

Schools Baton Relay Resource Pack

Creating a baton relay is a brilliant way to engage young people with the Commonwealth Games, foster community, encourage physical activity and build awareness around sustainability. These resources are inspired by the King's Baton Relay, which is travelling around the Commonwealth in the run-up to the 2026 Commonwealth Games.

The Schools Baton Relay comprises three different elements:

1. Baton design (Create)
2. Physical activity and journey (Move)
3. Sustainability project (Sustain)

This resource pack is designed to support you in planning and delivering your own baton relay. We would encourage you to plan and deliver these in a way that suits your specific community and context and engages as many children and young people with the Games as possible, with an explicit focus on inclusivity and sustainability. You may choose to run these activities in your individual school. However, as the relay is a unique opportunity to foster community, collective action and collaboration, we would encourage you to collaborate within learning communities.

We would love to capture how your school and school cluster are involved in the Schools Baton Relay. Please share your designs, physical activities and sustainability projects with us on social media and contacting us via www.glasgow2026.com.

1. BATON DESIGN (CREATE)

TEACHER GUIDANCE

For this task, pupils will create a design that will be added on to a physical baton. The school or school cluster should decide how to run this activity, choose the design and create a physical baton to use the chosen design. This design brief supports to explore:

- shared identity and local connections
- sustainability and environmental responsibility
- creative thinking and visual communication

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The task is deliberately open to allow learning communities or schools to decide scale, collaboration models and timescale.

Design parameters

- **Format:** hand-drawn sketch or digital design
- **Written explanation:** maximum 50 words
- **Focus:** relevance to the school cluster or school and sustainability

Suggested approaches

Early Years

- class or group designs
- focus on colours, shapes, familiar places and ideas
- adult support for discussion and scribing

Primary

- individual or small group designs
- encourage symbolism and storytelling
- independent short written explanations

Secondary

- emphasis on concept, symbolism and intention
- consider materials, form and sustainability choices
- concise, purposeful written rationale

The winning design should be added to a physical baton to facilitate the relay.

Optional extensions

Learning communities or schools may also choose to:

- display designs across schools or create a shared digital gallery
- link to interdisciplinary learning (e.g. Expressive Arts, Science, Literacy)

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PUPIL BRIEF

What is this about?

You are invited to create a design for a **baton** that represents your school or school cluster.

The baton should represent:

- your school or school cluster
- what makes your schools and local area special
- how your community cares for the environment and the future

This idea is inspired by the King's Baton Relay, where every nation in the Commonwealth designs a baton that represents their culture and that travels around their community carrying messages, stories and values.

Your challenge

Create a baton design that shows:

- who you are as a **school cluster or school**
- shared values, identity and pride
- ideas about **sustainability**

You need to submit:

- **one sketch or digital design**
- **up to 50 words** explaining your idea

Your design can be colourful, symbolic, detailed or simple – what matters is the meaning behind it. Remember that it needs to fit on one side of the baton.

You might include:

- landmarks, places or symbols from your local area
- patterns, colours or words that represent your schools
- ideas about nature, recycling, climate, or protecting the future

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The winning design for each school cluster or school will be chosen by **headteachers**, and the design will be added on to a physical baton.

They will be looking for:

- clear links to the school cluster or school
- strong ideas about sustainability
- creativity and thoughtful design

Success Criteria

I can...

My idea

- show something that represents **my school cluster or school**
- include ideas about **my local area**

Sustainability

- include at least **one idea that shows care for the environment**
- think about the **future** and how people can look after our world

My design

- create a **clear sketch or digital design**
- use colour, symbols or patterns to show my ideas
- make my design easy for others to understand

My explanation

- write **no more than 50 words**
- explain my idea clearly and simply
- use words that link to **community or sustainability**

Effort & care

- take pride in my work

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- try my best and finish my design carefully
- be ready to talk about my design if asked

Early years (with support)

- talk about my picture
- write my ideas with help from an adult

Primary

- draw or design my baton clearly
- write my own short explanation

Secondary

- use symbols and design choices on purpose
- explain my ideas clearly and briefly

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2. PHYSICAL ACTIVITY AND JOURNEY (MOVE)

Collective physical activity or active travel is the second element of the Schools Baton Relay.

For the King's Baton Relay, each nation and territory plans physical movement of the baton, linking it to sporting events, active travel and a physical journey to different places in the community.

For the Schools Baton Relay, this physical element of the relay should create an opportunity for:

- **all parts of the community to engage with the baton** (e.g. visiting different schools, community groups, landmarks)
- members of the community to **engage in a physical activity** or journey (e.g. a walk, run, cycle, paddle or sporting activity)
- **a 'journey' to take place**, with the baton moving between different places

When planning this, consider how you can ensure that **all pupils in the school cluster or school have opportunities to engage with the baton**, how you can **tie the baton into events** in the school and community (e.g. celebration events) and how you can **use the Schools Baton Relay as an opportunity to create collective physical activity, travel and movement**. Each school cluster or school should plan these activities in a way that best suits their context, ensuring that they are inclusive, sustainable and encourage physical activity. Some suggested activities are:

- a walk, cycle, wheel or paddle, with the baton moving between schools
- a journey in which the baton visits local landmarks
- a literal 'relay' race or journey, focused on moving the baton between places
- using the baton at sports events, journeying between different schools
- linking the baton in with 'Daily Mile' events happening in the schools, with opportunities for each class to participate
- using the baton as a means for passing positive messages between different schools, classes or year groups

3. SUSTAINABILITY PROJECT (SUSTAIN)

As the King's Baton Relay journeys around the Commonwealth in the run-up to the games, a key focus is the Commonwealth Clean Oceans Plastics Campaign. Every nation and territory has planned collective actions to clean up plastics in waterways.

Sustainability projects are a key part of the Schools Baton Relay. These can take many forms, and schools should plan activities that suit their context. Consider how projects can be continued beyond 2026 for a long-term sustainable legacy. Suggested activities:

- **Plastic clean-up** - design a collective activity focused on cleaning up plastic waste in parks, streets, canals, rivers or elsewhere. See the King's Baton Relay information on glasgow2026.com for further inspiration.
- **Carbon-free travel** – plan an initiative aimed at reducing the carbon footprint of travel. This could include planning a 'bike bus', surveying teacher/pupil travel, encouraging active travel (e.g. walking) and calculating carbon emissions.
- **Plant-based meals** – raise awareness of the impact of carbon in food by hosting a local, low-carbon, seasonal, nutritious meat-free day.
- **Energy- or water-saving challenge** – coordinate an effort aimed at saving energy or water. This could include an information campaign (e.g. reminders to turn off monitors, lights or taps after use) and tracking energy/water use
- **Greening an outdoor space** – improve an outdoor space with sustainability in mind (e.g. planting pollinator-friendly flowers, creating wild areas, growing herbs or vegetables). This could also include improving composting and food waste management to minimise waste and improve soil quality.
- **Biodiversity champions** – plan activities that improve the biodiversity of the area. This could include providing nesting or feeding facilities (e.g. wood piles for hedgehogs, water features for amphibians and insects, trees for birds).
- **Upcycling art project** – create an art project from collected recycled materials.
- **Repair shop and crafts** – host workshops that teach circular economy skills for mending, sewing and creating.
- **Plastic-free week** – reduce plastic use across schools. Consider plastic audits, waste-free lunches and assemblies/discussions exploring reducing plastic use.