

Assembly Plan






Topic:

The importance of being an active citizen



Teacher overview:

This assembly encourages pupils to become active citizens and explores methods of initiating change on a local and a national level. It introduces pupils to the mistreatment suffered by many bears throughout the world and looks at the work carried out by the WSPA to try and help these bears before considering how this work could be made relevant to their own lives. The assembly plan also helps to introduce pupils to the various different roles which voluntary groups can perform.




Important Curriculum links:

-  2b - why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
-  2f - to resolve differences by looking at alternatives, making decisions and explaining choices
-  2h - to recognise the role of voluntary, community and pressure groups





WSPA links:

-  Respectful treatment of bears
-  The role of the WSPA in protecting bears

Learning objectives:

-  How to play an active role in society
-  The importance of pressure groups
-  How to make a positive change on a local and a global scale.

Curriculum links:

-  PSHE 1a, b.
-  PSHE 2a, b, d, e, f, h.
-  PSHE 4a.
-  PSHE 5a, b, c, d, g.

Lesson Outcome:

By the end of the assembly pupils will understand that there are various methods which they can use to try and effect a change and the important role which charities such as WSPA play in helping to introduce positive changes throughout the world.



WSPA

	Time	Delivery notes	Learning objectives
1. Starter – Bears are special.	5	<ul style="list-style-type: none"> Ask pupils for a show of hands to see how many of them have teddy bears. Ask pupils (who have been asked in advance to bring in their teddies) to stand up on stage, show their teddies and tell the assembly a little bit about them – for instance his name and where the pupils got him. Explain that teddies are very special, and because of this we look after them and want to make sure that nobody treats them badly. Explain that, like teddies, real bears are also very special but that sometimes people mistreat them by using them for entertainment). Ask a student to read out the poem My Mother Saw a Dancing bear by Charles Causley (this can be downloaded from the WSPA website). Explain that the class want to look at the way in which we can help to stop this mistreatment of bears. 	<ul style="list-style-type: none"> To understand that some bears are mistreated by humans.
2. Dancing bear role play.	5	<ul style="list-style-type: none"> Students to act out a role play which has been prepared earlier. One student plays a WSPA operative who is interviewing a dancing bear owner and his bear (played by another student). First the operative should interview the student playing the bear (this could be demonstrated by wearing a mask). Ask the bear whether he likes being kept in cities instead of in the woods where he normally lives. Ask him if he likes dancing and if not why he does it (the bear is to reply that he has a rope put through his nose and that when it is pulled it hurts him so he has to dance). Next, the operative should interview the bears' owner. Ask him why he keeps the bears (student to reply because it makes him money). Explain that making the bear dance hurts the bear and is very unkind. Explain to him that he should let WSPA take the bear to a sanctuary where he will be much happier. WSPA can provide ideas of other ways for the owner to make money to provide for his family. 	<ul style="list-style-type: none"> To practice assuming different roles and empathising with a character. To understand the work done by WSPA to help mistreated animals. To recognise the responsibility which humans have to animals.
3. Bear pit role play.	5	<ul style="list-style-type: none"> Explain that many bears are also kept in bear pits across the world. Bear pits are places where many bears are kept in a very small enclosure for people to look at. Students to act out a role play which has been prepared earlier. One student plays a WSPA operative who is interviewing two bears which live in a bear pit in Japan. The operative should ask the bears how they feel about being kept in a bear pit. The students playing the bears should explain that in the wild they are used to having a territory of up to 15 square miles each but in the bear pit they only have 50 metres between fifteen bears. This means that they cannot forage for food like they normally would or get as much exercise as they need. It also means that they have a lot of fights as none of them have enough space and this can lead to them getting injured. The WSPA operative can then ask the pupils how they think we could help these bears. After some suggestions from the other pupils the WSPA operative can explain that the WSPA help these bears by trying to persuade governments to make bear pits illegal. 	<ul style="list-style-type: none"> To practice assuming different roles and empathising with a character. To understand the work done by WSPA to help mistreated animals. To recognise the responsibility which humans have to animals.
4. How can we make a change?	5	<ul style="list-style-type: none"> Ask how the pupils can relate to this personally and explain that they can also make changes to the way in which animals are treated. One pupil can explain that people are capable of making direct changes on a local level. For example if they saw their little brother or sister pulling a cat's tail then they could explain to them that this is not a very kind thing to do. Another pupil can explain that people are capable of making indirect change on a bigger level for example if they think it is unfair for bears to be kept in zoos then pupils could write to the government and tell them how they feel. Another pupil can explain that they plan to help make a change by raising funds for the WSPA. This helps them to continue their work, helping people to understand the importance of treating animals with respect and kindness and rehabilitating bears by moving them to sanctuaries. The class explain the fundraising activity which they are going to undertake in order to raise funds for WSPA (fundraising ideas are provided on the back of the classroom poster or are available for download from the website). 	<ul style="list-style-type: none"> To recognise the role of voluntary and pressure groups. To learn to take responsibility. To understand that everyone can help to make changes on a local and global level.
5. Plenary – Bear sanctuary	2	<ul style="list-style-type: none"> One pupil to explain that by helping WSPA they hope to help bears return to their natural habitats and enjoy the lives which they should be living End with film footage from the bear sanctuary (available for download from the website). 	<ul style="list-style-type: none"> To understand the work undertaken by WSPA.