

Lesson 6 Making Connections

Tip

Pupils should be made aware that they do not have to reveal personal information about groups they might be connected to



To help pupils appreciate interdependence, and to begin to develop empathy, respect and gratitude for others



Be able to identify groups that people participate in
Begin to learn about the global dimension
Be able to have a sense of global connection and interdependence
Begin to develop social responsibility



Map of the World (*Peters Projection Map*)

Pebbles/sticky dots

Items from home (*labels must be intact*) e.g. clothing, household products, food

Fairtrade Chocolate for the pupils

Flipchart/Colouring pencils/markers (for Lesson Development Suggestion)



Activity 1: 20 minutes

Activity 2: 20 minutes

Activity 3: 15-20 minutes

Links to Pupil Learning Framework **Cultivating Skills and Values to acquire:**

1. Developing Knowledge and Understanding of Local and Global Issues
2. Cultivating Skills and Values to acquire:
 - Critical Thinking
 - Emotional Literacy
 - Metacognition
 - A Growth Mindset: attitudes and dispositions
 - Universal Values



Activity 1

- Divide class into groups of four, and distribute flipchart, markers/colouring pencils
- Invite each group to consider the theme of 'Connection'. On the flipchart, they should write/draw all the places to which people might be connected to (e.g. school, youth group, church, football club, dance class, orchestra etc.)
- Once pupils have completed this task you should pause for debrief questions

Prompt Questions

- Do you think people connect to these places by 'choice', or do you think these places were 'chosen' for them?
- Do you think people have any rights in any of these groups?
- Can you think of people who might be excluded from any of your listed groups? Why is this? Is this fair/unfair?
- What might happen if someone from one of the groups was mistreated? What do you think the group should do to resolve this?
- Do you think it is the responsibility of the group to bring fairness for everyone?

Activity 2

- Divide class into groups of four, and distribute a selection of household items to each group
- Invite each group to look at the labels and identify where the items came from
- Once pupils have identified where their items came from, introduce them to the Peter's Projection Map. Can you notice anything obvious about the position of the pebbles/sticky dots? For example, why might we see China with a lot of pebbles/dots?
- Invite pupils to place a pebble/sticky dot on the country on the map where their items came from

Prompt Questions

- How do you think these items got to you?
- How many people do you think were involved in getting the item to you?
- Can you notice anything obvious about the position of the pebbles/sticky dots? For example, why might we see China with a lot of pebbles/dots?

- Do you think a lot of items are produced in poorer countries around the world? Why do you think this might be the case?
- Do you think all of these people were treated fairly?
- Who do you think makes the most money out of the items?
- If we were to look at labels of all the things we use and wear, how many places and people across the world do you think we depend on?
- Do you think it is important that we are thankful for all these people?
- Do you think we have a responsibility to make sure these people are treated fairly?
- Did you notice if any of the items you looked at had a Fairtrade Mark?
- What do you think Fairtrade means?

Activity 3

- Offer each pupil a small piece of Fairtrade chocolate
- Invite them to enjoy it – really trying to identify the different ingredients by noticing the texture and taste of it
- In small groups of four, ask the pupils to brainstorm the ingredients in the chocolate. What makes up a piece of chocolate? Ask them to list their answers on a page
- After they have exhausted their list, ask them to note beside each ingredient where in the world it might come from. If pupils do not know, they can use books or the internet to research it
- The teacher should introduce pupils to Fairtrade, through choosing a short film or resource available at the Fairtrade Foundation Website
www.schools.fairtrade.org.uk/

