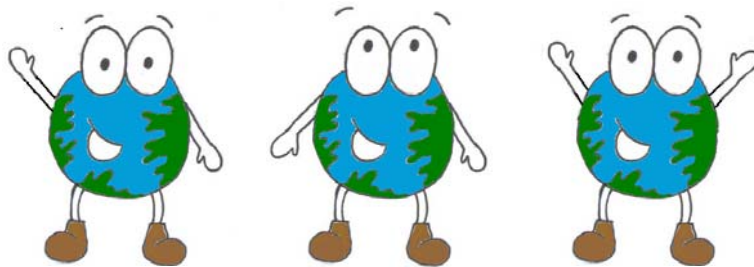


Global Conscious Citizens

A Handbook for School Councillors



HELLO and WELCOME to our GCC Handbook!

Congratulations for holding this in your hands and sharing it with your school council and your teachers!

We hope that this handbook will inspire you to make a difference, starting with what you do as a school councillor. But most of all we hope that you enjoy using the facts and ideas and that you make the Handbook yours!

We are happy to introduce you to our special global citizen who will be taking you through your journey as a **GCC**.

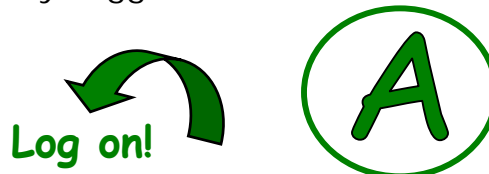


This handbook is yours!

Dip into it, add to it, expand it, share it, use it! There are no page numbers so you can take bits out and put bits in! We have left the dividers blank so that you can design your own title pages per section – maybe add your school logo or school council mission statement. There are many possibilities! The main purpose is to get you thinking about being a **Global Conscious Citizen** (or a **GCC**).

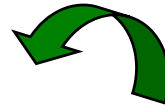
You will have lots of ideas, so make sure you add them in so that the school council always has a record of all the good stuff you have been doing and will be doing over the years! That's why the handbook is in a ring binder so that you can really make it yours: as you develop activities and keep a record of them, this handbook will really have the look and 'stamp' of YOUR school council.

You will see a big **'A'** next to activity suggestions and look out for the Log on arrow for useful websites!
Enjoy your journey!



About us:

Liverpool World Centre (LWC) is a local organisation and registered charity, a member of the Development Education Association (DEA) and has recently been awarded "Development Education Centre" (DEC) status. (For more information about development education go to www.dea.org)



Log on!

LWC was set up in September 2000 and its vision is:

To raise awareness of the interdependence of communities locally and globally and empower people in Liverpool to help bring about social justice.

So you can see why we think you **GCC**'s are important people!

In addition to this overall 'vision', in all the work we do we follow the belief that children and young people have important things to contribute to the world so we try to create the right kind of space for you to express your views and lead projects in school.

Some of you already know about our project work with school councils. Our two main ones are Fair Trade and Climate Change. We also do some work on diversity in Kensington and run courses for groups on participatory methods for working with young people.

One exciting part of our work is our Pupil Steering Group: this is made up of 12 pupils from 6 schools, who meet with us every term. The group meets to discuss ways of developing our projects, and we hope that the members will continue to be part of the steering group as they move up through their school years. If you are interested in being involved as well, please let us know!

An introduction to our team at **LWC**:

Jo Blackman	Project worker
Sandy Carter	Project worker
Pablo Guidi	Coordinator
Anne-Marie Smith	Project worker
James Milton	Administrator
Mark Jackson	Project worker

Write to us:

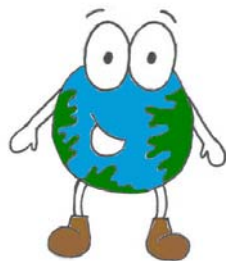
If you try out something new, or have great success with an activity, or just have lots of ideas that we haven't thought about, please email us at ams@liverpoolworldcentre.org or write to us at:

Liverpool World Centre

The Alima Centre
35 Sefton Street
Liverpool L8 5SL
Tel: 0151 708 6515

Drop in to see our resources:

At our office on Sefton Street we have a small but growing 'Resource Hub' with lots of books, DVDs, teaching packs (with photos), posters etc which you can borrow to use for any of your school council activities (or for anything else going on in school). Our resources cover subjects like fair trade, climate change, children's rights, diversity, war and peace, citizenship, and include fascinating pictures and facts about different countries like India, Bangladesh, Brazil and China. Come in and browse - and buy a Dubble bar while you are here!*



This handbook is
made from **100%**
Recycled Paper

* This handbook was written by Anne-Marie Smith, Jo Blackman and Sandy Carter. All the layout and design work was done by Samantha Fletcher.

ARE YOU A GLOBAL CONSCIOUS CITIZEN?

Welcome to our Handbook for School Councillors who want to make a Difference!

What's this all about?

You know all about Fair Trade, you know we need to be doing lots to protect our planet, you understand that there are things that are unfair about our world....

But how do you put it all into words and action?

How can you make sure everyone else knows about it and does something about it?

The main purpose of this guide is to help you think about some of the BIG issues and questions that we are all concerned about (things like "how can I save the planet?" rather than "hmmm what colour t-shirt shall I wear to day?"). We hope that it will also inspire you to take action – from little steps to giant leaps – for global justice.

You'll want to know why we are talking about you as a Global Conscious Citizen. Read on....

What or Who is a Citizen?

"I am told that I am a citizen, but in practice I don't feel I am. There is no opportunity for me to exercise my rights and responsibilities as a citizen. I want to be a citizen not just in words, but in deeds."

Young member of the Commonwealth Youth Programme
www.thecommonwealth.org/CYP



Log on!

According to Wikipedia (<http://en.wikipedia.org/wiki/Citizenship>):

"**Citizenship** is membership in a political community (usually means a country) and carries with it rights to political participation; a person having such membership is a **Citizen**."

Citizenship is also about working towards the betterment of one's community through participation, volunteer work, and efforts to improve life for all citizens. This is often referred to as active citizenship."

Depending on different countries and their laws, being a **'Responsible Citizen'** can include things like paying taxes, obeying laws and defending your own and others rights.

You might think 'well I can't vote until I am 18, so what's the point in trying to be a citizen?' **But there's more to it than voting!**

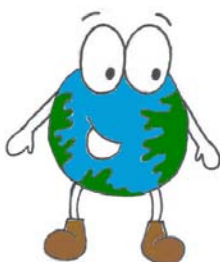
What is a **Global Conscious Citizen?**

Bit of a mouthful isn't it? You can call yourself a **GCC** for short (or make up something cool and snappy that describes a **GCC!**)

We believe that being a **GCC** is especially about **being aware** of important issues, **telling other people** about them in an informed way, and **doing something** to make things better – locally, nationally and globally.

Hey! I'm a **Global Citizen**! And I'm a **Conscious** one too! Want to Join in? Get off the sofa, switch off the TV and do something to make the world a bit better!

Many of you are already very active **GCCs** and probably don't even know it!



So how do you know if you are a GCC?

Easy! Here's a simple **yes** or **no** quiz to help you:

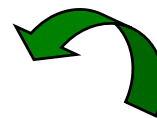
GCC Quiz

A

1. Do you care about the planet?
2. Do you think about where things come from when you buy them?
3. Do you know what Fair Trade is all about?
4. Do you agree that our actions have consequences?
5. Do you think you have the power to make a difference?
6. Are you interested in the links and connections that exist between different people and places across the world and in your local community?

If you answer **yes** to at least four of these questions then you are definitely already something of a **GCC**! (if you answer **yes** to all six, make yourself a **GCC** medal!)

Three little words:



GCC
Medal!

Global

You are a global resident! Wherever you live, you are part of the wider world - because what you do and the choices that you make directly affect people and situations in other parts of the world.

Conscious

You know and are aware of the fact that there are many things that are unfair in our world – for example, the huge gap between rich and poor countries, or the fact that millions of children can't go to school. You are also conscious of the things that you can do to make a difference

Citizen

It's not just about voting so don't hang around until you are 18! You have a responsibility now to contribute to your community at local, national and international levels – from having a conversation about important issues to running a campaign.

What do YOU think it's all about?

A

At your next school council meeting put some time aside to have a debate about what it means to be a global conscious citizen. You may all come up with different views and ideas – you could then use everyone's ideas as guiding principles for the work of your school council. See section 2 on "how to get your school council talking!" to get the ball rolling...

Whether you are 7, 17, 77 or 107, you have your part to play as a **GCC**. In summary

As a **Global Conscious Citizen** you:



- Are aware of the wider world
- Know that what you do here (locally) affects people and places everywhere (globally)
- Respect and value diversity
- Want to do something about unfairness, injustice and inequalities, from your front door to Timbuktu
- Participate in and contribute to your community
- Take responsibility for your actions

Being a **GCC** isn't something you will be just while you are on the School council, or just as part of an event or special day; **being a GCC is a way of life!** Just like your school has a mission

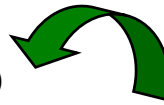
statement, as a **GCC** you will have your own personal mission statement that you will live by (until you are 107!).

How can we be a Global **Conscious** School Council?

If you are reading this (**hello!**) we are guessing that you are already involved in your school council.

"All children and young people should have the chance to play an active role at their school. A school or pupil council is a great way of doing this. Liverpool Council members believe they give children and young people a 'voice'."

(from <http://www.liverpool.gov.uk>)

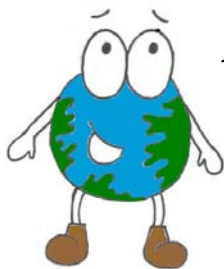


Log on!



Write to Liverpool City Council with suggestions!!!!

How do you use your voice?



Talking about things like bins or uniforms are important and a school council is the best place for important things to get discussed. You might think that bins and uniforms are boring subjects for your SC meeting, but if you are a committed **GCC** your discussions can link to lots of **BIG** issues.

Don't forget...every time you see this 'A' it's activity time!



A

Quick Council Activity

How can a discussion about bins link to BIGGER issues to do with our planet?

How can a meeting to talk about school uniforms link to BIGGER issues about what we buy or wear?

Some clues: climate change, the environment, fair trade, child labour...

And there is no reason why the school council shouldn't be discussing BIG issues like how to tackle climate change or how to make sure that everyone in school starts thinking ethically about what they buy

How can you make sure your school council isn't just about meetings and all talk?

A school council is YOUR space – your democratic space where you can discuss and debate issues with each other and with teachers about the things that concern you, that you are worried about, that fire you up, that you want your school to be involved in, that you want to change, that you want to propose etc ...

Once elected at the start of the school year, it would be great if your first meeting was all about 'what its all about', so that you know what your core beliefs are to work on. We hope that this handbook will help you along the way.

As a school councillor you are in a unique position to make changes, set examples, raise awareness, and inform everyone in school about important issues. So the school council is like an information hub that other pupils, teachers and other school staff can tap into....

**We believe that as a young person you have a Big Voice when it comes to saying what you think.
Use your Voice well!**

ARE WE A GLOBAL CONSCIOUS SCHOOL COUNCIL?

You will need:

Big sheets of paper

Coloured pens

Post it notes

All members of school council present!

One person can lead this activity (if you have a chairperson they can do it, if not you will have to elect an activity leader for this).

Explain to everyone that today's meeting is to make us think about being a 'global citizen' and whether we think we are doing our bit for the world.

Split everyone into small groups of two or three.

Ask them to 'brainstorm' (*what's this? See section 2*) what they think being a 'global conscious citizen' is all about, and to jot down their ideas on post it notes. Give them about ten minutes.

Get each group to stick their post it notes onto a big piece of paper (this could be on the wall so everyone can see it) and share their thoughts with everyone. By the time all the notes are up you will hopefully have had a good discussion.

Have you found out if you are a global conscious school council?
If you have: the next stage will be to share your thoughts with the rest of the school. Some ideas.....

Plan and present a special GCC assembly

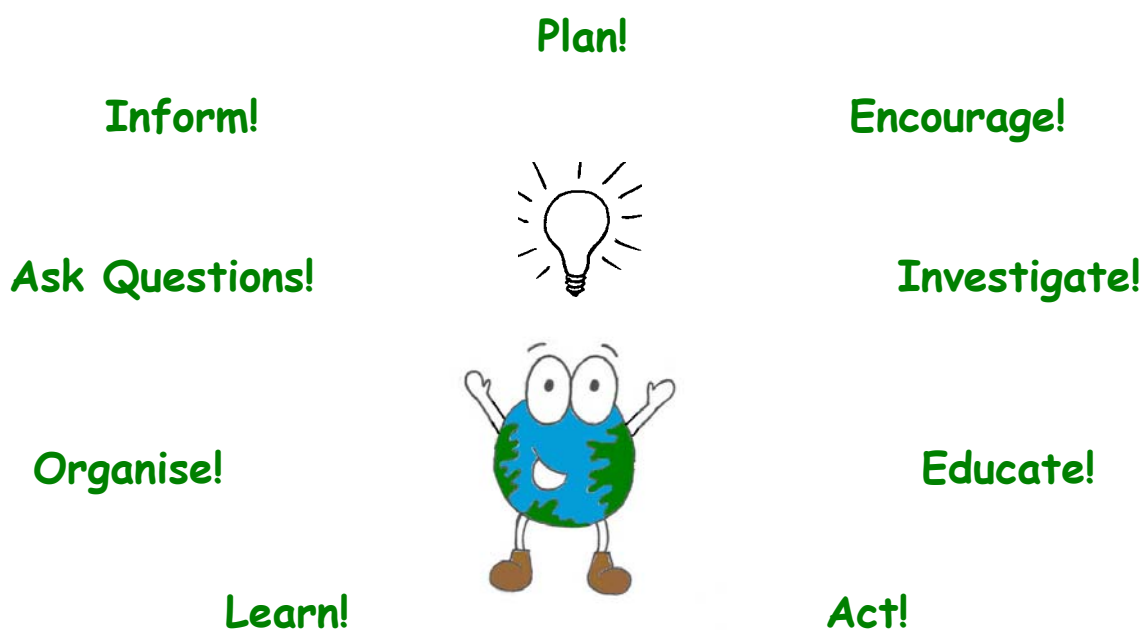
Invite governors and members from the PTA to your next school council meeting to tell them all about it

Advertise it on posters around the school

Cover a display board with GCC information

Step up to being a GCC campaigner!

There are so many things that need changing in our world, that there are a lot of people out there who are **campaigning** – for justice, for peace, for equality, for rights, for land protection. Some are doing it quietly, some are out in the streets making a big noise about it, but they are all doing it because they are **GCC**'s! Check out some of the websites listed at the end of this section to read about different types of action people are taking around the world.



Can we make a difference in school?

Every lesson is linked to your role as a global citizen. From Geography to Maths, almost everything you learn has a link to being an active **GCC**. Why not ask your teachers to run a special **GCC**-linked lesson?

At home you can all do your bit: switch to low energy light bulbs, add Fairtrade tea, rice or bananas to the weekly shopping list, find out what you can do to help in your local community, buy a book about a country you know nothing about and share it with your family...

Your community - take your campaign for fair trade or saving the planet into your community: ask shopkeepers to put posters up, write to your local MP...

Your friends – tell them why it's important! Once you have done your investigating, share some interesting facts about our world with them....

A

If your school has got a website, why not set up a **GCC** blog site!

Find out more about school councils, campaigns and young people's participation

In each section of this handbook there is a list of websites, books or organisations where you can get more ideas and information. Don't forget that **Liverpool World Centre** also has a library of resources that you can come and browse or borrow.

Books

The School Council – A Children's Guide, published by Save the Children

Primary School Councils toolkit, published by School Councils UK

Secondary School Councils toolkit, published by School Councils UK

Websites

School Councils UK: www.schoolcouncils.org

Save the Children UK: www.savethechildren.org.uk

Article 12: www.article12.org

This is a website created by young people for young people

Oxfams cool planet: www.oxfam.org.uk/coolplanet/kidsweb

Children's Rights www.crae.org.uk



**Log on!
To all of
these
websites!**

This is the children's rights alliance for England, and membership is free for under 18s

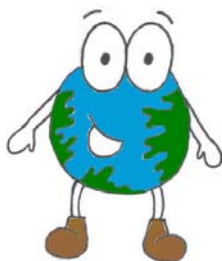
Unicef Voices of Youth www.unicef.org/voy

Make poverty history www.makepovertyhistory.org

Citizen X www.bbc.co.uk/schools/citizenx
Read photo stories, links to parliament and government; stories about being a local, national and international citizen

Citizenship www.dfes.gov.uk/citizenship
See the pupils section for all the facts and figures about citizenship and how it works across your curriculum in school


Global Gang www.globalgang.org.uk
Find out how young people all over the world are 'standing up to be heard' and taking action.



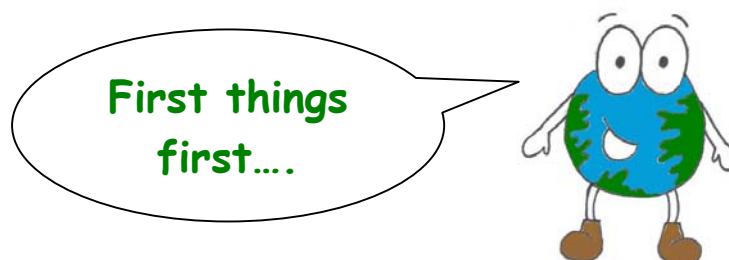
Socrates said, 'I am neither an Athenian nor a Greek. I am a citizen of the world'

HOW TO GET YOUR SCHOOL COUNCIL TALKING!

This section gives you some ideas of different ways to get everyone talking about issues or ideas in school council meetings!

These are the kind of methods that are used by community groups or committees in different parts of the world, and they are called **participatory methods** because everyone gets to participate in the discussion. It also means that if someone is not keen on writing, they can draw or just scribble a few ideas on a post-it note. 

These methods often involve things like **diagrams**, **spider charts**, **big sheets of paper**, **post it notes** and **coloured pens** – the idea is to be creative with your thinking skills!



How does everyone feel in your school council about the way you discuss issues?

Why not put aside some time in your next meeting to have a group discussion about the way you want to get things done, and how you want meetings to work (e.g. do you want to take it in turns to lead discussions or activities?)

If you are looking for some different and fun ways of discussing things at school council meetings, here are some ideas to get your brains in gear! You may have already used some of these in lessons....

A

Margolis wheel

You will need: chairs!

An outer circle of chairs facing inwards, and an inner circle of chairs facing outwards. There should be the same number of people in each circle, so that everyone is facing someone they can talk to.

You will have set up an issue or topic for discussion (e.g. how can we improve the way the school council communicates with the rest of the school? Or 'what should the local council be doing for young people?').

Have a minute for everyone to think about their views or questions. Then each person in the inner circle (question people) has to ask their question, and the person sitting opposite (the 'experts') has to offer an answer or suggestion.

Somebody (perhaps ask your teacher to do this) will ring a bell or make a noise every two minutes, which is the signal for the questioners to move round to the next seated expert. When everyone has gone around the circle, you can swap roles.

A

Role-play

Role-play is always a good way of exploring issues from different points of view.

You will probably have done role play in drama or in language lessons. If the school council is planning to run an assembly, you could use a meeting to plan a role-play that would give a strong message about an issue like Fair Trade or Climate Change, for example, playing the roles of a farmer, a supermarket owner, a banker, a shopper, a government leader etc.

Or if you are discussing behaviour issues in school, you could do a role play between a teacher and a pupil, or act out a conversation between two friends.

You will have lots of versions of your own – the idea is to find ways of presenting issues that are dynamic, active and where everyone gets to take part.

A

Brainstorming with post it notes!

You will need: big sheets of paper, lots of different coloured post-it notes, coloured pens or markers.

This is just a more visual way of talking about things. You could be split into small groups where you 'brainstorm' all your ideas about a topic, jot them down on the post it notes, then they are stuck up in groups, categories etc. This then produces a picture of your ideas, and you can use it to discuss how to take your plans or ideas forward.

For example: If you want to plan an event on Fair Trade in school, there may be some questions you need to answer, like:

What would really make it a good event?

Who should we invite and how do we tell them about it?

What will happen at the event?

Split into small groups or pairs, and write your answers on post-it notes (different coloured ones per group if possible, or just use different coloured pens!).

Then you can stick them all up, grouping similar ideas together, and perhaps give scores. Then you can start planning hopefully!

A

Have a debate!

Debates are a good way of hearing everyone's point of view – you could have a mini-debate in school council time, then plan a bigger one involving different class groups across the school. Usually in a debate, people say why they are against something or for something, and have to give reasons why.

What are the issues you would like to debate? Climate change? School uniforms? Bicycle sheds? Your local council's plans?

A

Draw it!

If you can't find a way of saying it, you might want to draw it! If your meetings sometimes have too much talking in them, or too many things to read, why not have a special school council session where you all draw your ideas or plans – then put them up on the wall. These can then be used as reminders for your next discussion or meeting. Or make one big drawing like a mural – this could then go on display in the school.



A

Visit to Resource Hub

Arrange a visit to our Resource Hub and borrow some interesting story books or photo packs – you could use a story at your next school council meeting to open up a discussion about a particular issue.

For example, we have story books about children's lives in different countries; or you could use a photo pack from India or Ghana to talk about fair trade or children's rights.

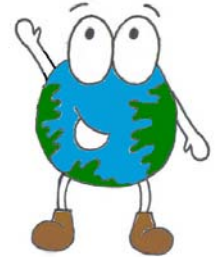
For more ideas on activities have a look at:

Participation. Spice it up! By Save the Children and Dynamix Ltd

Just Acting (15 sketches on debt, fair trade, water and other global issues) by Christian Aid.

FAIR TRADE

Welcome to our Fair Trade Fact Sheet!



What is Fair Trade all about?

“Well, its making sure nobody rips off the farmers isn't it?”

(Year 6 pupil, Rice Lane School, Liverpool)

This is quite right. **Fair Trade** means two important things:

Important Thing 1

Farmers and producers (they could be in **India, Africa, Latin America, the Caribbean or Asia**) are not only getting a **fair price** for their products, but also a price that is **stable (it won't change)**. This means they can **support their families** and **plan for their futures** and for things like their children's education.

Important Thing 2

A Fair Trade price also includes a **premium (like an extra bit of money)** which farmers and workers spend on social or environmental projects for their communities or organisations.

Here are **two examples** of how a **premium** can be used:

“We have used it to help get electricity for all workers' houses - my children can now study at night”

(Muthusamy Sivapackiam, Tea plucker, Sri Lanka).

In Guatemala a coffee co-operative has used the premium to set up health care centres and pharmacies for the local farmers and their families.

But that's not all! The Fairtrade mark is also a **guarantee** that the **environment** is being **respected** and **protected**. How's that then?

Read on...



**In the Dominican Republic,
9,000 cocoa farmers have used
the Fairtrade Premium to
convert to organic farming.**

Fair Trade: Respecting and Protecting the Environment

With the extra income that the farmers and growers receive through their participation in Fair Trade, they can plan and invest in agricultural practices that protect their environments and their communities.

This quote from an Ethiopian coffee farmer makes one thing very clear.

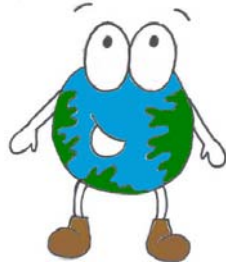
Fair Trade is NOT a charity:

"Fairtrade has definitely helped our community. It has helped the school and has improved our water supplies. We don't want your money. We simply want you to buy our coffee at a fair price so we can be independent."

(Workineh Heldaje, Choche (Ethiopia) Farmer, October 2006)

A group of 133 banana farmers in Colombia set up an environmental protection programme that includes reforestation, a community rubbish collection service and a plastic waste recycling programme.

What next?



Ok, so you've 'got the t-shirt' (in fair trade cotton of course!), you only ever buy Fairtrade chocolate, what more is there to do??

Well...as a **Global Conscious Citizen** you know that fair trade is more than just a bunch of ripe bananas! When a **GCC** buys a bar of Fairtrade chocolate, she or he is interested in the people who produced the cocoa, where they live, how they live, and the **GCC** knows about the impact of our consumer choices....

So once you have scoffed the chocolate, its time to **investigate** further and get more people involved!

School Council Investigations....

Take a trip around your local supermarkets to see what Fairtrade goods they have in stock – compare products, prices etc.

Send out a questionnaire to parents – find out what people know about fair trade...

Find out about the chocolate or fruit eating habits of your classmates: who is buying Fairtrade products? If not, how will you persuade them?

A

Ideas...

Keep a photo bank and resources for school council to use when they need to run an assembly, or need some facts to take to a governors meeting. So you could be on the way to putting together a sort of 'Global Conscious Citizen's Library', created by your school council for next year's school council!

A

Resources and Websites

There are some great books and websites that you can use for activities in a school council meeting or for an assembly, or just for a good read!

You can get most information from the internet, with documents to download, games to play, and all the facts and figures you will need for your campaign or fact-finding mission.

Books/Activity packs

These are examples of some of the resources you can borrow or buy from our Resource Hub.

<u>Title</u>
Papapaa The story of the cocoa bean to the chocolate bar – a colourful pack of photos and stories from Ghana
Go Bananas Photos and facts about the journey of a banana from the Caribbean to the UK
No nonsense guide to FT All the facts and figures you could wish for in this little pocket sized book!
Change the World for a Fiver 50 actions to change the world and make you feel good.
Bananas and Cocoa Beans "a basketful of fair trade activities"
50 Reasons to buy Fair Trade These will help you persuade anyone who still needs reasons!
Choc-a-lot "a chocolate flavoured resource to explore the global trade in cocoa"

School council surfing meeting

Plan a special meeting of the school council in the IT room, and work in pairs to surf around the internet looking at all these websites – if you share it out it will be quicker! Then feed back to each other and share anything that can be useful for your Fair Trade campaign in school

Websites

There is nothing we can tell you that you can't find on the internet!

www.fairtrade.org.uk/get_involved_school

The Fairtrade Foundation is the first place to start if your school wants to work towards getting 'Fair Trade School' status. It explains all about:

- What a Fairtrade school is – with details of the criteria and how to achieve them
- Benefits of being a Fairtrade school
- Where to go to next if you are already a Fairtrade school
- Useful links and much more!

www.kidz-at-work.net

This is a brilliant website, designed especially to inform children and young people "about the issues of child labour and to focus on Fair Trade as an effective alternative to avoid exploitative child labour". It explains why children have to work in some countries, what kind of work they are doing, and how you can get active on fair trade and do something about child labour. Full of lively details and facts about cocoa, fair trade, children's rights, and football.....

www.wftday.org

The official website for World Fairtrade Day (every year on May 12th) has information on competitions, events, and case studies and photos from many different countries. Find out what people all over the world are doing on World FT Day – plan your event and tell the world what you are doing for Fair Trade on this website!

www.dubble.co.uk

Log onto the Dubble website and learn as you play!

- Complete the Dubble quiz
- Send Codebreaker e-cards
- Play the fun Beanland online computer game

Furthermore, sign up to become a 'Dubble Agent' along with an already 50,000 Dubble Agents who are completing Fairtrade missions!

www.youngcooperatives.org.uk/index.php

Visit this website to learn how to:

- Build your own business selling Fairtrade goods
- Speak to other young people online to share ideas on Fairtrade

www.co-opfairtrade.co.uk

The Co-op's fair trade website gives you excellent information on fairtrade, explains lots of words and issues, and has great links to other relevant websites. Also here you can download their schools pack.

www.oxfam.org.uk/coolplanet

Visit Oxfam's cool planet website and you can:

- Access many useful resources to help you with your Fairtrade action
- Learn about Global Citizenship
- Subscribe to receive helpful newsletters from Oxfam's Cool Planet regarding Fairtrade and other related issues

www.scaifyouth.org.uk

- Download their Fairtrade action guide for schools
- Provides useful information for you and your teachers and learning mentors
- Fun sections including posters for you to colour in and movie clips!

www.cleanslateclothing.co.uk

Log on to see how you can make your very own school uniform Fair Trade!

www.garstangfairtrade.org.uk

Read about the world's first ever Fair Trade town - and find out how you can get your borough or council to become Fairtrade

www.bananalink.org.uk

This website will give you lots of information on the many social and environmental issues that affect the international banana trade. You can also find out about campaigns and resources.

www.maketradefair.com

Find out about Oxfam's movement to make trade fair.

www.actionaid.org

Click on 'schools' and have a look at their resources and downloadable information. See their photo story about fair trade and bananas called "the real cost of your bananas" (good to use for an assembly or presentation!)

www.wdm.org.uk

The World Development Movement runs campaigns and action to tackle the causes of world poverty.

www.tradejusticemovement.org.uk

A group of organisations campaigning for trade justice

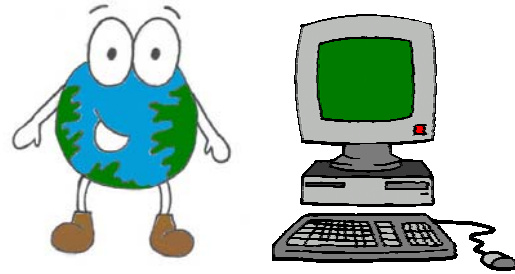
www.divinechocolate.com

Find out the meanings of the Ghanaian Symbols on the divine chocolate wrappers, how the chocolate is made and much more.

www.ifat.org

International Federation for Alternative (or Fair) Trade – the global network of Fair Trade organisations. Gives you great information about fair trade in different regions – Africa, Latin America and Asia – and has lots of links to other interesting and informative websites and resources.

Log on!
To all of
these
websites!



Fair Trade: Activities and Campaign Ideas

A

Games

Draw a rectangle on white board. Label it a '**typical NON Fair Trade Chocolate Bar**'.

Tell the audience the chocolate bar costs **£1**. Split the chocolate bar up into the following:

36p (tell this audience these are general costs/overheads), **4p**, **34p**, **10p**, **15p**.

Then from the following list ask the audience to guess which of the following gets which amount!

Tax	Supermarket	Brand (e.g. Cadburys)	Farmers
-----	-------------	-----------------------	---------

Ask the audience to guess who makes what amount of money per chocolate bar. Finally, reveal the answers (to show that the Farmer gets **4p**, **Supermarket** gets **34p**, **Brand** gets **10p** and the **Taxes** are **15p**). Ask the audience to think about how much work each does Vs the money they receive. **Is this fair?**

Things to do in school - Lots of Mini Activities!

Plan a '**Fair Trade Taster Morning**' in the staff room as a friendly way of persuading people who may not yet be completely aware of the benefits of fair trade.

Tell everyone about it! Swamp the school with **Posters and Information** about Fair trade!

If your school is going for the FT schools award, find out about things like **Vending Machines** that stock fair trade snacks and drinks.

Make a DVD/Recording. Go around the school at lunch and break times doing mini interviews – "what do you know about fair trade?" Or find out what it means to different people – You could present your findings in an assembly.

Get a **Petition** signed for your local shop to stock FT choc (see the Dubble website for some ideas for this)

Send a **Questionnaire** home to parents & run a **Survey In School**– take results into maths class to produce a graph.

Arrange a school council investigation **Trip to Local Supermarkets** – what's available? If it isn't...write to the manager.

Plan and run a **School Assembly** on Fair trade – for example, do a role-play scenario to show the difference between fair and unfair trade.

Tell Your Neighboring Schools what you are doing! Arrange to visit them so that you can share your knowledge!

Arrange a **Special School Council Meeting** with the head teacher, the governors, catering staff and teachers – this will be a good way of sharing your ideas and plans about fair trade with everyone who is involved in your school's day to day life.

Things to do at home/in your community

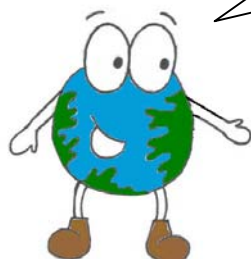
What have the shops got? Find out, and **Talk to Shopkeepers about Stocking Fairtrade Products** – you might help them out by taking some information to them

What are you eating and drinking at home? **Tell your Family about Fair Trade** – point things out at the supermarket, make a change to the shopping list!



Global Citizens Sam, David, Isaac, Raphael and Emma take their message to Secretary of State for International Development, Hilary Benn (June 2006)

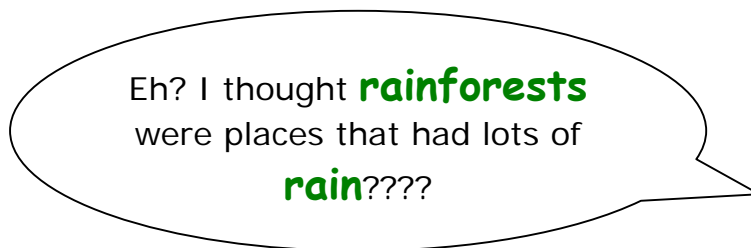
Remember to look for the
FAIRTRADE Mark!



CLIMATE CHANGE

Did you know that...?

- The ice is melting in Greenland a lot faster than scientists first thought - that's a real problem for the polar bear who catches its food on the ice and for millions of people around the World as the sea level rises causing a serious risk of flooding to farms, homes and cities.
- There was a drought in the Amazonian Rainforest which killed thousands of fish in 2003.

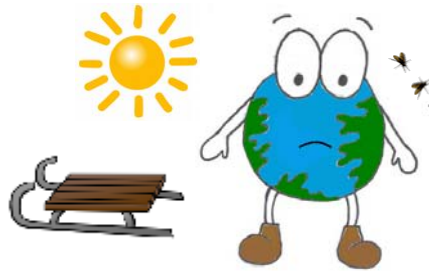


- Hurricane Katrina was the most violent hurricane to hit America in recorded history, and they are expected to get worse in the future.
- Children living in the Pacific islands of Vanatu and Tuvalu have had to leave their homes because they have been flooded by the sea.

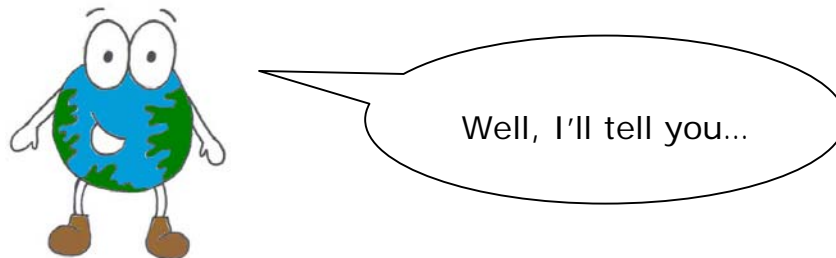
And it's not just in other countries that climate change is happening...its happening here too!



- The south-east of England is experiencing drought and we have had severe flooding in Yorkshire and the Midlands – can you remember the floods in Sheffield and Hull in June 2007?
- Here in Liverpool, our winters are expected to get wetter and stormier and our summers hotter – that could mean less snow in winter time and more bugs in the summer time - Yuk!



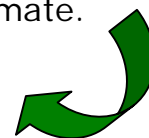
So you may be thinking...**why is all this Climate Change happening now ????**



The Earth's atmosphere is made up of layers of gases, some of which are called **greenhouse gases** like methane and carbon dioxide. They're mostly natural and they put a kind of thermal blanket over the earth.

This keeps our Earth at the right temperature for animals, plants and humans to survive (around 60°F/16°C). But if extra greenhouse gases are produced, by burning fossil fuels such as coal, oil and gas to heat our homes, drive our cars and make electricity, this thermal blanket gets thicker and too much heat is kept in the earth's atmosphere so our Earth warms up affecting our climate.

This is called **Global Warming**



Fancy finding out what our Earth must feel like with **Global Warming?**

A

Try this out in your school council meeting...

You will need four blankets!

Pick four children to represent our Earth. Ask them to huddle together in a group. Ask everyone what energy they used today. For each item or appliance mentioned, place a blanket over the heads of the four children who are our Earth! After four blankets are placed on their heads, ask the children what it feels like being under the blankets – “Hot” and “Stifling” are likely to be stated.



Lister Junior School, Tuebrook

As our Earth warms up, our **Climate Changes** and becomes more unpredictable.

So what does this mean for people and animals living around the world?

Here is another activity you could try in your school council meeting or an assembly!

A



It involves everyone seeing how the way we produce, use and waste our energy has an impact on **Climate Change** around our World. You will need a map of the world and weather signs which you will find in Google images. Introduce everyone to the World pointing out the different lands/continents that make up our World – **North America, South America, Europe, Asia, Australasia and Africa**. Place the weather signs on the map accordingly and discuss their impact with everyone:

- **Wind sign** for increased winds and hurricanes in North America - leading to property damage, loss of livelihood and life.
- **Rain sign** for increased rains in South America - leading to soil erosion, loss of crops and population migration.
- **Flood sign** for flooding in England and **Storm and Bug sign** for increased storms in Europe and presence of insects usually found in the Southern Hemisphere - leading to property damage, flooding and spread of disease.
- **Snow sign** for snow in parts of China for the first time - leading to winter deaths, damage to crops and property.
- **Hot man sign** for hotter temperatures in Australia leading to forest fires, loss of wildlife and property.
- **Desert sign** for increased drought in Africa - leading to water shortage and famine and population migration.
- **Ice sign** for ice caps melting in Greenland leading to **Wave sign** for Sea level rise in SE Asia - causing flooding, salination of drinking water, loss of crops and land to the sea.



Climate Change News

Everyone in your class can also get involved in learning about climate change by presenting their own version of "climate change news"! Tell your classmates that they are planning a news report on climate change happening around the World. The first thing they will need to do is to choose someone to be the newsreader, someone to be the reporter and two people to be residents living in the country with climate change. Encourage them to think about how climate change such as hotter, drier, wetter or stormier weather could affect people living there. Everyone could even design props for their news report which would be fun! You could also video your "news reports" too!

As we have said before, **Climate Change** is also happening here in the UK. Our summers are expected to get hotter and drier and our winters wetter and stormier...

What do you think the impact would be for birds, plants and people living under these conditions?

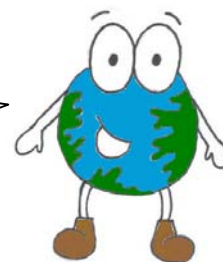
DEFRA has produced a DVD called **Climate Change** which you could show at your school council meetings or in an assembly. It is good and makes the points about climate change very clearly. You can get a free copy of the DVD from...

www.climatechallenge.gov.uk



Log on!

GOOD NEWS! It is not too late to slow down the impacts of **Climate Change**! Hurrah!



As **Global Conscious Citizens** we can do something about it. We can cut greenhouse gases and help **STOP Global Warming!**

We can make a big difference if everyone takes action now!

Some of the things we can do as **Global Conscious Citizens** are...

- **Re-cycle** glass bottles, jars, newspapers and magazines and tin cans.
- **Re-use** plastic shopping bags and envelopes.
- Persuade your mum or dad (or whoever does the gardening) to have a **compost heap (if you don't have a garden, you can still have a wormery)**.
- Put a brick in a plastic bag into your toilet cistern, then the toilet will **use less water each time you flush**.
- **Use paper on both sides** and try and **buy products that don't use much packaging**.
- Give **unwanted gifts** and clothes **to a charity shop**.
- **Take a drinking bottle to school** instead of using a new plastic cup every time.
- At school, make sure that computers, monitors, projectors and whiteboards **are switched off when they are not in use**. Your teachers may need some help remembering this!
- Only fill the **kettle** up with the **amount of water you need** to boil that time.
- **Don't** leave the TV or video on standby.
- **Cycle** to places!

- If you get a lift to school in a car, **take your mates along for the ride.**
- **Switch lights off** when you're not in the room.
- Have **showers** instead of baths.

Can you think of other ideas?

To find out more about **Climate Change**, have a look at these websites and resources.



Log on!

Websites designed by young people for young people on climate change:

www.youthagainstclimatechange.org

The Youth Against Climate Change website is run by young people and aims to involve students of all ages in campaigning on climate change. They provide ideas, resources and information to help young people in schools, colleges and universities to run projects and promote practical solutions to climate change in their own communities. The Resources page includes a guide to setting up a project in your own school, with sample action plans available to download.

www.ssacc.org.uk

This is the website of School Students Against Climate Change. SSACC aims to make others aware of global warming and the state of the world at the moment.

Here you can find out all about climate change and global warming in simple terms, learn about their Eco Club and even play some Flash games and do some activities!

Web-blogs by young people on climate change:

www.climatechallenge.gov.uk/whats_being_done/champions

In 2006, the government organised a competition to find nine young people aged 10 – 18 years old to help spread the word about climate change. On this website, you can find out about these

"Climate Change Champions", read their blogs and watch a short film about what they've been doing.

www.climateblog.org.uk

Here you can read blogs about climate change by young people, teachers and experts and post your own blogs too! The website is run by WMnet – the West Midlands broadband consortium.

Other websites on climate change:

www.globalgang.org

This is a site for young people who care about what's going on in our world... Search for "climate change" and see what comes up. (The "Search" button is on the grey bar across the top of the page.)

www.climatechallenge.gov.uk

This is the Government's website on climate change – it includes a clear introduction to the issues as well as information about what the government and people across the UK are doing to tackle climate change.

www.foe.org.uk/learning/

www.foe.co.uk/campaigns/climate

There are lots of relevant pages on the Friends of the Earth website – have a look at "Learning" and "Campaigns".

www.bbc.co.uk/climatechange

More useful information from the good old BBC!

www.bbc.co.uk/bluepeter/greenpeter

This is the environmental section on the website for the popular BBC TV programme "Blue Peter". On the site, there are short clips of interviews with young people living in Britain about climate change plus lots of information on what we can all do to protect our environment such as saving energy, using renewable energy and recycling our waste.

FirstNews

This weekly newspaper for young people has lots of information & ideas for action on climate change as well as lots of other important issues. You can get it in supermarkets, WH Smiths, some newsagents or from the website: www.FirstNews.co.uk

An Inconvenient Truth (Al Gore's film)

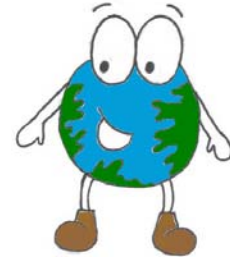
This film was made by the United States' 'almost' president, Al Gore, explaining about Global Warming in an interesting, yet almost terrifying manner, bringing home the horror of what is already happening. The film consists of two different, alternating parts: A personal story and a slide-show that Al Gore has toured with around the world. This creates an effective balance of hard-hitting facts and a more sympathetic view of Al Gore's life, which, from our point of view, works wonderfully. The film definitely gets across the point to its audience. It sends a clear message that explains simply how important this issue is. Got a £10 hanging around? Get out and buy this film! It's worth every penny and should be shown to every person in the world! Honestly.

Review by Alex Key and Liza Dysch of School Students Against Climate Change.

BIG WORDS: What Do They All Mean?

These are some words or terms that may be relevant to your life as a Global Conscious Citizen and which you may come across on websites or in information leaflets. There are many more that you could add to the list...just write them in as you discover more of them!

**“Words are also
actions, and actions are
a kind of words”**
(Ralph Waldo Emerson)



Activism

Activism, in a general sense, can be described as intentional action to bring about social or political change. This action may be in opposition to current laws and policies (e.g. building new runways at airports) or it may be in support of new ways of organising our society (e.g. organising community recycling schemes).

“Activism is my rent for living on this planet”
(Alice Walker)

Advocacy

Advocacy is the process of supporting or campaigning for an issue. For example, you would call yourself an *advocate* for Fair Trade if you are actively supporting its principles and making sure other people know about it.

Campaigns and Campaigning

A campaign is like a big movement which gets people thinking about an issue, and encourages them to take action. Local residents could run a campaign against the closing of a community centre, or you could set up a campaign for your school to have more daffodils in the garden...

Make Poverty History is an example of big campaign.

You are a *campaigner* if you are a keen supporter or champion for an issue that's important to you.

Children's Participation

Although this sounds like a simple idea, it is big and lots of important people in governments and large organisations are interested in it!

It is directly linked to Article 12 of *the United Nations Convention on the Rights of the Child* (see below) which says that "children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account".

Democracy -democratic

The term 'democracy' comes from the Greek language and means 'rule by the people'. Generally, a country (or organisation) that is called 'democratic' means that: human rights are respected, the people and the press are free to express their opinions and ideas ("freedom of speech"), every person has the right to vote, there is freedom of religions, and that the government will work in the general interest of the public.

Diversity

This word is used to describe the variety or differences amongst people. These are things like religions, languages, traditions, family backgrounds, skin colour, abilities, interests, etc.

**"Diversity is the one true thing we all have in common.
Celebrate it every day."**

Ethics

Ethics are a set of moral principles, values or standards. If you say you have 'ethics' that means you have certain beliefs or principles that guide the way you live.

We describe certain ways of doing things as 'ethical' or 'unethical'. You can choose to buy paper from a company that says it has an ethical way of doing business – that means that it makes sure the paper is coming from renewable or sustainable sources, that there is no injustice happening amongst employees, and that it treats all its workers fairly, for example.

Globalisation

Globalisation means different things to different people... Here are some of its meanings:

- Our lives have become very dependent on imported food, natural resources, manufactured goods and people's labour from across the world e.g. we eat bananas from the Caribbean, we travel in cars using petrol from the Middle East, we use computers made in China, we make phone calls which are routed via call-centres in India...
- Trade happens across the world - multi-national companies operate across borders and are often more powerful than governments.
- Distances seem smaller in our globalised world - we can speak to anyone anywhere in the world (who has the same technology as us) by phone, text, MSN or email. We can even travel to the other side of the world in one day.

Social Justice

This is an ideal condition where all people live in equality, where there is no poverty or hunger, and where everyone everywhere has the same rights, opportunities, and benefits.

“Until the great mass of the people shall be filled with the sense of responsibility for each other's welfare, social justice can never be attained.”

(Helen Keller, 1880-1968)

Sustainable Development

This is development that makes sure that the resources and the environment today are used in a way that does not harm the possibilities for their use by future generations.

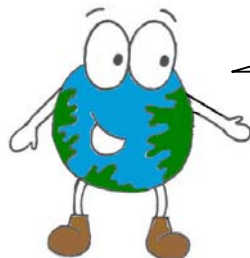
UN Convention on the Rights of the Child (UNCRC)

A 'Convention' is an agreement between countries to obey the same law. The UNCRC was signed in 1989 by nearly all countries in the world, and it has 54 articles in total. Articles 1 to 42 are all about the different rights children have in society, and articles 43 to 54 are about how adults and governments should work together to make sure all children get all their rights.

(Information taken from UNICEF – see their UK website for children and young people at www.therightssite.org.uk).

"Children are not mini-persons with mini-rights, mini-feelings and mini-human dignity. They are vulnerable human beings with full rights which require more, not less protection."

(Maud de Boer-Buquicchio, Deputy Secretary General of the Council of Europe, October 2005)



Remember to
keep adding your
own words that
you find!

Promoting and Recording your Achievements

Tell people what the GCC's are up to!

The more you share what you are doing to make the world a better place as **Global Conscious Citizens**, the more people will take notice and start joining in!

This section is to help you think about how to share your ideas, activities, thoughts and plans as a **GCC** with your classmates, your whole school, your local community, the world!
There are two important things you can do:

1. Advertise and promote what you are doing
2. Keep a record of what you did.

Promoting your GCC Activities

Raising awareness about the 'big' issues to do with our world is all about helping people to think about things. So to promote what you are doing you will need to:

Think about how you want to publicise what you are doing (an event, a campaign, a fun day etc): jump on the internet and get the contact details for any local papers (get photos of your event on the front page!) and local radio stations. Local radio DJ's are often really keen to hear from young people and find out what they are doing in their schools or communities. Also some local community groups have newsletters and may be happy to print your story...

Explain in clear and simple terms what you are doing or plan to do.

Describe the content of the event or the project that your school council is involved in organising.

Plan different and bright ways of promoting your work, for example:

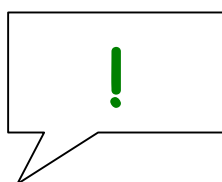
write a newsletter; deliver an assembly; send a letter home to parents; stick up colourful and informative posters around school; invite a local councillor to a special **GCC** School Council meeting; organise a **GCC** morning and invite classes to come and find out all about it (set up pictures, maps, food products, books, information panels etc)..

The list could be endless! So whatever else you do, write it up, punch two holes in it, and file it here in your handbook so that your ideas and activities can be used by future school councillors!

Recording your **GCC** Achievements

So you have achieved Fair Trade School status?
You have performed an assembly on Climate Change to the whole school?
You have had a good discussion in school council about being a **GCC**?
You have given a presentation to the Parents and Teachers Association?
You have talked to your local MP about your **GCC** project work?
Well done!

Did you take photos? Did you write a speech? Did you print a newsletter?



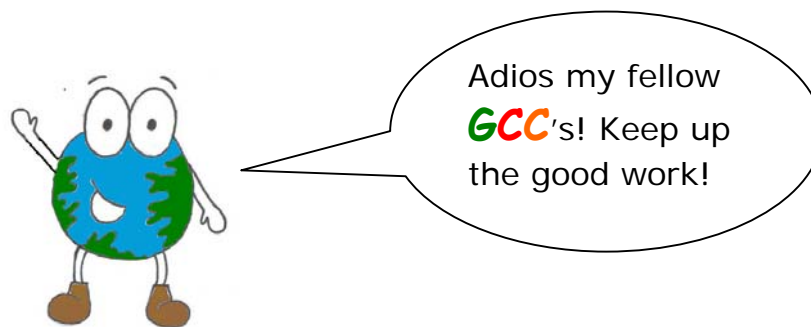
All the different things you do or get involved in during your year as **GCC** School Councillors will be of great value and interest to the new members of the school council who get voted in at the beginning of each school year.

So it is really important to keep a record of things like:
what you did, how you did it, what people said about it, what you learnt from it, what was difficult/fun/easy about it, how many

people were involved, what resources or 'props' you used, and so on.

Use this section of your handbook to keep a record of your school council's achievements as extraordinary **Global Conscious Citizens** – stick in the photos, the newspaper clips, the drawings, the speeches, the ideas, etc!

We hope you have enjoyed using all the different sections of this Handbook, and we are sure that you have got lots of other ideas you would like to add. That's why we have left you a few empty sections to fill in with other information that you think would be useful to future **GCC** councillors at your school.



"You must be the change you wish to see in the world."

(Mahatma Gandhi)