

Traidcraft Assemblies: Choices

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
- for the children to develop a sense of awe at the variety in the world
- for the children to realise the importance of taking action now and how this can improve the world for others

General Introduction (for all ages)

Talk to the children about 'choices'.

Everyday we all face choices. Some are simple: What shall I eat for breakfast? Shall I have Weetabix or Cornflakes? Red top or Blue top? The choice doesn't really matter, it depends on how you feel at the time.

Some choices are harder: What shall I do with this wallet I've just found on the pavement? Shall I hand it in to the Police station or shall I just put it in my pocket? You might know what you feel like doing in that situation - there's £30 inside and you can think of lots of things you'd like to spend the money on - but your conscience starts to prompt you about the possible consequences. You think about being caught with the wallet and having to explain it, and about the person who lost it and how much they might need the money.

Choices can be complicated! Sometimes there are just so many choices we simply can't decide!!

End this introduction by telling the children their choices can help people in different parts of the world. Their choices can give other people choices where they didn't have any choice before. Explain that this assembly will challenge them to use their choices 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: Abir Abdullah



TRAIDCRAFT

Illustration Ideas

Key Stage 1

(Age 5 - 7, Scotland P1 - P2)

What you will need

- 3 presents of different sizes (small, medium and large), each beautifully wrapped.
- The small gift contains a 50p coin.
- The middle –size gift contains nothing at all – the box is empty!
- The large gift contains nothing but packaging material (bubble wrap / polystyrene chips / scrunched up newspaper)
- Examples of Fairtrade products

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

- Ask for 3 helpers who are good at making 'the right choice'.
- Show the children the 3 gifts and ask them which one they would choose?
 - Which present will be the best one for them?
 - Which present will be the right choice?
- Allow them to choose a gift each. Build up the drama and the anticipation! Who will be first to open their present?
- Allow the boxes to be opened and examine the contents. Congratulate the person who found the 50p coin and say they can keep it because they obviously made a really good choice. Commiserate with the ones who got nothing and send the helpers back to sit down.

Fair trade links

I'd like to get you to think about some great choices you can make next time you go shopping with Mum, Dad, Grandma or whoever you go shopping with.

Talk to the children about the thousands of Fairtrade products in our supermarkets – everything from tea to fresh fruit. You could have some examples and hold up items as you talk about them.



Explain that the Mark identifies a Fairtrade product and makes it stand out from other goods.

If you choose to buy a Fairtrade product when you are out shopping, instead of any old tea, chocolate, banana (list other products as you consider appropriate), you are making a really good choice. Your choice means that the grower or farmer, who grew the tea or coffee or cocoa beans or bananas, and all the people who work with him, have far more choices than they did before.

Talk about the benefits that come to people when they receive a fair wage for their goods.

- *Now the people have a choice of drinking safe, clean water.*
- *Now the people have a choice of eating nutritious food that makes their bodies healthy and strong.*
- *Now the people have a choice to build a safe place to live.*
- *Now the people have a choice to send their children to school.*
- *Now the children have the choice to study at school and learn to be teachers and doctors.*

To finish

End the assembly on a positive note, showing that all these choices come to people in other countries when people in this country choose to buy fairly traded goods. Set them a challenge to support fair trade by buying Fairtrade products next time they are out shopping.

Illustration Ideas

Key Stage 2

(Age 7 - 11, Scotland P3 - P6)

What you will need

A very simple version of the TV game show 'Deal or No Deal'.

Or:

- 5 boxes containing 5 slips of paper with different sums of money written on them, anything from a 'pocket money' amount of £1.50 to a 'life-changing' amount of £150,000
- A telephone
- Notes of 'monopoly' money for the Banker's 'deal'

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

Have you ever seen the TV show 'Deal or No Deal'? That's a show all about making the right choice. You have to be very clever, calculate all the probabilities and risks and then make your decision. I am going to need a helper today – someone who is very good at making the right decision.

- Present your helper with the 5 boxes of the game. Ask the helper to choose just one box – the box that will contain their prize. Put this box on one side and then concentrate on the other boxes.
- Choose one of the remaining 4 boxes to open first. What is the amount inside? How does your helper feel now about the choice of box they made originally? Will it turn out to have been a good choice? Open the box and see.
- Repeat the process; choose a box and see what's inside.
- When there are only 2 boxes left (the 'prize' box and one of the others) ask your helper if they want to change their mind and swap boxes. Will they make the right decision?
- When your helper has made their decision, take a call from the Banker on your telephone and offer a 'deal': your helper can walk away with [an appropriate sum of money you make up on the spot depending how the game has gone!] or open the box. What is their decision?
- Finally, with great drama, open the 'prize' box and reveal the contents. Congratulate or commiserate with your helper.

(continued over)

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talk about them. Explain that the Mark identifies a Fairtrade product and makes it stand out from other goods.

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To finish

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Illustration Ideas

Key Stage 3

(Age 11 - 14, Scotland P7 - S2)

What you will need

Props for the sketch

Power Point slides of eggs in different forms if you would like to use them.



Fairtrade products to hold up

Ask a couple of teachers to help you deliver this sketch.

Position a table and set it as if for breakfast. If you can use napkins and a teapot to look like it is in a hotel, so much the better!

Mr/Mrs Smith, who is on holiday, should be sat at the table looking as if he/she is tucking into some cereal or fruit. The waiter should approach him/her, napkin on arm.

The more you can ham up the sketch, the more the children will enjoy - and remember - it.

Waiter: *Full English, Sir/Madam?*

Mr/Mrs Smith: *Ah, yes - yes, please. Thank you.*

Waiter: *How would you like your eggs, Sir/Madam?*

Mr/Mrs Smith: *Er.....*

Waiter: *Scrambled, poached, boiled, fried.... Or perhaps you don't like eggs?*

Mr/Mrs Smith: *I do like eggs. I like them very much. And this morning I would like them boiled. Thank you very much. (turns away from the waiter as if to get back to his cereal)*

Waiter: *Very good, Sir/Madam. And is that hard boiled? Soft boiled? Medium boiled? Would you like them in an eggcup, Sir/Madam?*

Mr/Mrs Smith: (looking slightly hassled) *Um... medium boiled please. And no - no eggcup. Thank you.*

Waiter: *Excellent, Sir/Madam. (Waiter smiles and the guest again tries to go back to his breakfast) Can I get you a coffee or tea?*

Mr/Mrs Smith: *Oh, yes... Coffee please.*

Waiter: *Very good, Sir/Madam. Would that be Espresso? Latte? Cappuccino? Mocha?....*

Mr/Mrs Smith: *Oh, goodness. Espresso please.... A double one, before you ask!*

Waiter: *Yes, Sir/Madam... Very good, Sir/Madam*

(waiter exits as if to go and get the coffee)

Mr/Mrs Smith: (turning to the audience and appearing overwhelmed) *So many choices! How can I be expected to make so many choices so early in the morning! I've not even been awake an hour. It's all too much. (sinks their head into their hands or slumps in the chair). Thank the teacher or whoever has helped you deliver the sketch. Link to the fair trade theme in the following way:*

Choices, choices. Win some, lose some. But I'd like to finish today by presenting you with a no-brainer, win-win choice you can make anyday and always feel good about. It's a choice with the power to change lives, lift people from poverty and make dreams come true. And this is it! [show a Fairtrade product]

(continued over)

Fair trade links

Talk to the young people about the Fairtrade products in our shops and supermarkets – not just chocolate and coffee but a range of 2,000 things for buying on an everyday basis. You could have some examples and hold up items



as you talk about them. Show the picture of the Fairtrade Mark that identifies each product and makes it stand out from the other goods.

If you choose to buy a Fairtrade product when you are out shopping, instead of any old tea, chocolate, banana (list other products as you consider appropriate), you are making a really good choice. Your choice means that the grower or farmer, who grew the tea or coffee or cocoa beans or bananas, and all the people who work with him, have far more choices than they did before.

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To finish

End the assembly on a positive note. Their Fairtrade shopping choices are helping 5 million people (farmers, workers and their families) in 58 countries enjoy a choice of their own. Set them a challenge to support fair trade by buying Fairtrade products next time they are out shopping.