

# KS3 English Lesson Pack



## Children Living on the Street

### Introduction to the Lesson Pack

This lesson pack offers a series of 3 lessons designed to help develop pupil's English skills while exploring the issue of children living on the streets worldwide. The lesson plans below are centred around the KS3 English Sources Booklet (downloadable separately) which includes a wide range of sources (fiction, non-fiction, poetry, novel extracts, first hand accounts) which all explore the theme of children living on the streets. Each pupil will require a sources booklet.

### This Lesson Pack and the Curriculum

This lesson pack has been designed in close reference to the statutory KS3 English Curriculum. As such, it is designed to develop the skills in speaking, listening, reading and writing that pupils will need to participate in society and employment. The dynamic range of activities within the lessons will help pupils learn to: express themselves creatively and imaginatively; communicate with others confidently and effectively; engage with ideas and texts; and appreciate how meaning is shaped in different types of literature. At the same time, these lessons also align with many of the aims of the KS3 Citizenship Curriculum. Introducing pupils to the global problem of children living on the streets, they encourage students to take an interest in a topical issue and to engage in critical thought, discussion and debate. These activities also highlight injustice, inequality and discrimination, helping to embed the need for active global citizenship.

More details about how each lesson ties in with the curriculum can be found as you move through the pack.

### A BIG thank you from S.A.L.V.E

This resource has been designed by S.A.L.V.E. International, a charity that works with children living on the streets in Uganda. We are so excited you're interested in using our resources to raise awareness about children's right and children living on the streets and thank you in advance for taking the time to teach your pupils about these issues! We value you're feedback so don't hesitate to get in touch at [nicola@salveinternational.org](mailto:nicola@salveinternational.org).

# Lesson /

## **Lesson 1 and Curriculum**

The focus of lesson one is on reading for meaning and responding to different materials and unfamiliar contexts. Using the sources booklet, pupils get the opportunity to read a range of texts, and are given the chance to develop their understanding of an issue and respond appropriately through independent critical analysis. Pupils should be monitored for their ability to extract and interpret information, events, main points and ideas and select and compare information from different texts. Ideas of 'the author's craft' are introduced in this lesson and will be developed further in the next.

### **Learning Objectives**

- To develop pupils ability to read for meaning and respond to different materials
- To introduce pupils to different literary contexts and promote independent analysis of sources

### **Activity 1: (5mins)**

Resources: Pens and paper

Tell students you'll be saying 2 words to them. When they hear the words, they should write down the first 10 words which come to them. Now say 'street children' and give them a short time to write.

### **Activity 2: (10mins)**

Ask the students to share their ideas with the person sitting next to them and agree a list of no more than ten. Now separate the list into two columns - words which are positive in one column and words which are negative in the other. Discuss the words they've chosen. Do all the students have the same opinion? If pupils only use negative words to describe the images, ask them to consider whether they would use 'ambitious', 'independent' or 'educated'. If not, why not?

### **Activity 3: (35mins)**

Resources: One sources booklet per pupil

Get pupils to read through the sources booklet either independently or out loud as a class. Encourage pupils to annotate the different sources with their ideas, feelings and observations. Tell them to think about: mood, the author's intent, the effect on the reader, literary techniques being used and similarities and differences between extracts.

### **Activity 4: (5mins)**

Homework

Part 1: Ask pupils to continue to annotate their sources booklet and be ready to talk about their responses to the different sources in the next lesson.

Part 2: Ask pupils to research a charity that helps children living on the streets and compile notes about what life on the streets it like and peoples attitudes towards street children. Facts and figures about the global issue of street children would also be helpful for the next lessons debate.

# Lesson 2

## **Lesson 2 and Curriculum**

Lesson 2 focuses on enhancing pupils' critical understanding of literature of different forms, with an emphasis on the author's craft and how meaning is shaped and constructed. Centrally this lesson also develops pupils speaking and listening skills. Both activity 2 and 4 give students the chance to practice presenting information and points of view appropriately in different contexts, encouraging them to structure and organise their speech to support their purposes while listening and responding constructively to others.

### **Lesson Objectives:**

- Further develop pupils critical understanding of literature of different forms and in different contexts.
- Explore the idea of the 'author's craft' and how meaning is shaped by the author and responded to by the reader.
- Develop students speaking and listening skills through class discussion and group debate.

### **Activity 1: (5mins)**

Check over the homework set last lesson. Ask pupils about which charities they found through their research. Remind pupils about the sources they looked at in the last lesson and check students have their sources booklet (at least 1 between 2).

### **Activity 2: (20mins)**

Hold a class feedback discussion about the sources looked at last lesson in the booklet. Encourage students to recognize and discuss different interpretations of texts, justifying their own views on what they read and see, and supporting them with evidence. Questions can include:

- Which of the sources were most powerful and why?
- How did the sources inform each other and your understanding of the issue?
- What did the author or each source intend when constructing their text (with justification)?
- What were some of the different techniques used in the sources (with examples)?
- How effective were these different techniques?
- How did you respond to the different sources? Was this what the author intended?
- Would you have responded differently to certain sources if you hadn't known who the author was?
- How can different forms (poems, non-fiction, factual, novels) shape meaning for the reader in different ways?

### **Activity 3: (15mins)**

Identify either (a) the source that pupils seemed to be having most problems engaging with or analysing or (b) the source that seems most dynamic or interesting to you. Get students to read through it as a class and conduct a close reading, adding appropriate annotation. Guide pupils to focus on curriculum objectives like understanding:

- How meaning is constructed within sentences and across texts as a whole.
- How different styles and techniques shape meaning and produce particular effects.
- How writers present ideas and issues to have an impact on the reader.
- How form, layout and presentation contribute to effect.

### **Activity 4: (20mins)**

Split the class into groups of four. Each member of the group should assume one of the following roles (each pupil must play a different role): a child living on the street, a local politician, a journalist, a UK citizen. In character, each group should discuss the following questions.

- How do you think we should be helping children living on the street?
- What do you think about children on the streets? How can we change people's views?
- What might governments be able to do to help children living on the streets?
- What would you like to say to children living on the streets around the world?

If time allows, ask groups to perform their role plays in.

# Lesson 3

## Lesson 3 and Curriculum

Having really zoned in on speaking, listening and reading in the previous lessons, Lesson 3 focuses on developing pupil's writing skills. The activities in this lesson allow pupils to learn to express themselves creatively and imaginatively while communicating with others confidently and effectively. The tasks prioritise clear, coherent and accurate written communication that is adapted for different audiences, contexts and forms. Enhancing pupils vital composition skills, these activities help students learn to structure their writing to support the purpose of the task and guide the reader, use persuasive techniques and rhetorical devices where relevant and experiment with style and techniques.

### Learning Objectives:

- To enhance pupils ability to identify different styles of writing and their relevant audiences.
- To develop students writing and composition skills through experimentation with different written forms and styles of communication.

### **Activity 1: (15mins)**

Get pupils to re-read Source 6 (I am Not Street). Explain that this poem was written by children who had lived on the street in Uganda. These children wrote the poem because they wanted to challenge the idea of 'Street Children' – the negative stereotype that justifies the continual neglect and abuse of children who live on the street. Being called a 'street child' suggests these children deserve to be on the street and are synonymous with dirt and worthlessness, when really they are just normal children with hopes and dreams who want a better future.

Get pupils to write their own poem or rap that explores or challenges a stereotype of their choosing. Audience: their peers.

### **Activity 2: (25mins)**

Get pupils to re-read Source 1 and also any notes they made from the homework task in week 1 about life on the streets and the global issue of children living on the street (estimated to be 100 million worldwide). Get pupils to write a letter to their MP, or a formal letter to a celebrity/public figure of their choosing, about the problem of children living on the streets, explaining the issue and trying to persuade them to take action to change things. (If necessary recap the key points of writing formal letters before starting.) Audience: an MP or public figure.

### **Activity 3: (20mins + homework time)**

The final task of the lesson (to be finished as homework), is writing a diary of a child living on the streets in any part of the world. Encourage pupils to experiment with language to create mood and sense of place as well as develop characters and describing the day to day reality of life on the streets. Encourage them to think about what effect they want their piece to have on their reader and who they would like that reader to be.

## Take Further Action?

If after learning about children on the streets you and your pupils are interested in taking further action, please see the '[Schools Awareness Raising Pack](#)' on our website ([www.salveinternational.org/educate](http://www.salveinternational.org/educate)) for suggested actions and activities, campaigning advice and guidance on how to contact your MP and the local media. There's also a [Fundraising Pack](#) and a whole host of ways you can get involved with the work of S.A.L.V.E. International to reduce the number of children living on the streets in Uganda.

# THANK YOU!

Thank you again for using these resources – we hope they were useful. We'd really value your feedback so don't hesitate to get in touch at [nicola@salveinternational.org](mailto:nicola@salveinternational.org).

### Accreditation for Teaching Pack:

**Activity 1 & 2** in Lesson 1 was based on an original idea by the British Council One Voice for All campaign, created by Charlotte Hunt, UNICEF

**Activity 4** in Lesson 2 activity based on an original idea included in the Consortium for Street Children's International day of the street child schools resources pack. ([www.streetchildrenday.org/media](http://www.streetchildrenday.org/media))

### Photo Credits for teaching pack:

Picture 1: Esther Dobson, Salve international

### Accreditation for Sources Booklet

Source 1: British Council Website (<http://schoolsonline.britishcouncil.org/street-children> )

Source 2: Author, Robert Swindells. Extract from Stone Cold, Page 55 - 59, Puffin Teenage Fiction 1993.

Source 3: Case Studies from the Consortium for Street Children and their partner organisations: Congo's Children Trust, Action for Brazil's Children and Street Child Of Sierra Leone.

Source 4: Author, Kasia Parham and Aloys. Extract from Dogodogo, Page 14 – 16, Macmillan Education, 2008.

Source 5: Co-authored by children at S.A.L.V.E. International in Uganda.

(<http://www.salveinternational.org/salve-explained/meet-our-children/>)