

# KEY STAGE 2

Lesson Four: Myth busting and looking to the future



## Lesson 4 and the Curriculum

The varied activities within this lesson have been designed to develop cross-curricula knowledge, understanding, skills and values. The lessons engage with learning objectives from subjects including Citizenship, PSHE, English, Geography and Art and Design.

### Global Citizenship & PSHE

**Knowledge and Understanding:** Lesson as a whole raises awareness of rich and poor, similarities and difference between people and sense of the wider world.

**Skills:** Encourages the development of an enquiring mind, gives an opportunity to begin to state opinion, facilitates empathising and responding to others and making links between our lives and the lives of others.

**Values and Attitudes:** Develops interest in and concern for others, stimulates engagement with social justice and what is right and wrong. Encourages pupils to recognise their role as global citizens who are able to make a positive contribution to the world through their actions.

### Art and Design

**Knowledge and understanding:** Several of the tasks allow space for pupils to begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

**Skills:** These tasks also give pupils the chance to develop their creativity and imagination.

### English

**En1 Speaking and listening:** Group discussion stimulate interaction (learning to speak confidently and listen to what others have to say) and give pupils the chance to organise and express thoughts and feelings.

**En3:** Activity 1 in Part 2 allows children to improve spelling, handwriting and presentation skills. It is also an exercise that teaches them to put their ideas into sentences, use a clear structure to organise their writing and vary their writing to suit the purpose and reader.

### Geography

**Knowledge and understanding:** Helps develop an increased sense of the wider world and similarities and differences between countries, as well as starting to let children engage with human and social features of other countries.

**Skill:** Recaps on engaging with maps at different scales.

## Part 1: Myth-busting and challenging perceptions

### Activity 1 (5 minutes)

Start by using the Power-point (KS2 Lesson 4 PowerPoint) the recap what was learnt in Lesson 2 and 3, including:

- Recap on maps and Introduction to Uganda and Jinja.
- Recap reasons why children are on the street.

### Activity 2 (15 minutes)

People around the world often don't know very much about children who live on the streets and the things they think they know might be wrong. The following activity aims to challenge common myths. Give each pupil two cards, one marked 'True' and the other 'False'. Read out the following statements, getting them to hold up either 'True' or 'False'. Then explain the real answer.

Statement	Answer	Explanation
There are more children living on the streets around the world than all the people living in the UK.	True	There are estimated to be over 100million children living on the streets world wide. The population of the UK is around 65million.
Children only live on the streets in really poor places like Africa.	False	Children living on the streets are present in all countries, even in the UK. However, there are many more children on the street in poor countries like Uganda than in richer countries like the UK.
Children only live on the street because they want to.	False	Some children come to the streets because they want to be with their friends or have more freedom. Most however, are forced to live on the street, either because their families can't afford to look after them, because they are orphans or because they are abused at home.
All children who live on the streets are criminals.	False	Some children who live on the streets are forced to steal and do other bad things to survive on the streets, but if you call these children criminals then you blame them for a situation that is not their fault. It is better to recognise children living on the streets as just children who need help to live a better life.
Children who live on the street are not valuable to society.	False	Children who live on the streets see themselves as able to make a positive contribution to society despite negative attitudes towards them. And like all children they are valuable human beings who deserve the chance to make the most out of their lives.

Children who live on the street have rights just like any other child.	True	All children everywhere have basic rights to things like food and shelter. However the rights of children who live on the streets are often ignored or abused.
Children who live on the street don't have a good future.	True & False	If children live on the streets their lives are very dangerous and they don't have the chance to go to school or live healthy, happy lives. However, if these children get the help, support and education they need, they can have a wonderful future just like you and me.
Children who live on the street are not my problem.	False	Children on the street are too often ignored and treated as invisible. No one wants to take responsibility for them and everyone says 'It's not my problem'. Children who live on the streets in Uganda and all over the world are children just like you. They need you to know about them and help them so they can have good lives in the future.

### Activity 3 (15 minutes)

Watch the 'I am not street video', explain beforehand that it is a poem made by children who used to live on the street.

<http://www.youtube.com/watch?v=shfX1LrAcYc>

**Discussion:** What are the children in the video trying to tell us?

**Brainstorm:** What can be done to help children living on the street have a better future?

(Changing attitudes, helping children on the streets to get back in touch with their families, giving these children an education, tougher laws protecting children on the streets and their rights, providing a safe place for children on the streets to come and play etc...)

## Part 2: Looking to the future

### Activity 1 (10 minutes)

Ask pupils to think about 'What do you want to be when you grow up'?

Get pupils to act out what they want to be in the future as a whole class game of Charades.

### Activity 2 (5 minutes)

Like all children, children who live on the streets have hopes and dreams for the future.

Watch the 'Looking to the future' video.

<http://www.youtube.com/watch?v=8vvnoZZnmXM&feature=youtu.be>

### Activity 3 (10 minutes)

Return to the PowerPoint to introduce the work of S.A.L.V.E and the importance of education in turning the lives of children living on the streets around.

## Extension Activities: Children on the street and S.A.L.V.E need YOU!

### Fundraising:

If you or your class feel motivated to do more to help the children on the streets you've met through these lesson packs then we would love you to fundraise for us. A [school's fundraising pack](#) with all the important details and inspiration is available on our [website](#).

### Raising Awareness:

Children living on the streets are often ignored, marginalised and criminalised. If you and your class want to help raise awareness about the issue of children on the streets worldwide please see our [school's guide to taking action and raising awareness](#).

Fundraising and Awareness Raising can be a great chance to build pupil's confidence, help them gain life skills and can be tied into the curriculum as well. Moreover, it can be a great way of developing global citizenship in showing children that **they can** be the change they want to see in the world.

[www.salveinternational.org/educate](http://www.salveinternational.org/educate)

Thank you for using our resources and helping to teach the next generation about children living on the streets and what we can do about it!

Get in contact if you have any questions email: Nicola on [nicola@salveinternational.org](mailto:nicola@salveinternational.org)

**Accreditation:**

**Photo Credits for teaching pack:**

**Picture 1:** Nicola Sansom, Salve International

**Photo credits for PowerPoint presentation:**

**Slide 1:** (Clockwise from top left): 1. Jonathan McIntosh 2. Tanvirul Islam 3. Zirland 4. Peter Rimar 5. Biswarup Ganguly 6. Esther Dobson 7. Predrag Bubalo 8. Esther Dobson 9. Biswarup Ganguly 10. Sumanth Garakarajula

**Slide 2:** Map: <http://earth-info.nga.mil/GandG/coordsys/onlinedatum/indexmap.html>

**Slide 3:** Map: <http://www.worldatlas.com/webimage/countrys/africa/ug.htm>

**Slide 4:** Photos by Esther Dobson, Salve International

**Slide 5:** Map: <http://www.uganda-visit-and-travel-guide.com/map-of-uganda.html>

**Slide 6:** Esther Dobson, Salve International

**Slide 7:** (Clockwise from top left): 1. Jonathan McIntosh 2. Tanvirul Islam 3. Zirland 4. Peter Rimar 5. Biswarup Ganguly 6. Esther Dobson 7. Predrag Bubalo 8. Esther Dobson 9. Biswarup Ganguly 10. Sumanth Garakarajula

**Slide 8:** Esther Dobson, Salve International

**Slide 10:** Caitlin O'Neill, Salve International

**Slide 13:** Helen Bolton, Salve International

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**Slide 16:** (Clockwise from top left): 1. Jonathan McIntosh 2. Jonathan McIntosh 3. Arun Ganesh 4. Peter Rimar 5. Esther Dobson 6. Sumanth Garakarajula 7. Tanvirul Islam