

Lesson 7 Making Connections in Solidarity



To help pupils develop gratitude for others, and to help them develop the capacity to respond to issues of global injustice in solidarity with others



Develop an increased sense of gratitude and interdependence
Think critically and conduct research
Identify actions they can take as global citizens



Lesson Support Resource 6
Connection Map

Internet Access for Pupil Research Task
Pens/Markers/Flipcharts
Paper for Pupil Presentations



Activity 1: 30 - 40 minutes
Activity 2: 40 - 50 minutes

Links to Pupil Learning Framework

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

- Distribute Lesson Support Resource 6 'Connection Map' to each pupil
- Explain to pupils that they are going to think about all the people they are connected to in their lives, and that they should write all these down on their Connection Maps
- Explain that around the inner ME circle in the middle, they can write all those people closest to them (reassure them that they do not have to write individual names, but can simply state friends, parent, sister etc.)
- To encourage pupils to extend their connections beyond close family and friends, it is important to remind them of the work they did during the Making Connections Lesson (see Lesson 6)
- In some of the outer circles they might wish to include connections such as youth groups, sports teams etc. (again reassure them that they do not have to name the specific groups they belong to)
- In some of the outer circles they should write down as many people they can think of who they depend on for survival (e.g. people who make my clothes, farmers, people who deliver my milk, people who grow my food etc.)
- When they have completed their Connection Maps, ask them to think about all the ways they are grateful for the people and groups they have identified

Solidarity: A feeling of Unity and Agreement – what affects some of us, affects us all. It is about supporting others and working with them to make positive change. It is about taking action for a fairer world

Activity 2

- Ask pupils if they know what the word 'solidarity' means (the teacher may need to spend some time defining this so that the pupils have grasped the meaning)

Discussion Questions

- Do you think solidarity is important? Why/Why not?
- Do you think solidarity is linked to kindness? Why/Why not?
- Do you think solidarity can help make the world a better place?
- Do you think it is possible for us as a class to do something in solidarity with the people who are working to make products, but not getting a fair wage or decent working conditions? What do you think we can do?
- Explain that we can do something in solidarity through supporting organisations who are working to improve the working conditions for the people who make our products
- Explain that they are going to do some work together to research some of these organisations
- Divide the class into groups of four or five, and give each group one of the listed organisations below to research (alternatively, they might be aware of other organisations too)
 - www.fashionrevolution.org
 - www.cleanclothes.org
 - www.fairtrade.ie/
 - www.fairtrade.org.uk
 - www.labourbehindthelabel.org
- Explain that they will present their findings about the organisation and its work to the rest of the class
- Ask them to think of a creative way to present e.g. poster, poem, news item etc.
- Invite the pupils to identify an action they can take in solidarity with people who make their products e.g. sign one of the organisation's petitions, raise awareness through a school assembly, work to become a fairtrade school etc.

Tip



Create an 'Action Wall' in the classroom where pupils can add their suggested actions. The teacher might wish to choose an action or a number of actions to complete as a class.