustainable Development Goals (SDGs) can be integrated:

SDG 4: *Quality Education*

Promote inclusive and equitable education through cultural activities, interdisciplinary learning, and practical skills development.

SDG 3: *Good Health and Well-being*

Encourage physical activity through dance and masquerade movement, promote mental well-being through creative expression, and provide healthy food options for masqueraders.

SDG 5: *Gender Equality*

Ensure equal participation of all students, regardless of gender, in all aspects of the project, from leadership roles to costume design and event planning.

SDG 8: *Decent Work and Economic Growth*

Teach students about event management, entrepreneurship, budgeting, and marketing, preparing them with skills for future employment and economic opportunities.

SDG 10: *Reduced Inequalities*

Promote inclusivity by ensuring all students, including those with special needs (ASD, ADHD, etc.), are involved in the planning and execution of the festival, ensuring equal opportunities for participation.

SDG 11: *Sustainable Cities and Communities*

Celebrate local culture and heritage through Carnival, fostering community spirit and the importance of cultural sustainability.



SDG 12: Responsible Consumption and Production

Encourage the use of sustainable and eco-friendly materials in costume design and food production, reducing waste and promoting environmental consciousness.

SDG 13: Climate Action

Raise awareness of environmental issues through themes in costume design or performances, and teach students how their choices impact the environment.

SDG 16: Peace, Justice, and Strong Institutions

Promote Carnival as a festival of peace and inclusivity, encouraging students to embrace non-violence, mutual respect, and cooperation throughout the event.

SDG 17: Partnerships for the Goals

Foster partnerships with local businesses, sponsors, and cultural organizations to support the project, creating a network that contributes to community engagement and cultural preservation.

These SDGs will guide the project's focus on education, inclusivity, sustainability, and community development.



