

Traidcraft Assemblies: Global Citizenship

This assembly includes a general introduction, suitable for all ages; 3 suggested illustrations suitable for different age groups, and a section which links this illustration to fair trade.

Aims:

- for the children to develop a sense of themselves as part of a wider world
- for the children to begin to understand that their own choices can affect global issues as well as local ones
- for the young people to realise the importance of taking action now and how this can improve the world for future generations

General Introduction (for all ages)

Talk to the children about who they think is 'in charge'. It might be parents, teachers, the government. What is their personal outlook on life? Are they generally happy maintaining the status quo or would they like to make a difference? Introduce the idea that, one day, they might well find themselves in charge! Would they like to do things differently? Get some suggestions to complete the sentence: "If I ruled the school..." or "If I ruled the world..."

Depending on the size of the group you may have to frame these as statements or rhetorical questions.

End this introduction with the fact that it is possible to make a difference. Making a difference begins with the way you think. The way you think makes you do certain things. Those actions become habits. Habits turn into a lifestyle and your lifestyle determines your destiny. Explain that this assembly will challenge them to make a difference in the world.



This symbol means there are PowerPoint slides available to accompany this section of the assembly. You can download PowerPoint slides from www.traidcraft.co.uk/schools in the 'School resources' section.

Photo: Rajendra Shaw

Illustration Ideas

Key Stage 1 Ideas Bank

(Age 5 - 7, Scotland P1 - P2)

What you will need

Idea 1: Any kind of pet (e.g. a dog) – a real one will make fantastic impact and provide a really memorable assembly experience (don't forget to clear this with the school in advance)

Items you need to look after the pet you have with you (e.g. bowl and dog food, lead, basket, grooming brush, dog toy)

Idea 2: Flourishing plants / vegetables
Gardening tools

(linking something the children are familiar with to the concept you want them to have understood by the time they leave the room)

Idea 1: Talk about how you care for your pet and provide everything it needs for a safe, healthy and happy life. Talk about how some children really want a pet but after a little while it's their parents who end up doing all the feeding, exercising and cleaning out of the cage.

Idea 2: The recent 'Healthy Schools' initiative and Jamie Oliver's high profile media campaign to improve children's eating habits for the better has led to many schools having their own gardens where children now grow plants and vegetables. Some children may have their own patch of garden at home. Talk about what plants need to grow well and how much time and effort is required to produce something worth eating. The children will have first hand experience of watering and weeding.

Questions to think about

*How big do you feel, how small do you feel?
Can you possibly make a difference in the world?*

Fair trade links

We have talked about how our actions can have a big impact on our pets or plants or other things we have responsibility for. If necessary explain the concept of 'responsibility'. Explain that some of our actions have an impact, not only on our pets or plants or family - those close to us - but on those on the other side of the world. Show the picture of Joyce, the fair trade sugar farmer from Malawi. Explain that, if people in the UK buy Joyce's sugar, it has a big impact on Joyce, right across the world in Malawi. Explain the key points of fair trade and explain that with normal sugar (or bananas, honey, chocolate, any other fair trade product) which does not carry the Fairtrade Mark, we can't be sure that our purchase makes the farmer happy - they may not have been paid enough to make a living. But with fair trade we know that our purchase has a positive impact on the producers.

To finish

End the assembly on a positive note, showing clearly that they can take responsible action to make a difference to global issues by supporting fair trade. Some ideas for simple actions to make a difference might be:

- Choosing fair trade chocolate/bananas/ dried fruit
- Writing to ask shops/cafes to stock more fair trade products
- Setting up a fair trade tuckshop in school
- Inviting a Traidcraft speaker

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Illustration Ideas

Key Stage 2 and 3

(Age 7 - 14, Scotland P3 - S2)

What you will need

To research some facts about a significant individual whose actions made a difference in the world in which he or she lived eg Nelson Mandala, Martin Luther King, Mother Theresa, William Willberforce, Mahatma Gandhi.



Picture of Joyce (see accompanying resources)

(linking something the children are familiar with to the concept you want them to have understood by the time they leave the room)

Talk to the children about how big (important) it is possible to feel when they consider the following amazing but true facts and how small (insignificant) they can feel when they consider the vast universe in which they live in the following anecdote.

Feeling small? *Teddy Roosevelt, who used to be President of the USA, used to go outside after an evening of talk, and search the skies for a certain spot of star-like light near the lower left-hand corner of the Great Square of Pegasus. Then Roosevelt would recite: "That is the Spiral Galaxy in Andromeda. It is as large as our Milky Way. It is one of a hundred million galaxies. It consists of one hundred billion suns, each larger than our sun."*

Then Roosevelt would grin and say, "Now I think we are small enough! Let's go to bed."
Source Unknown.

Feeling big? *50,000 of the cells in your body will die and be replaced with: new cells, all while you have been listening to this sentence!*

In 1 square inch of skin there lies 4 yards of nerve fibres, 1300 nerve cells, 100 sweat glands, 3 million cells, and 3 yards of blood vessels.

There are 45 miles of nerves in the skin of a human being.

Nerve impulses to and from the brain travel as fast as 170 miles per hour.

Every person has a unique tongue print.

The average human body contains enough: Sulphur to kill all fleas on an average dog, Carbon to make 900 pencils, Potassium to fire a toy cannon, fat to make 7 bars of soap, Phosphorus to make 2,200 match heads, and enough water to fill a ten-gallon tank.

A sneeze zooms out of your mouth at over 100 m.p.h.

Questions to think about

How big do you feel, how small do you feel? Can you possibly make a difference in the world?

(continued over)

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Fair trade links

Although we can feel very small sometimes, our decisions can have a big impact, even on those on the other side of the world. Show



the picture of Joyce, the fair trade sugar farmer from Malawi. Explain that, if people in the UK buy Joyce's sugar, it has a big impact on Joyce, right across the world in Malawi. Explain the key points of fair trade and explain that with normal sugar (or bananas, honey, chocolate, any other fair trade product) which does not carry the Fairtrade Mark, we can't be sure that our purchase makes the farmer happy - they may not be paid enough to make a living. But with fair trade we know that our purchase has a positive impact on the producers. It seems such a small action but it has such a big impact. If you have time, tell the story of Traidcraft or use the example of other famous people who have had an impact on the world, like Nelson Mandala, Martin Luther King, Mother Theresa, William Willberforce, Mahatma Gandhi.

Action Points

Explain that the children can really make a difference by doing something simple. Ideas might include:

- Choosing fair trade chocolate/bananas/ dried fruit
- Writing to ask shops/cafes to stock more fair trade products
- Setting up a fair trade tuckshop in school

To finish

End the assembly on a positive note, showing clearly that one person can make a difference with the following story:

One day a man was walking along the beach. During the night many seashells and starfish had washed up on the sand. The man walked for miles, past many hundreds of starfish, enjoying the warm sun and cool sea air.

Suddenly he noticed a small figure dancing in the distance. He smiled to himself at someone behaving in such an uninhibited way. But as he drew closer, he realised that the figure was not dancing. Instead, she seemed to be repeatedly performing some ritual.

He drew nearer still and noticed that the small figure was a child. She was picking up starfish, one by one, and tossing them into the sea. He paused for a moment, then asked, "What are you doing?"

"It's high tide," replied the girl. "If the starfish are left on the beach, they will dry out in the sun and die. I am throwing them back into the ocean so they can live." The man considered her actions, touched by the child's thoughtfulness. Then he waved his arm up and down the miles of coastline. "There are thousands of starfish," he said. "You cannot possibly make a difference."

The young girl frowned and thought for a moment. "You're probably right," she said, looking down at the sand. Then she leaned down, carefully picked up another starfish, pulled back her arm and arched it gently into the sea.

"But I made a difference for that one."
Source unknown.

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Illustration Ideas

Key Stage 3

(Age 11 - 14, Scotland P7 - S2)

What you will need



The PowerPoint slides with pictures of Joyce, the sugar farmer in Malawi.

(linking something the children are familiar with to the concept you want them to have understood by the time they leave the room)

Use the anecdote from the Key Stage 2 illustration ideas about looking at the stars and feeling suddenly quite insignificant. Contrast this with the starfish story: "But I made a difference for that one."

Questions to think about

What makes us long to be part of a great adventure?

Why do we want to make an impact on our world?

What do you want to leave behind you?

Fair trade links

Although we can feel very small sometimes, our decisions can have a big impact, even on those on the other side of the world.



Show the picture of Joyce, the fair trade sugar farmer from Malawi.

Explain that, if people in the UK buy Joyce's sugar, it has a big impact on Joyce, right across the world in Malawi. Explain the key points of fair trade and explain that with normal sugar (or bananas, honey, chocolate, any other fair trade product) which does not

carry the Fairtrade Mark, we can't be sure that our purchase makes the farmer happy - they may not be paid enough to make a living. But with fair trade we know that our purchase has a positive impact on the producers. If you have time, tell the story of Traidcraft or use the example of other famous people who have had an impact on the world, like William Wilberforce, Martin Luther King or Mahatma Gandhi.

Action Points

Explain about fair trade and the fact that the children can really make a difference by doing something simple. Ideas might include:

- Persuading your parents to buy more Fairtrade products
- Setting up a Fairtrade stall in school (www.traidcraft.co.uk/fairtrader)
- Sending campaign postcards to the Prime Minister (www.traidcraft.co.uk/get_involved/campaign)
- Holding a Fairtrade event.

Traidcraft Assemblies: Global Citizenship

The founding of Traidcraft

Traidcraft started when a group of Christians decided that it wasn't fair that trade was making some people very rich while other people stayed very poor. They wanted to find a way that everyone who took part in trade could benefit and especially that those who were very poor could become less poor.

They started importing crafts made from jute from Bangladesh. Jute is a fibre, a bit like cotton, which you can use to make bags, ropes, mats and other crafts. They made sure that they paid the craftspeople properly – enough money to cover their costs and give them enough money for food and other essential items to live and improve their lives. People in this country bought the products and knew that what they were buying was helping people a long way away in Bangladesh.

Now, Traidcraft has been going for 30 years (2009) and it buys products from over 30 different countries around the world. There are lots of different things – foods, clothes, crafts, bags and jewellery. Traidcraft still make sure that all the thousands of producers involved get paid properly.

Now, lots of people know about fair trade and there is the Fairtrade Mark so that when we go shopping, we can know that the people who grew or made these things are paid properly. It is partly because of Traidcraft that Fairtrade is now so well-known!



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