

# Traidcraft Assemblies: Interdependence

**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.**

**Adapt the introduction for the age group you are working with and then mix and match and freely adapt components from the age-group-specific material to create your own tailor-made assembly.**

## **Aims:**

- for the children to appreciate the links between their own lives and the lives of others
- for the children to understand how choices and actions in the UK can impact positively on the quality of life of people in other countries

## **General Introduction (for all ages)**

Talk about ripples and how one person's actions ripple out into wider and wider spheres of influence as who we are and what we choose to do impacts upon those around us.

Imagine throwing a stone into a pond. Where the stone hits the water it makes a little circle called a ripple.

The shock waves that follow cause ripple after ripple to radiate out from the centre.

Have you ever considered that our lives are like that too? The things we do are like the stone dropped into the water. Just one action can make an impact over a wide area, just like the ripples that fan out over the water and eventually reach right to the edge of the pond.



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](http://www.traidcraft.co.uk/schools) in the 'School resources' section.

## Illustration Ideas

### Key Stage 1

(Age 5 - 7, Scotland P1 - P2)

#### What you will need

- Examples of recent 'crazes' to hold up, e.g. a pair of 'heelys', High School Musical, Doctor Who merchandise, Iggle Piggle toy, Heroes, Wii Fit, Nintendo DS (or latest console), Indiana Jones, Twilight, Jane Nor bags. The PowerPoint slides include a few examples. Searching the internet for top-selling toys is a good way of finding recent examples.



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

Ask the children about the latest 'craze'. What is the latest must-have item? If you have some experience of recent crazes for this agegroup you may be able to refer to them, or you can ask if the children remember 'heelys' (which look just like trainers but have wheels and children whizz around on them - 2006) or when everyone was mad about 'High School Musical'. What about when all the boys had a 'sonic screw driver', just like Doctor Who, in their pockets? What about at Christmas when everyone wanted an Iggle Piggle?

Who starts all these crazes? Where do they come from?

Talk about how each ripple can represent a group of people to whom the craze spreads. For example one person tells their family who tell their friends who then all tell their friends and family and so the ripples continue until whole towns, countries and continents are affected.

What about the words we use too? Our language is always changing and developing. The Oxford English Dictionary is an important collection of words and their meanings. Every year new words come up. Soon they are the latest craze too. Everyone is saying them! They have become so commonplace and popular that the dictionary editors decide they are now officially part of the English language and they add them to the dictionary.

### Fair trade links

Talk to the children about Fairtrade products. Talk about the range that is available, and where they may have seen them. Explain what fair trade is and why it is a good thing for the farmers and workers who grow our food, cotton and other products.

Talk about how excited you are that, just by going shopping, you can make a difference to the lives of others across the world. You can create a ripple effect that reaches around the globe.

### To finish

Encourage the children to be part of the fair trade 'craze', to look out for fair trade products when they are shopping and to encourage their parents or whoever they shop with to buy fair trade too.

## Illustration Ideas

### Key Stage 2

(Age 7 - 11, Scotland P3 - P6)

#### What you will need

- Examples of recent 'crazes' to hold up, e.g. a pair of 'heelys', High School Musical, Doctor Who merchandise, Iggle Piggle toy, Heroes, Wii Fit, Nintendo DS (or latest console), Indiana Jones, Twilight, Jane Norman bags. The PowerPoint slides include a few



examples. Searching the internet for top-selling toys is a good way of finding recent examples.

- A PowerPoint of words which have recently been included in the Oxford English dictionary for the first time, for example:  
Chill Pill – An anti-depressant; anything intended to calm a person down (take a chill pill, calm down, relax)  
Monobrow – A pair of eyebrows that meet above the nose, giving the appearance of a single eyebrow; a person with such eyebrows  
Splitsville – The termination of a relationship, especially a romantic one  
[Source: [www.time.com/time/arts/article/0,8599,1663591,00.html](http://www.time.com/time/arts/article/0,8599,1663591,00.html)]

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

Ask the children about the latest 'craze'. What is the latest must-have item? If you have some experience of recent crazes for this age group you may be able to refer to them, or you can ask if the children remember 'heelys' (which look just like trainers but have wheels and children whizz around on them - 2006) or



when everyone was mad about 'high school musical'. What about when all the boys had a 'sonic screw driver', just like Doctor Who, in their pockets? What about at Christmas when everyone wanted an Iggle Piggle (substitute these with the latest crazes)?

Who starts all these crazes? Where do they come from?

What about the words we use too? Our language is always changing and developing. The Oxford English Dictionary is an important collection of words and their meanings. Every year new words come up. Soon they are the latest craze too. Everyone is saying them! They have become so commonplace and popular that the dictionary editors decide they are now officially part of the English language and they add them to the dictionary.

Ask the children if they have heard of these latest additions to the Oxford English Dictionary? You could use the PowerPoint slides to show the word alone and ask for a definition. Then you could reveal the meaning on the next slide.

Talk about how each ripple can represent a group of people to whom the craze spreads. For example one person tells their family who tell their friends who then all tell their friends and family and so the ripples continue until whole towns, countries and continents are affected.

## Fair trade links

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Talk about how excited you are that, just by going shopping, you can make a difference to the lives of others across the world. You can create a ripple effect that reaches around the globe.

### To finish

Encourage the children to be part of the fair trade 'craze', to look out for fair trade products when they are shopping and to encourage their parents or whoever they shop with to buy fair trade too.

## Illustration Ideas

### Key Stage 3

(Age 11 - 14, Scotland P7 - S2)

#### What you will need

- Enough small tokens for each child in the school (you could use pennies, paper clips, pencils or even bits of paper). This is to illustrate the 'pay it forward' concept.

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

*"Pay It Forward" is a book written by Catherine Ryan Hyde that was made into a film in 2000 but it's also an idea. Just like the ripples in the pond it is an idea that grows and spreads. In the book a teacher sets his class a challenge for homework. Each one has to think of an idea to change the world and put it into action. Trevor, the 12-year-old hero, comes up with an idea. He describes it to his mother and teacher this way:*

*"You see, I do something real good for three people. And then when they ask how they can pay it back, I say they have to Pay It Forward. To three more people. Each. So nine people get helped. Then those people have to do twenty-seven. Then it sort of spreads out, see. To eighty-one. Then two hundred and forty-three. Then seven hundred and twenty-nine. Then two thousand, one hundred and eighty-seven. See how big it gets?"*

Use your tokens to illustrate Trevor's concept and how quickly his actions ripple across the country. Ask three children to stand up and give them each 4 tokens. Ask them to keep 1 token and pass on the remaining 3 to three other children. Now ask each child with a token to collect another 3 and pass them on to three more children. Point out that twenty

seven children now have tokens. Repeat the instruction so that eighty one children now have tokens. Depending on how many children are in the room you can continue until all children have a token or until you have made your point.

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#### To finish

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