



# AREA OF EXCELLENCE GLOBAL ADVOCACY

**ASHTON KEYNES**  
Church of England VC Primary School

SHINE BRIGHT ★ REACH FOR THE STARS



### Global citizenship involves...

- ✓ asking questions and critical thinking
- ✓ exploring local-global connections and our views, values and assumptions
- ✓ exploring the complexity of global issues and engaging with multiple perspectives
- ✓ exploring issues of social justice locally and globally
- ✓ applying learning to real-world issues and contexts
- ✓ opportunities for learners to take informed, reflective action and have their voices heard
- ✓ all ages
- ✓ all areas of the curriculum
- ✓ enrichment of everyday teaching and learning
- ✓ the whole school environment

### It is not....

- ✗ telling people what to think and do
- ✗ only about far away places and peoples
- ✗ providing simple solutions to complex issues
- ✗ focused on charitable fundraising
- ✗ abstract learning devoid of real-life application and outcomes
- ✗ tokenistic inclusion of learners in decision-making
- ✗ too difficult for young children to understand
- ✗ an extra subject
- ✗ just a focus for a particular day or week
- ✗ limited to the classroom

ICAL  
AND  
ATHY.

# Use of games

Christian Aid has a lot of role play games which can be used to get children to think about issues.

<https://www.christianaid.org.uk/schools/primary-teaching-resources>

You are a girl in a country where girls leave school early. **Sit down for 6 seconds.**

You are in a wheelchair and there are steps in to school. You can't get in. **Start the race again.**

Your school has loads of resources and enough teachers. **Don't do the football part of the race.**

You live in a country where there is a war. Your school was bombed and there is no school now. **Sit down for 10 seconds.**

Your school has 1282 children and only 8 teachers. You don't get much help in lessons. **Jump on the spot 5 times.**

**After the game have a good discussion.**

## Team A

Only has positive cards.

They then have to navigate the obstacle course with advantages on cards.

This team should win.

## Team B

Only has negative cards.

They then have to navigate the obstacle course with disadvantages on cards.

This team will lose.  
Discuss why

ENCOURAGING CRITICAL  
THINKING DEBATE AND  
EMPATHY.

	Ages 3 – 5	Ages 5 – 7	Ages 7 – 11
<b>Peace and conflict</b>	<ul style="list-style-type: none"> <li>• how own actions have consequences</li> <li>• some basic ways to avoid, manage and resolve conflict</li> </ul>	<ul style="list-style-type: none"> <li>• causes of disagreement and conflict at personal, classroom and household levels</li> <li>• some ways of avoiding, managing and resolving conflict</li> </ul>	<ul style="list-style-type: none"> <li>• some causes and effects of conflict at all levels from personal to global</li> <li>• strategies for managing, resolving and preventing conflict, including 'win-win' solutions</li> <li>• examples of conflicts past and present in own society and others</li> </ul>
<b>Human rights</b>	<ul style="list-style-type: none"> <li>• basic needs for human life</li> </ul>	<ul style="list-style-type: none"> <li>• rights in class and school</li> <li>• the need to respect the rights of others</li> <li>• basic human rights and how some people have these denied</li> </ul>	<ul style="list-style-type: none"> <li>• UN Convention on the Rights of the Child</li> <li>• reasons why some people have their rights denied</li> <li>• those responsible for rights being met (e.g. teachers, local and national government)</li> </ul>
<b>Power and governance</b>	<ul style="list-style-type: none"> <li>• rules in class and school</li> <li>• how rules can help us</li> </ul>	<ul style="list-style-type: none"> <li>• how to take part in making and changing rules in own class / school</li> <li>• uneven sharing of power and how some people are excluded from decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• the need for rules in own school and wider society and how people can take part in making and changing them</li> <li>• basics of how own country and region is governed</li> </ul>

<b>Social justice and equity</b>	<ul style="list-style-type: none"> <li>• what is fair and unfair</li> <li>• importance of caring and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• what fairness means</li> <li>• examples of what it can mean to be rich or poor in local and other contexts</li> </ul>	<ul style="list-style-type: none"> <li>• how fairness may not always mean equal treatment</li> <li>• some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li> </ul>
<b>Identity and diversity</b>	<ul style="list-style-type: none"> <li>• uniqueness and value of every person</li> <li>• similarities and differences between self and others</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between peoples in local setting and also in wider contexts</li> <li>• what contributes to self-identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• diversity of cultures and societies within and beyond own experience</li> <li>• contributions of different cultures to our lives</li> <li>• nature of prejudice, racism and sexism and ways to combat these</li> </ul>
<b>Globalisation and inter-dependence</b>	<ul style="list-style-type: none"> <li>• immediate and local environment</li> <li>• simple links with other places (e.g. through food)</li> </ul>	<ul style="list-style-type: none"> <li>• similarities and differences between places in various parts of the world, including own setting</li> <li>• links between local community and wider world</li> </ul>	<ul style="list-style-type: none"> <li>• global connections between peoples and countries (e.g. through trade and communications)</li> <li>• how local actions affect the wider world</li> </ul>
<b>Sustainable development</b>	<ul style="list-style-type: none"> <li>• living things and their needs</li> <li>• how to take care of immediate environment</li> <li>• possibility of change in the future</li> </ul>	<ul style="list-style-type: none"> <li>• positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>• how people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>• people's dependencies on the environment</li> <li>• basics of climate change (causes and effects)</li> <li>• environmentally-responsible living and global inequalities in ecological footprints</li> </ul>



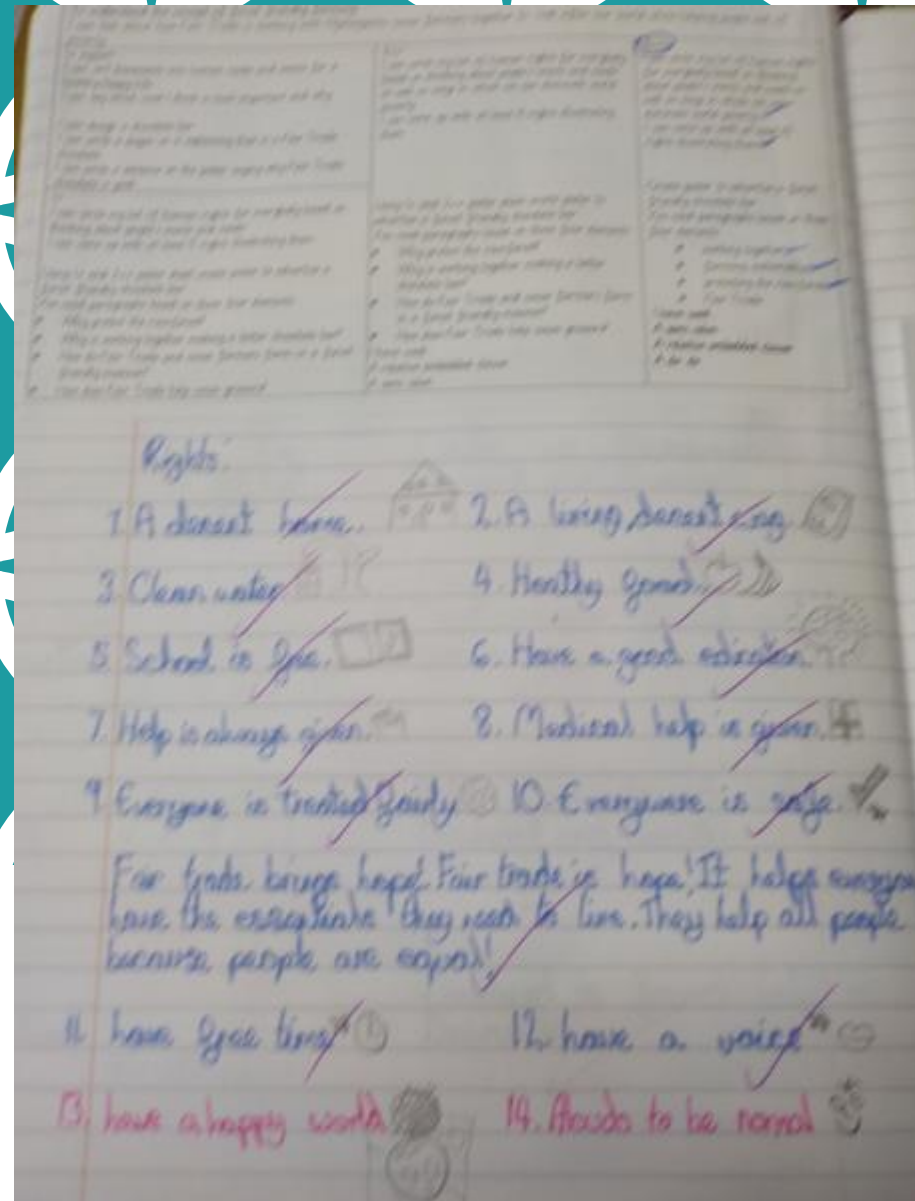
Global advocacy in EYFS does not look global. It is about the child recognising the needs of others in their immediate community, thinking about what is fair and unfair for themselves and people they know. They consider the similarities and differences of others.

Global advocacy in KS1 starts to look global. It is about the child looking at what rich and poor might mean in different contexts, recognising human rights, similarities and differences between people, how to change the school community through rules. They will consider uneven sharing of power and the positive and negative results of people's actions in the world.

Global advocacy in KS2 is global: they will look at people's dependency on nature and how we create climate change. They will look at the global inequalities linked to this. They need to explore the rights of a child and the ways in which they are being implemented. They need to look at global inequalities and the effects of poverty.







Thursday 10<sup>th</sup> September 2020

LO: to identify similarities and differences between my life and that of a child living in another country

Think about what you've seen in the clip about Angel, who lives in Peru. Write about the similarities and differences you've seen, compared with your own life.

\* Use a table to write words to remind you of each similarity and difference you saw

\*\* Write sentences to describe the similarities and differences

\*\*\* Write three separate paragraphs about the similarities and differences: church, home and hobbies

S He has to build his garden wall.

S He has Shoes like us.

S He has clothes ~~similar~~ Similar to us.

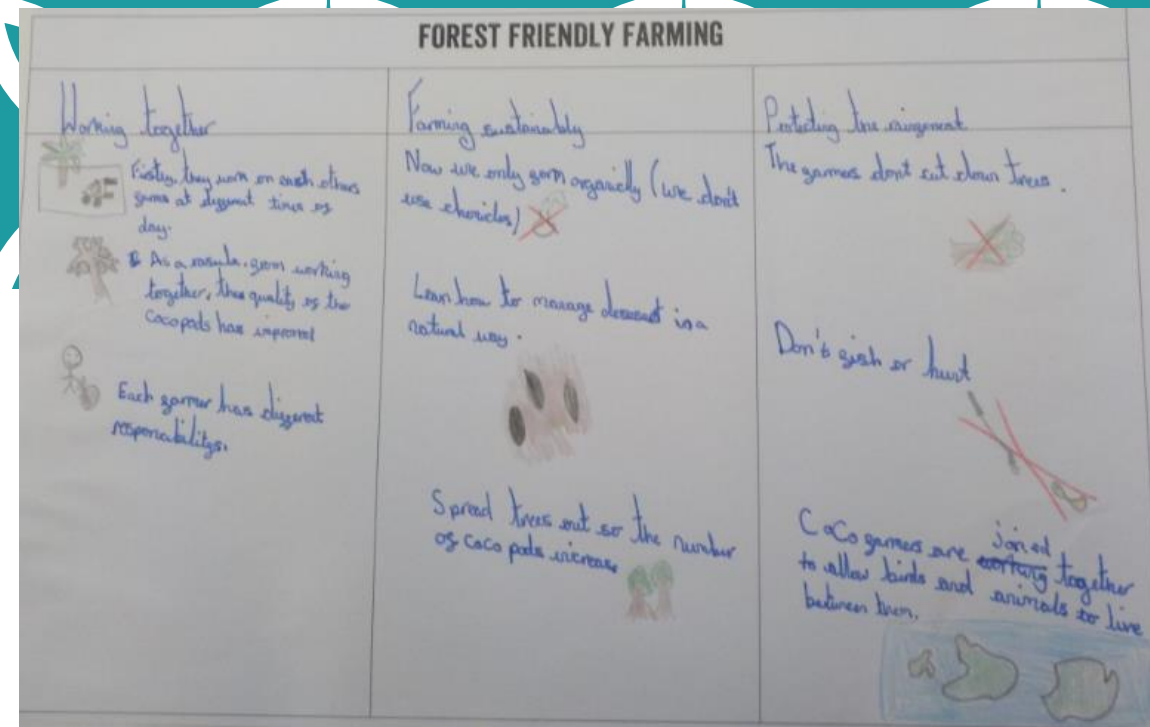
D I takes Angel 1 hour to get to the Church

D He doesn't have a brick house like us.

D They don't have Pavements.

We challenge assumptions about children around the world getting our pupils to find the similarities between them and their peers abroad as well as their differences.

We show children around the world as active agents of change rather and encourage our children to take part in that too.



LINKING THE LIVES OF CHILDREN TO GLOBAL ISSUES

1. Clean water and sanitation. Clean water is really important because dirty water kills people and stops them from going to school because they have to collect water.

2. No poverty and fair wages. This is ~~maybe~~ the second most important need because if you don't have a fair wage you can't buy a house or food.

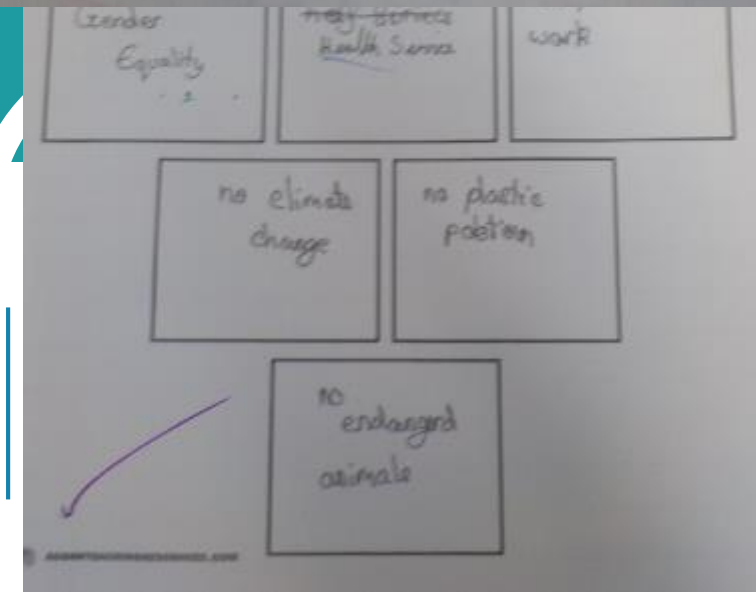
3. Quality education. This is the second most important need because you get good jobs when you're older.

Well argued.  
SIT. Do this.

1. Clean water and sanitation. This is the most important one because if you have clean water a lot of things will spark (explains in some English work). So this is the most important one.

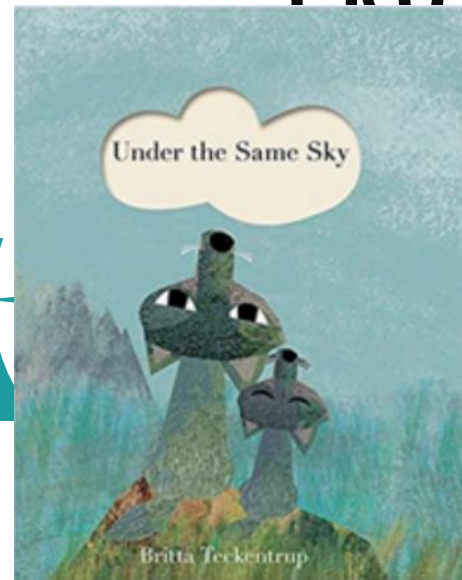
2. No poverty and fair wages. This is the second most important one because if you have money (a living wage) you can afford health service and food and a home.

3. Quality Education. This is the third most important one because if you live in the vicious circle you can break out by getting a good job and getting a fair living wage.



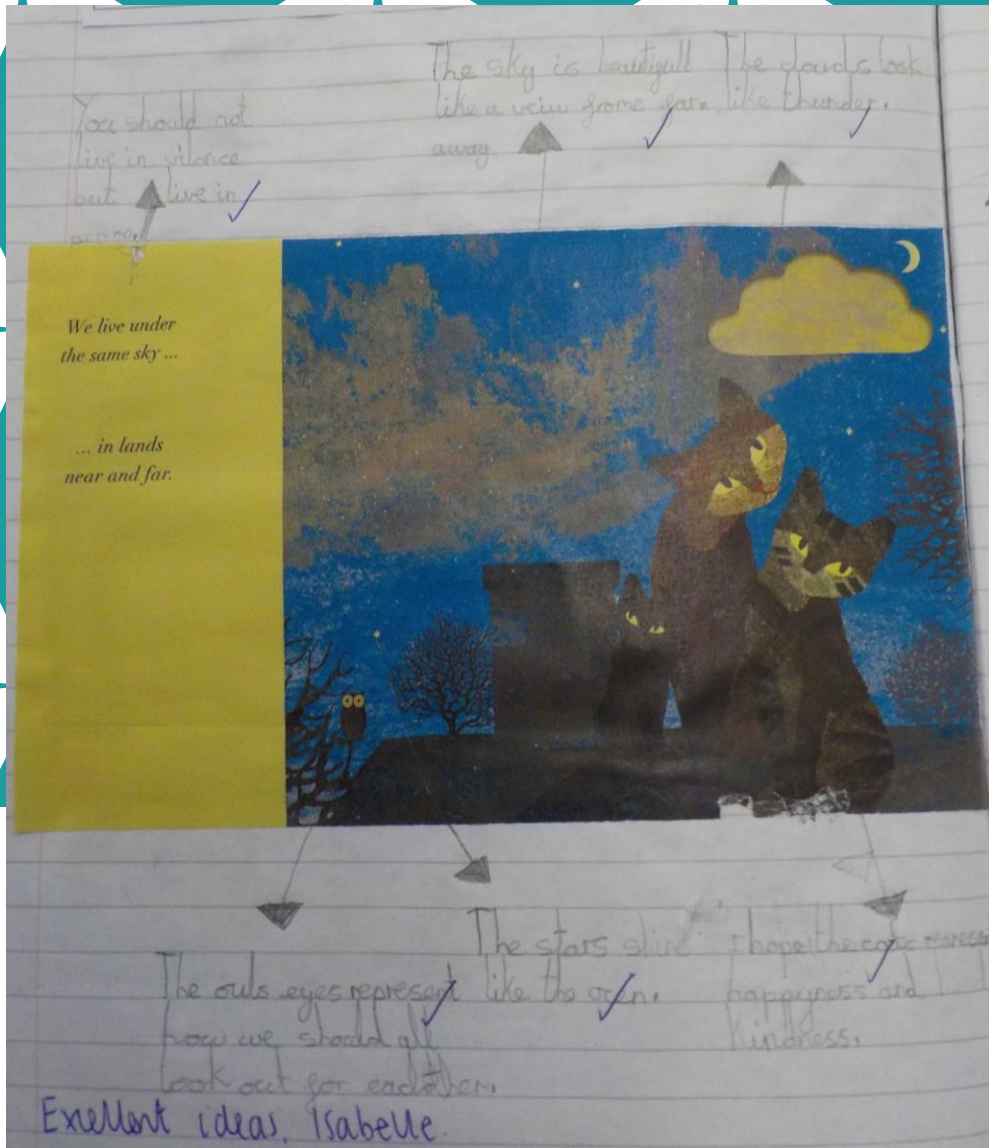
# RANKING SUSTAINABLE DEVELOPMENT GOALS

# EXPLORING METAPHORS FOR THE REAL WORLD. PROGRESSIVE WORK



Year 4  
After lockdown

This book led to radically different interpretations from looking BLM in Y 5 and 6 to thinking about how we can share our classroom in lower years.



1. Food
2. Water
3. Shelter
4. Fun
5. Education
6. Health
7. Toilets
8. Love
9. Care

Beautiful imagery.  
~ = Exceptional phrases

I have a dream. That one day, every child will have a free education, and go on to earn living wages, making all people oblivious to poverty that doesn't exist. I have a dream today.

I have a dream. That one day, no one will be forced to leave their home because of wars, the heat of oppression burning their lives. I hope that waves of freedom will wash over the people of Earth. I have a dream today.

I have a dream. That one day, sea-dwellers will swim, glide and crawl freely, knowing that their ocean will be plastic-free. They will no longer live in doubt. I have a dream today.



ALLOWING THE CHILDREN TO EXPRESS THEIR VIEWS IN WORDS  
AND ART.

List:  
 A home  
 A education  
 A decent toilet  
 A tap with clean running water  
 A nutritious diet  
 A fun life  
 A family  
 A or many friends  
 A safe home  
 A right  
 A free health service

Martin Luther King:  
 How did you get noticed?  
 How did you make the law  
 change?

Rosa Parks:  
 Where you inspired, and who by?  
 Where you scared to stand up  
 for yourself?

I have a dream. That all wars will cease. That the wars  
 will disappear like creases on trousers, that they will be worn  
 away like erosion. The wars will be forgotten and forgiven  
 so new laws will be put down, like the peace will  
 sear on this land I have a dream today!

I have a dream. That the beaches will no longer covered in  
 the poison we call plastic. That the sea can swim freely.  
 so rivers can flow without being choked like a choking  
 on waste like a garbage. The turtles will swim with the  
 dolphins, and they will be free I have a dream today!

- Safe place
- Rights that are protected
- Clean water
- ~~ex~~ love
- trust
- care

I have have a dream that every child will  
 have a free education. No one will be stuck in a  
 vicious circle\* just because they can't go to school and  
 have a good education.  
 I have a dream today.

I have a dream that poverty will end. No one will  
 have to just survive and no one will be refugees.  
 I have a dream today.

I have a dream that all wars will end. That no one  
 will be forced from their homes because they have  
 given bombs being dropped on their countries. The

This bottom verse in particular  
 shows the impact of previous  
 years' learning metaphors. It is  
 referring to the work from  
 September 2019

Work with Mrs. Thomas to create a group hope, wish and a prayer.

I hope...

I wish...

I pray...

Imagine you are on the boat. Work independently to write a hope, wish and a prayer based on the illustration. Can you link them to our Christian values of perseverance, trust and friendship?

Write a hope, wish and a prayer to our world leaders based on the book so far. Make links to Christian values trust, justice, peace, courage, perseverance.

What would you hope world leaders would do to help?

If you had one wish, what would it be?

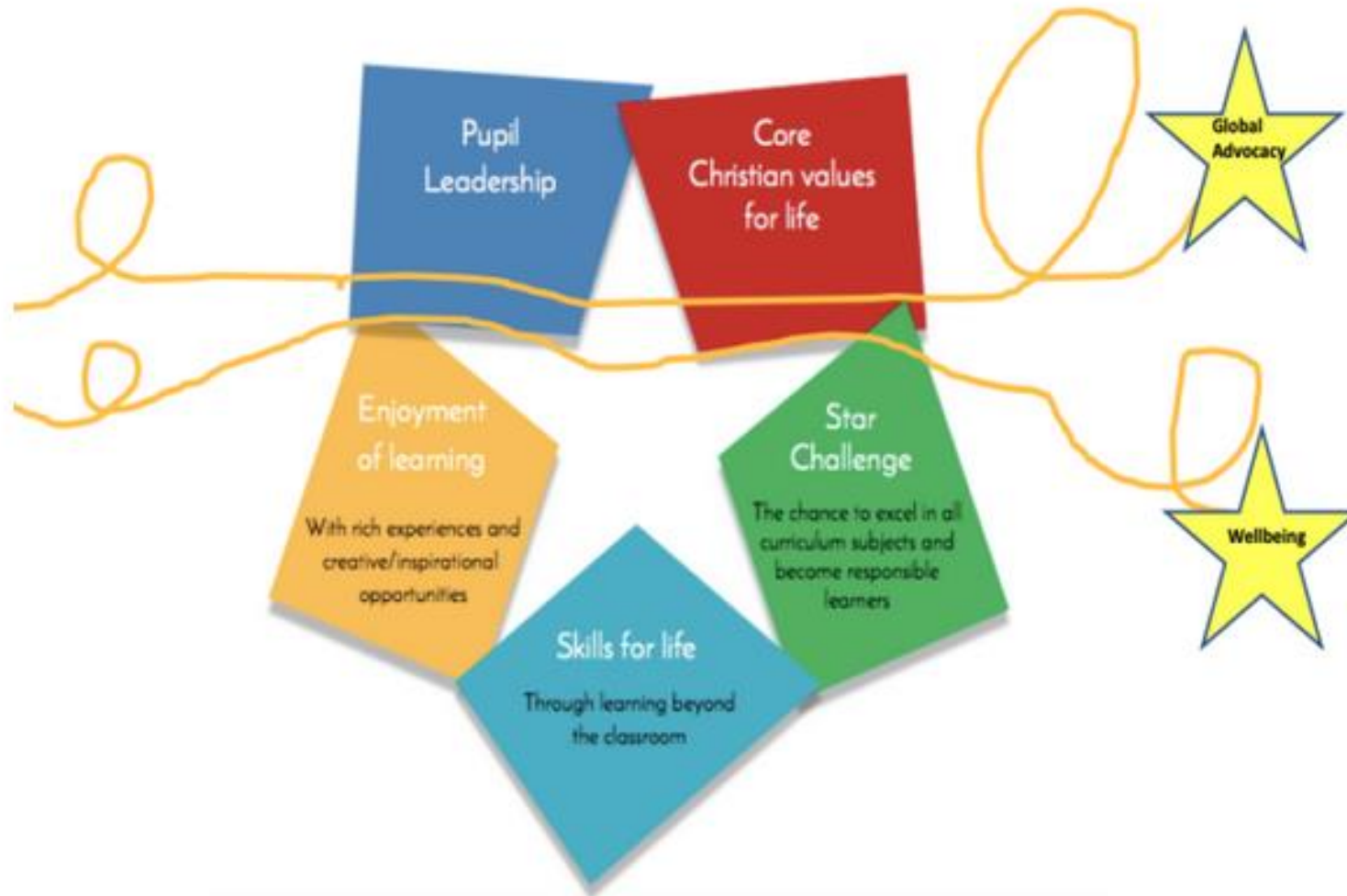
What do you pray for those who need our help the most?

After learning about the current refugee crisis, I & I had one hope to our <sup>world</sup> ~~world~~ leaders I would hope that the <sup>world</sup> ~~world~~ leaders would let refugees in to there country. This links to our <sup>Christian</sup> ~~Christian~~ values friendship for letting them in.

I & I had one wish, I would wish our <sup>world</sup> ~~world~~ leaders to end all war and to have peace. This links to our <sup>values</sup> ~~values~~ justice <sup>because</sup> ~~because~~ no one will fight. <sup>War</sup>

I pray that those who need our help the most including all refugees are accepted into country and treated fairly.

# GLOBAL ADVOCACY IN OUR SHINE CURRICULUM



As a Church of England school- our commitment to empowering our children to make a difference and to understand our Christian vision. “Life in all its fullness’ as a result children experience Global advocacy at the heart of the curriculum and therefore opening their world views and their opportunity for spiritual growth



*"Enabling life in all its fullness"*

**"I came that you may have life, life in all its fullness" (John 10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Using Creativity, we have designed our bespoke AKPS 'Shine Curriculum' based on the National Curriculum with added shine to provide a unique journey for our pupils during their time with us enabling them to continue to shine in the future and experience life in all its fullness.

At Ashton Keynes school our vision is underpinned by core Christian principles.

We believe that as part of our vision that we all shine bright and that we can all reach for the stars is the idea that everybody should live life in all its fullness.

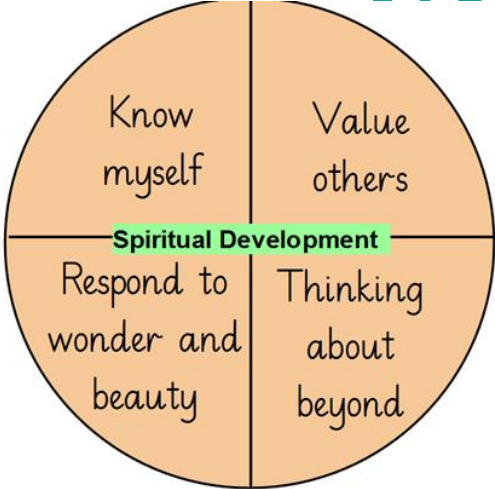
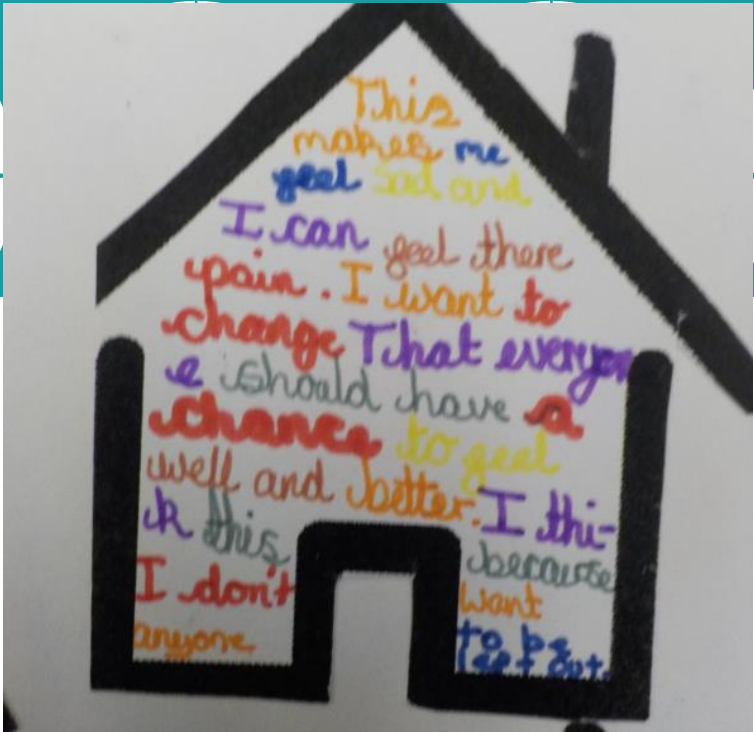
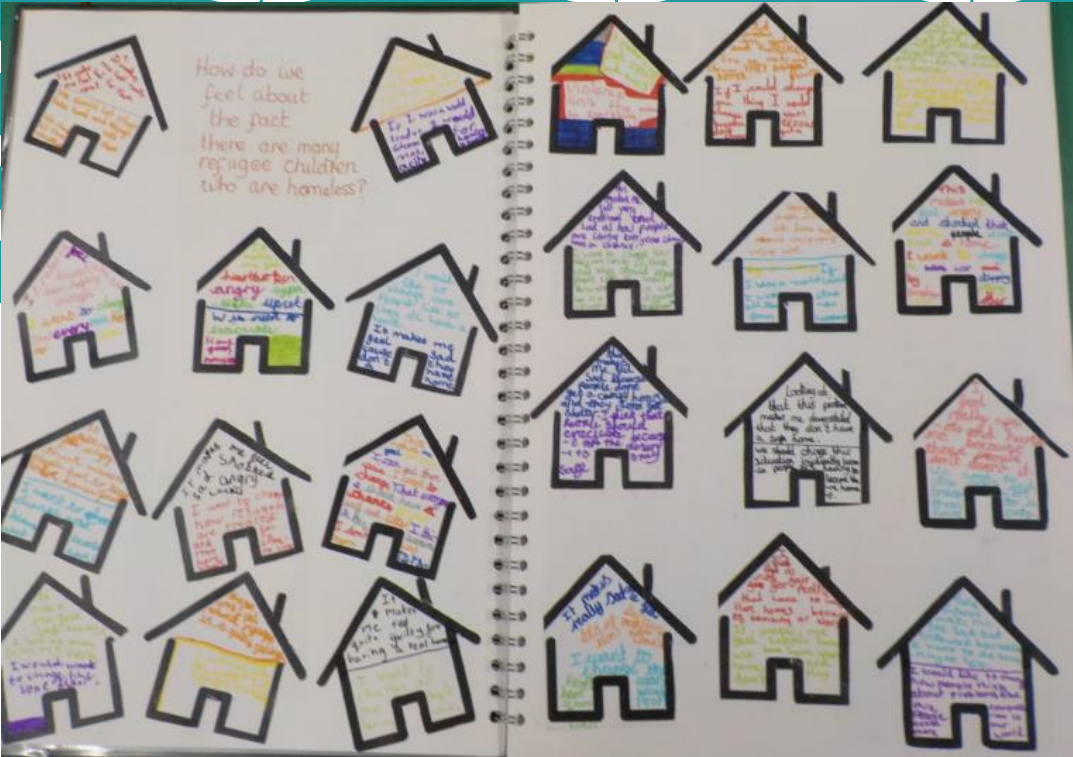
We believe this for the children in our school but it is also important for the children to see this as a promise for all children everywhere.

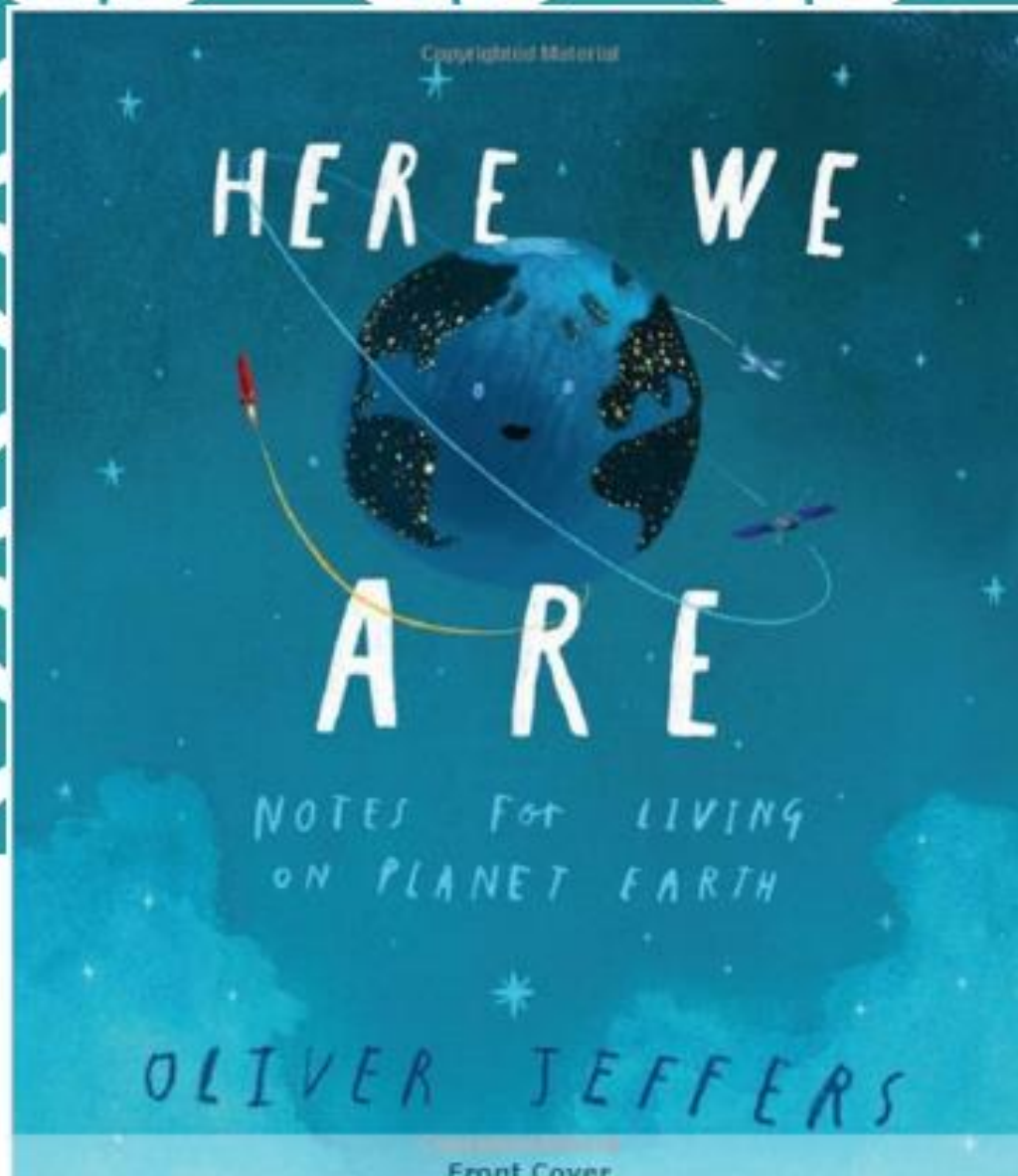
This enables us to firmly place global advocacy at the centre of our curriculum with strong links to developing the spirituality of children.

At the beginning of each school year we start with a ‘learning metaphor’ which encourages the children to engage with world issues whilst exploring their spirituality.

The whole school shares this, at an age appropriate level, through one group text and then age appropriate texts. This shared narrative brings strong community links between classes and is always based around high quality texts.

All classes consider the four key components of spirituality. Each learning metaphor is underpinned by Christian teachings.





Front Cover



Tuesday 10<sup>th</sup> September

LO: To design a Kindness Superhero using my unkind powers

I can draw my Kindness Hero

I can annotate my hero with at least 2 super powers which enable them to fight unkind behaviour

I can draw my Kindness Hero

I can annotate my hero with at least 5 super powers which enable them to fight unkind behaviour

I can draw my Kindness Hero

I can annotate my hero with at least 5 super powers which enable them to fight unkind behaviour.

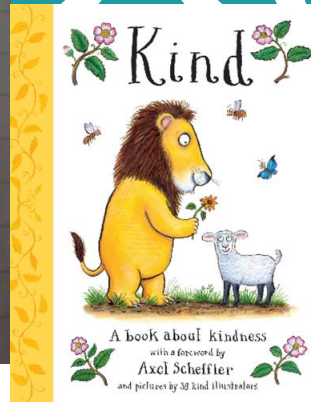
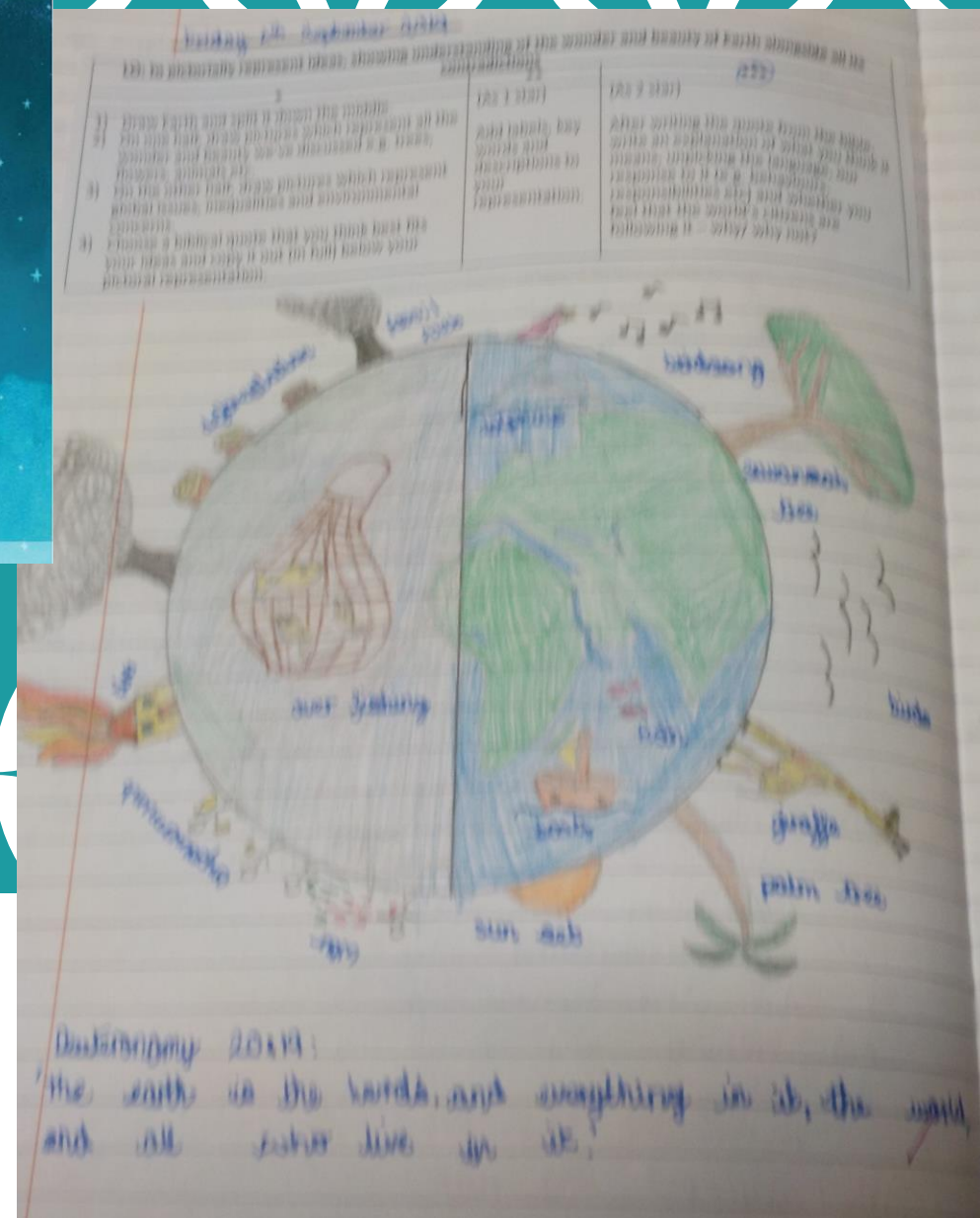
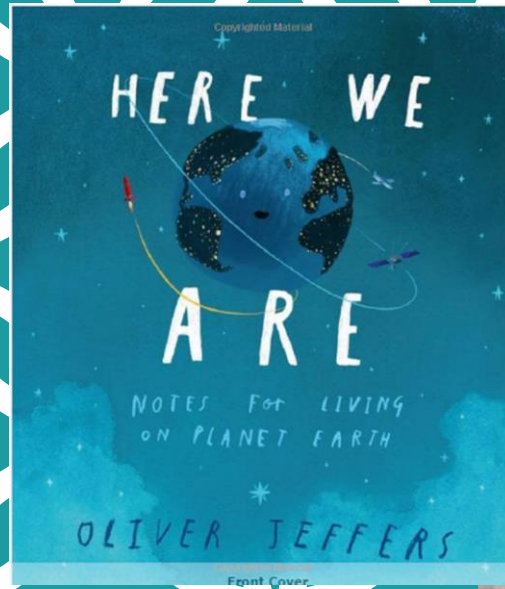
I can write a mini paragraph about the importance of being kind.

Glow in the dark ~~eyes~~ if there is  
~~any~~ a prom~~in~~ in dark  
Magnetic Magnets flower's that talk  
him to them

Strong to  
pull ~~up~~  
people up  
if they  
fell over.

These are  
great powers  
Eve.

A pruposer in his head to fly  
up ~~high~~ to see ~~everywhere~~.  
highly  
Tap on head make people kind.



DATE: Monday 16<sup>th</sup> of September

LG: To respond to an illustration. What can you see?

2. Annotate the book cover with questions about the images to get a better understanding of the cover. Make predictions of what the story might be about.

24. Label the cover with predictions about the book explaining what you think the story is going to be about and why using clues in the pictures as evidence. What do the different images symbolise? Reference colours, what does the darker images suggest?

24. As 2<sup>nd</sup>, also make the link back to UN Rights of a Child from previous lesson

After analysing the cover, I predict that the three people are running away from the war ~~and~~ have to move away.   
 A because they ~~migrating~~   
 They travel by boat, cars and trains ~~land~~.   
 Birds singing happily but things go wrong in ~~travelling~~.

I think they were having a walk in the park until the war came out from the ground and they ran!

I think the little means they are having a journey round the world case of danger all around the world.

The children look so miserable that they had no more country and it also looks like they had to because of danger.



I think the man might have been angry with the three children because he's pulling a angry one.

This boat represents the people travelling across the ocean.

This train represents the three travelling.

This also represents links to Article 22

This man represents them by ~~thru~~ to get leaving their country to the boats.   
 5. See links of the world.

Tuesday 10<sup>th</sup> September

LO: To write a poem about kindness

Write a poem about kindness, you might want to include ways to be kind and how it feels.

Write a poem about kindness, use some of the kindness poems we shared to help inspire you.

Write a poem about kindness, use some of the poems we read to inspire you. Try and use alliteration in your poem.

Wow: Add small illustrations to your poem to add to what you have written.

Be kind to others

Be kind to others  
By sharing  
Be kind  
If you try  
You can be  
Kind by  
holding the door  
When you are  
walking  
Worshipping about  
and you see  
some one  
falling down  
If you help them  
up if you tried it  
might come back  
to you.

Such beautiful words Seb, well done.

DATE: Monday the 23<sup>rd</sup> of September

LO: To use drama to show how language and illustrations create emotion in a book

TASK: In groups of 3, create freeze frames for each of the following key moments of the family's journey through the forest.

1. At the periphery of the forest.
2. At the foot of the forest.
3. In the heart of the forest.
4. Moving through the forest.
5. At the foot of the wall



DATE: Thursday the 24<sup>th</sup> of September

Draw me a picture showing refugees escaping to a safe place. Write me two sentences saying how they feel.  
With Mrs Thomas, write a poem about refugees using the sentence starter. No one leaves home unless.  
Follow the pattern we looked at on the board and pictures to support you.  
Use a metaphor and a simile.

Write a poem about refugees using the sentence starter. No one leaves home unless.  
Follow the pattern we looked at on the board and pictures to support you.  
Use 2 metaphors and a simile.

starter: No one leaves home unless.  
Use at least 2 metaphors and 2 similes and one example of personification to create an effect.

No one leaves home unless home is a tiger dancing around with his prey.  
You only run for the border when home and memories fade away like a bird searching for warmth.  
No one leaves home unless it's a gun bullet waiting to catch its prey.  
No one climbs ~~into~~ a small boat like a ant crossing a puddle (sea).  
No one grabs their stuff and runs for a new home.  
No one leaves home because they want to.  
No one leaves home because their evil, selfish neighbour tells them to for a joy joke.  
No one ~~chooses~~ chooses to travel across the monster in a ant like boat.  
I want to go home but home's a dagger waits to stop on a intruder.

Very thoughtful.

STT. Rewrite and improve.

No one ~~crosses~~ <sup>crosses</sup> dangerous water unless unless it's safer than land.

To use a wide variety of different sentence types. Wednesday 18. September  
I know what a fronted adverbial is. I know that they can be called upon. sentence starters. I know that stories that have sentence starters.  
1 star:  
I can write a diary as if I am either Evana or David.  
2 star:  
I can use my feelings.  
I can use full stops and capital letters.  
I can use two SPACE fronted adverbial sentence starters.  
3 star:  
I can write a diary as if I am either Evana or David at least 3 paragraphs long.  
I can use an SPACE fronted adverbial sentence starter in each paragraph.  
I can talk about my feelings.  
I can include one rhetorical question.  
I can write a diary as if I am either Evana or David at least 4 paragraphs long.  
I can use an SPACE fronted adverbial sentence starter in each paragraph.  
I can talk about my feelings.  
I can include rhetorical questions x 2.  
I can use one word or very short sentences x 2.

Puzzled by mum's idea, I asked, "But why Mum?"  
Anxious Anxious about what might happen, I  
large tears welled in my eyes and bumbled down my face. Running through the door, I try tried to get a good glimpse of my beloved country. Though try as I may, as I looked, more and more things were destroyed.

Dear diary,  
My hands still tremble as I write these words.  
Panic still surges through my veins, and tears stream down my cheeks. How could this happen to us? Why did this happen to us? Why did our beloved country fall prey to the most horrible thing of all? War.

Today started horribly. As soon as we were awake, gunfire pined it like it hitting struck. Like a strike I froze. I heard Nabil scream. Then, without a warning, rum grabbed us and hid us under the mattress. Hours passed. Still Mum wouldn't let us out. Finally, after we stopped shaking with fear, we slowly crawled out from the mattress. Then, to make matters



Where is Daddy?

Cries of pain  
They are sad  
Suppressed  
BANG!

When is he coming home?

Smoking  
Smoking  
Smoking

Back not tell the kids...

Everybody is quiet

Cries x 10  
Coming x 20

Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming
Cries	Cries	Coming	Coming	Coming

1. Food  
2. Water  
3. Books  
4. Matters  
5. Cat Food  
6. Brown Bear  
7. Ginger  
8. Tooth Brush / Tooth pasters  
9. Shoes / Clothes / Blankets  
10. Bags of Money

Finish this and yesterday's

5. Ginger his my pet and I love him.

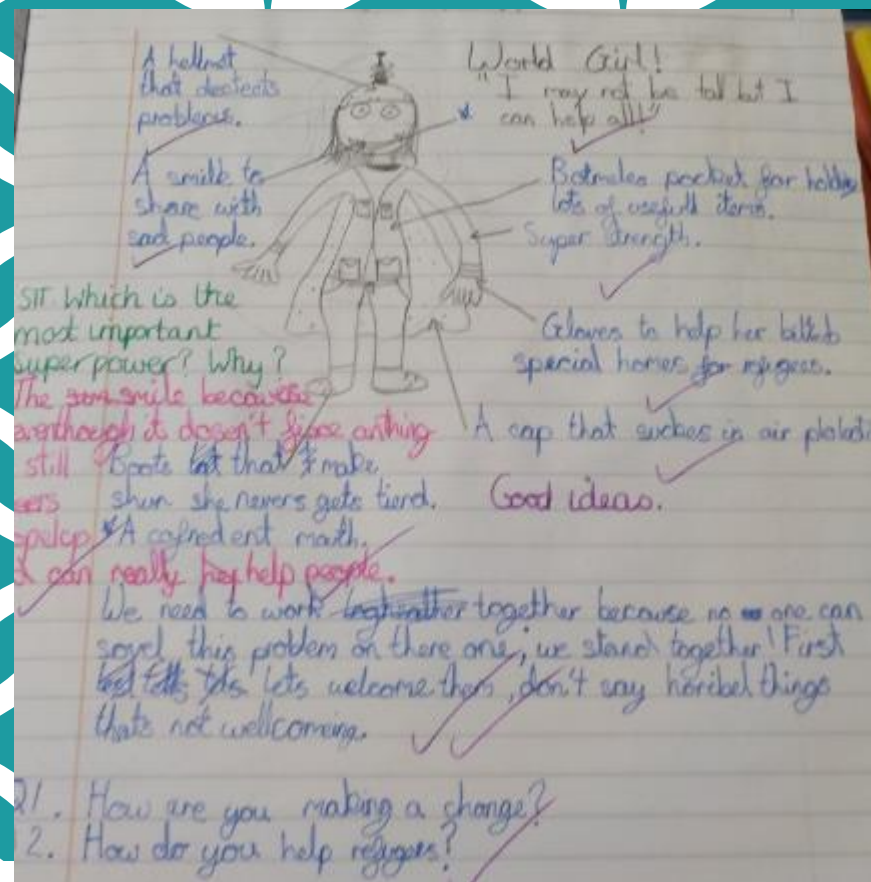
6. Tooth excerserys because I don't want tooth dica.

7. Shoes because I will be cold with -out.

8. Books so I can study.

9. Mattres for something to lay on

10. So I can buy food.



ENCOURAGING CRITICAL THINKING DEBATE AND EMPATHY.

Understanding how they can be advocates of change.

Dear Mrs Toilet Saville

I am writing to you because about toilets!

You may not be aware but 2.3 billion people don't have clean, safe toilets. In fact, look all the people that don't have safe, clean toilets and wrapped them round the earth it would go round 6 and 1/2 times!

Well done.

Toilet Twinning is a company when you raise £60 to buy and build a toilet and put you can put in a plate of your choice.

Toilets are important because they help to keep stop spread disease, which is important vital to life, by keeping drinking water clean.

We would like to raise money for the charity to help them build toilets.

Yr Sincerely Alex

Sp 28

Ashton Keynes primary school  
23 Gouditch  
Ashton Keynes  
Wiltshire

SN6 6NZ  
Friday 22<sup>nd</sup> November 2019

5 Park Road  
Richmond  
Surrey  
TW9 6NS

Dear Sir David Attenborough.

I am writing to say thank you for your dedication to help protect our planet and so we can help you. Your hard work has really ~~inspired~~ <sup>inspired</sup> me off! ~~and~~ <sup>it</sup> has ~~inspiration~~ <sup>inspired</sup> the whole world to make a change. My name is Nani and I am 8 years old and you have ~~inspired~~ <sup>also</sup> inspired me to make a change. You are ~~also~~ really talented!

This term at school our topic has been climate change. Every week we have been watching your amazing Seven Wonders at home and it has really inspired me to act. In our school we have world awareness week where I learn all about different issues and what we can do to help. I made NCRs about climate change. This has inspired the whole school to raise awareness and make a difference.

Understanding how they can be advocates of change.

DATE: Wednesday 26<sup>th</sup> of February.

LO: To persuade people about Fair Trade

Design a poster about Fair Trade. Explain what Fair Trade is, who it helps and why it is important. Use stories about banana and chocolate production learnt this week.	Write a persuasive letter to a supermarket of your choice encouraging them to support Fair Trade. Explain what Fair Trade is, why it is important and use stories about the banana and chocolate production learnt this week.	Complete **, include rhetorical questions and real stories to make the reader think about their choices and persuade them to make changes.
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Dear Sir/Madam,

I am writing to persuade you to support Fair Trade in your company. My name is Sophia and I am nine years old. I think fairtrade is good because they help build schools and clean water pipes.

Fairtrade helps people around the world including people from Ghana. He says he loves his tree and the tree is like a human and that it is a part of him.

Also, Also And all so Fairtrade gives me money £1 (pence) from bananas and cocoa beans and other things but if they are not with fairtrade they get 0p a day.

Yours faithfully  
Sophia.


STT: Ask the person a question: A fantastic letter Sophia!

# FOREST FRIENDLY CHOCOLATE

Why choose this chocolate? Because this amazing chocolate helps the rainforest! No rainforest will suffer if you choose this chocolate. no one will farm in the rainforest, no felling or chopping down trees.

Choose!

This is the one to buy! These beautiful bars of chocolate are organic: no horrible chemicals have been put on me! Also all the people who make these get advice how to make even more delicious chocolate.

ME!  lives a happy life. Every one is equally in fair trade's world!

Choose ME!

ME! Also if you buy this then all the hard-working people will have all the money they deserve! This will help the farmers to have a bit more free time to help other farmers. So as they help they earn more money! (They will also produce more!)

Choose me!

I am the amazing Fair trade; Fair trade helps people all over the world. Fair trade, who is a organization that will change the world, pays people a fair living wage to live a happy life. Every one is equally

By the end of KS2, pupils have developed and sustained global understanding but have the tools to hold a mature and reasoned discussion drawing upon evidence from their global education to support their views.

Tuesday 1st October 2019

10. To understand what fast fashion is and its impact on both communities and the environment		
1 star	2 star	3 star
Label 4 LEDCs (developing countries) on your map of the world and write down what you notice. Explain what the Brandt line is.	Explain what an MEDC is and what an LEDC is. Label 4 LEDCs on your map of the world and write down what you notice. Explain what the Brandt line is.	Discuss and explain how these conditions affect communities: socially, economically and environmentally. Discuss the sustainability of fast fashion. Back up (evidence) your points using evidence garnered from the sources.
Draw and label a diagram showing the 'journey' of fast fashion. Write down 1-2 negative impacts of producing so much clothing.	Explain what fast fashion is and its impact on: - the environment - the people	

Fast fashion is ~~has~~ having a group of negative problems affecting our society, economy and our environment negatively. Due to the amount of carbon created in the manufacturing of fast fashion, workers can often end up ill and sick. This means, because they are mainly living in LEDCs (less economically developed countries), they may not have the right medicines.

Workers are paid cheaply and badly. Also, because of the chemicals released into the atmosphere, fast fashion affects the environment. In fact, 10% of our global carbon footprint is due to fast fashion. As well as that, fast fashion is often disposed of within the first couple of months meaning lots of people don't properly get rid of the clothes. Lots of fast fashion clothes end up going to land fill.

Fast fashion isn't sustainable; scientists estimate that one third of our clothes in twelve months are disposed of in less than a year. To make fast fashion more sustainable we should repair our clothes if they break, look after them better and not buy up clothes for the sake of buying them.

How can I help spread the word about the goals? What are some ideas?

I can go on demonstration, write letters, fill newspapers and go on the TV.

What are the problems that each goal is aiming to fix?

No poverty = Nobody being poor.

Zero hunger = Everyone having enough food.

Good health and wellbeing = Having good access to medicines.

Quality education = Everyone being able to go to a good school.

Gender equality = Boys aren't better than girls / Girls aren't better.

Clean water and sanitation = Access to water and a toilet.

Affordable and clean energy = Not burning lots of fossil fuels.

Decent work and economic growth = Having good jobs.

Industry, innovation and infrastructure = Building things to enable global growth.

Reduced inequalities = Not judging people if they're disabled.

Sustainable cities and communities = Building good, long lasting homes.

Responsible consumption and production = Using as much as we make.

Climate action = Stopping and helping solve global problems.

Life below sea = Keeping our seas clean.

Life on land = Keeping our land healthy / good.

Peace, justice and institutions = No war and fighting.

Partnership for the goals = Keeping a group (UN).

How do these problems affect people and the planet?

Because we live on the planet so any problems with it affect us.

What can you do to help to achieve the goals?

I can spread the word, don't waste energy and more.

# FOREST FRIENDLY CHOCOLATE

## Farming Sustainably

Fairtrade growers, which get paid better than regular growers, grow their crops organically without any chemicals. If they find a chemical that they have heard has to damage them, they also plant their trees further apart so they can grow stronger.

Protecting the rainforest. Now, with the help of Fairtrade, growers don't burn in the forest. They NEVER chop trees down. Monkeys used to have to be killed. Now they make money to make them find a different source of food.

## Fairtrade

With fairtrade, growers such as cocoa growers, banana growers and coffee growers get paid a fair amount for what they grow. Without fairtrade, growers in LEDCs (Less Economically Developed Countries) only earn £74p A DAY!



## Working Together

Cocoa growers work with each other and sell to Fair Trade. Some even buy their own cocoa so they know how much money they deserve for their hard work.

Cocoa growers work on each others farms. They do this to get the job done.

DATE: Tuesday 25<sup>th</sup> Feb, February 2020  
LO: To identify the benefits of Fair Trade

\* Write a sentence explaining what Fair Trade is. On your picture of a banana, write one good thing about Fair Trade.

\*\* Write an explanation of Fair Trade and why it is important. Annotate your banana diagram with the benefits of Fair Trade, making links to the Caribbean and banana trade

\*\*\* Complete \*\*, then explain what you think is the most important benefit of Fair Trade products and why. Design your own fair trade symbol

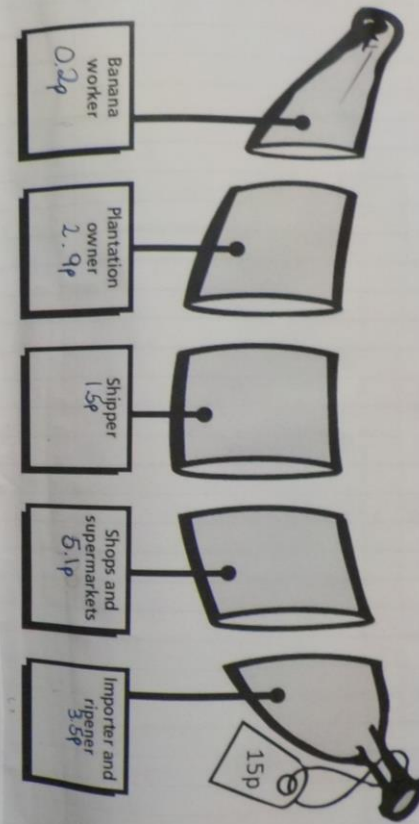
## Fair trade for

Fair trade premium gives workers £1 per box of bananas to help them get better and so they can have a safe working space, clean water, schools and hospitals to stay safe and protected.

## Did you know?

- Shopkeepers sell bananas and raise 13 million bananas each day. There are over 5,000 fairtrade producers in the UK. There are over 2,000 fairtrade schools. All green and black chocolate are now fair trade.
- 1.6 million farmers and workers are benefitting from fair trade. Fairtrade produce currently sold in 125 countries.

I think the most important beneficial thing is where each farmer gets the £1 per box.



Tuesday 3rd December 2019

LO: to understand global goals for sustainable development and how to have an impact

1 star	2 star	3 star
Write out each question and answer it fully.	First, answer the questions from 1 star. Then answer the following:	(Do 1 star and 2 star)
1- What is the United Nations and why are they important?	7- What are the problems that each goal is aiming to fix?	Then, choose a global goal which is most important to you. Write it out (with its emblem) and write why you consider it to be most important.
2- What are the global goals?	8- How do these problems affect people and the planet?	
3- Where did they come from?	9- How do the solutions impact people and the planet?	
4- Why are they important for us?	10- What can you do to help to achieve the goals?	
5- Why is it important for countries around the world to share goals?		Create a problem-solution mindmap to explore the issue.
6- How can I help spread the word about the goals? What are some ideas?	Draw diagrams and refer to sources to show how we can achieve these goals.	

What is the United Nations and why are they important?

The United Nations are an organisation which are trying to keep peace in a safe world. Nearly every country in the world is a member and follows the goals.

What are the global goals?

The global goals are a <sup>list</sup> of aims for our world to achieve (eg. no poverty, Zero hunger...).

Where did the goals come from?

A group of countries came together and decided they needed some goals for our world to try and achieve. If we did our <sup>planet</sup> world would be a lot better.

Why are these important to us?

These are important to us because, when we aren't completing them, there are problems and not everyone has a safe and happy life.

Why is it important for countries around the world to share goals?

Because it's a global problem so we need everyone to help.

How can I help spread the word about the goals? What are some ideas?

I can go on demonstrations, write letters, tell newspapers and go on the TV.

What are the problems that each goal is aiming to fix?

No poverty = Nobody being poor.

Zero hunger = Everyone having enough food.

Good health and wellbeing = Having good access to <sup>medical care</sup> medicines.

Quality education = Everyone being able to go to a good school.

Gender equality = Boys aren't better than girls (Girls aren't better).

Clean water and sanitation = Access to water and a toilet.

Affordable and clean energy = Not burning lots of fossil fuels.

Decent work and economic growth = Having good jobs.

Industry, innovation and infrastructure = Building things to enable global growth.

Reduced inequalities = Not judging people if they're disabled.

Sustainable cities and communities = Building good, long lasting homes.

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Climate action = Stopping and helping stop global problems.

Life below sea = Keeping our seas clean.

Life on land = Keeping our land healthy/good.

Peace, justice and institutions = No war and fighting.

Partnership for the goals = Keeping a group (UN).

How do these problems affect people and the planet?

Because we live on the planet so any problems with it affect us.

What can you do to help to achieve the goals?

I can spread the word, don't waste energy and money.