

# Traidcraft Assemblies: Human Rights

## Aims:

- for the children to develop a sense of the worth of others
- for the children to understand that all humanity share the same basic needs
- for the children to learn about disparities in the world
- for the children to begin to develop a sense of social justice
- for the children to begin to understand how their own choices affect global issues
- for the young people to increase their understanding of the issue of poverty
- for the young people to realise how taking action can improve the world for future generations



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



The picture of the Fairtrade Mark



A copy of the PowerPoint presentation that accompanies the

baby-sitter story on the next page.

Alternatively: A copy of 'Can't you sleep, little bear?' by Martin Waddell, illustrated by Barbara Firth, published by Candlewick Press (most Infant schools will have a copy that you may like to borrow and use in your assembly.)

A small lantern

A medium size lantern

A big lantern

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

Read the story 'Can't you sleep, Little Bear?', using the lanterns as visual aids. It may be possible to darken the room a little by drawing curtains or closing blinds so that the children can capture the magic of the light that keeps the little bear's fear of the dark away. Or, you may prefer to use the story below, using the PowerPoint slides as illustrations.

### Questions to think about

#### Can't you sleep, Little Bear?

*Who was there to care for teddy/Little Bear when he was afraid?*

*What would have happened if teddy/Little Bear had been all alone and had had no one to help him?*

*Do you think it is important to have someone to look after you when you are growing up? Why?*

#### The baby-sitter

*Who was there to care for Laura when Mum had to go to work?*

*What would have happened if Laura had been all alone and had had no one to help her?*

*Do you think it is important to have someone to look after you when you are growing up? Why?*

### Fair trade links

Unfortunately there are many children in the world who are not safe, who aren't able to go to school and don't always have enough to eat. Their lives can be very hard. Some children are made to work because their parents need the money so badly. When we see the Fairtrade Mark, we know that children have not been exploited to produce what we are buying. We know that if the workers who have produced it have children, they will be able to afford for those children to eat properly and to go to school - because fair trade ensures that producers are paid fairly.

Show the Fairtrade Mark and hold up some fair trade products. Talk about where you can buy these products and encourage the children to look out for the Mark and to persuade those they shop with to buy more fair trade products.

### Introduction

*Have you ever felt just a little bit afraid of something? Is anyone brave enough to tell me what scares him or her the most? (Take some answers or relate your own story of something you are afraid of). What makes you feel better when you are afraid?*

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



## To finish

End the assembly on a positive note, showing clearly that Fairtrade changes lives for the better. Tell a story with a 'happy ending' such as Rumi's story from the Traidcraft website [www.traidcraft.co.uk/buying\\_fair\\_trade/people\\_behind\\_products/crafts/rumi.htm](http://www.traidcraft.co.uk/buying_fair_trade/people_behind_products/crafts/rumi.htm)

### 'The baby-sitter' (Illustrations by Amy Barnes)

*It was late and Mummy was getting ready for work. She was a nurse and she looked after people in the hospital all through the night. She often went out when everyone else was coming home in the dark for tea and television. Usually Gran came over to look after Laura but tonight Gran was sick and Laura was worried.*



*"Who's going to look after me?" she said in a very small voice. The dark night looked very dark this evening. If Gran couldn't come then how would she have supper, or her bath and there would be no one to read her a story so she could go to sleep feeling happy.*



*Mum suddenly smiled a very large smile. "I have a surprise for you, Laura. Anna is coming to look after you tonight."*

*Suddenly all Laura's fears vanished. Anna was coming. Anna was Gran's next-door-neighbour's big girl and Anna was FUN!*



*When the doorbell rang Laura was there first. Anna came in with her long hair and her big shoulder bag. As soon as Mum had gone, they sat*

*down together at the table and Anna searched in her bag for something. She produced a fat pack of cards and explained how to play a new*

*game. Everyone was playing at her school. It was the latest craze. You had to be as fast as you could be; there were actions to remember and a lot of slapping the cards and noise. Laura loved it.*



*Laura was allowed to help make the toast and tea for supper and they ate it watching cartoons on TV.*

*"If you run up quick and have your bath, we'll have time for two stories before bed!" said Anna.*



*When Anna called, "Coming, ready or not!" Laura was washed and clean, in her pyjamas, snuggled under the duvet with a book in her hand.*

*"Two stories tonight?" she checked.*

*"Two stories," agreed Anna as she settled down beside Laura.*



*Laura was almost asleep when Anna finally switched off the bedside light and whispered, "Sleep tight!"*

*"Mmm," mumbled Laura in her dreams. "Thank you for looking after me."*

## Illustration Ideas

### Key Stage 2

(Age 7 - 11, Scotland P3 - P6)

#### What you will need

Broken glasses mended with sellotape

A jagged lightning symbol (to represent a famous 'scar')

A 'magic' wand or 'invisibility cloak' (There is a great deal of Harry Potter merchandise available)

A copy of Harry Potter and the Philosopher's Stone by J.K. Rowling, first published 1997 by Bloomsbury Publishing PLC or a copy of the film of the same name

### Introduction

*I want to begin this assembly by reminding you of a character you all know very well. I have three clues to his identity here. I wonder if you know whom I will be speaking to you about?*

(Show the broken spectacles first and take guesses from children with hands up, then the lightning symbol and, finally, the more obvious magic wand. You may have the correct answer immediately but don't give the game away just yet. Tease them with "Good idea! Does this help?" as you show the next clue. If you move at the pace of the quickest every time you can lose others who then switch off. You want to make sure you have the interest and curiosity of every child in the room before you begin.) Yes, that's right. Today I want to speak to you about Harry Potter.

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

*Although Harry was a very special person he did not realise it until he was eleven and all those letters began arriving for him. Until he discovered the truth that he was a wizard and there was a place waiting for him at Hogwarts, his life must have seemed like a bad dream. Do you remember what Harry's life was like when he lived with Aunt Petunia and Uncle Vernon and cousin Dudley at number 4 Privet Drive?*

(At this point you could read some of Chapter 2 of Harry Potter and the Philosopher's Stone, or show an excerpt from the film or simply take answers from the children. (Harry Potter is such a popular character the children will be able to tell you all about him without needing any prompts.) You could bring out some of the following:

- Harry's Uncle, Aunt and cousin were unkind to him
- He slept in the cupboard under the stairs
- He had to wear second hand clothes that did not fit him
- His glasses were always broken because his cousin hit him all the time
- They complained about everything he did
- They talked about him as if he wasn't there
- Everyone at school laughed at him because he wore baggy clothes and his glasses were broken
- He wasn't allowed to go out and play)

### Questions to think about

Do you think it was fair that Harry was treated like this?

Why were the people who were supposed to care for him, so unkind to him?

Did Harry have anyone to look after him or be kind to him or to protect him at this point in his life?

## Fair trade links

Unfortunately there are many children in the world who are not safe, who aren't able to go to school and don't always have enough to eat. Their lives can be very hard. Some children are made to work because their parents need the money so badly. When we see the Fairtrade Mark, we know that children have not been exploited to produce what we are buying. We know that if the workers who have produced it have children, they will be able to afford for those children to eat properly and to go to school - because fair trade ensures that producers are paid fairly.

Show the Fairtrade Mark and hold up some fair trade products. Talk about where you can buy these products and encourage the children to look out for the Mark and to persuade those they shop with to buy more fair trade products.

## To finish

End the assembly on a positive note, showing clearly that Fairtrade changes lives for the better. Tell a story with a 'happy ending' such as Rumi's story from the Traidcraft website [www.traidcraft.co.uk/buying\\_fair\\_trade/people\\_behind\\_products/crafts/rumi.htm](http://www.traidcraft.co.uk/buying_fair_trade/people_behind_products/crafts/rumi.htm)

## Action Point

*Many of you will be upset to hear that some children suffer and live a life that is cruel and unfair. You feel sad and a bit angry about that. You want to do something to help them and to make a difference in their lives. If you feel like that I have a suggestion for you of something positive you might like to do:*

### **Look out for the Fairtrade Mark**

*Fairtrade ensures that children that have not been exploited to produce what you are buying and means that mums and dads have more money to look after their children properly and make sure they go to school so they can have a better future.*



## Illustration Ideas

### Key Stage 3

(Age 11 - 14, Scotland P7 - S2)

#### What you will need

You could collect examples (real objects or images on PowerPoint slides) of expensive luxuries for babies with large price tags showing how much these items cost. This could be developed as a game along the lines of 'The price is right' where a panel of students or teachers guess the price of an item and win points for being the closest. Members of the panel are 'knocked out' of the game one by one until one winner remains.

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

#### Introduction

*Someone once said, "Children are priceless but raising them is probably the most expensive thing you'll ever do." According to the New Scotsman newspaper parents spend around £166,000 on their child from birth to age 21. The most expensive years are between 2 and 5 when parents have to pay for childcare. After that, the largest amount of money goes on paying for holidays, then for food, then toys and hobbies. Incidentally, parents pay out more on boys' toys than they do for their girls. Parents pay around £5,000 on pocket money alone. As you can see, for every bundle of joy, parents need a bundle of cash.*

You can expand this section with some examples of luxury 'essentials' for baby at ridiculous prices – check out some designer clothing item or the top end of pram ranges. You could play 'The price is right' at this point.

There is also the story that we have all experienced where someone goes to great personal cost, time and energy to buy the last available 'must-have' toy for a present only to discover that the toy is quickly put on one side while the child plays for hours with the wrapping paper and the box!

#### Questions to think about

*But what price would you seriously attach to a life? Can you really put a price on what a life is worth?*

## Fair trade links

Unfortunately there are many children in the world who are not safe, who aren't able to go to school and don't always have enough to eat. Their lives can be very hard. Some children are made to work because their parents need the money so badly. When we see the Fairtrade Mark, we know that children have not been exploited to produce what we are buying. We know that if the workers who have produced it have children, they will be able to afford for those children to eat properly and to go to school - because fair trade ensures that producers are paid fairly.

Show the Fairtrade Mark and hold up some fair trade products. Talk about where you can buy these products and encourage the children to look out for the Mark and to persuade those they shop with to buy more fair trade products.

### Action Point

*Many of you will want to do something about what you have heard today. You want to make a difference to the world you live in. If you feel like that, I have a suggestion for you of something positive you might like to do:*

#### **Look out for the Fairtrade Mark**

*Fairtrade ensures that children that have not been exploited to produce what you are buying and means that mums and dads have more money to look after their children properly and make sure they go to school so they can have a better future.*