

English Literature Teaching Pack

This lesson pack offers a series of 3 lessons designed to help develop pupils' English skills while exploring the issue of children living on the streets worldwide. The lesson plans below include a wide range of sources that all explore the theme of children living on the streets. Each pupil will require a sources booklet.

This Lesson Pack

This lesson pack is designed to develop the skills in speaking, listening, reading and writing that pupils will need to participate in society and employment.

English

Speaking and listening: A variety of group discussions 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.

Reading and comprehension: The English Sources Booklet includes a range of sources including fiction, non-fiction, poetry and first-hand case studies. These give the opportunity for pupils to develop their skills in learning to read confidently and independently, gaining familiarity with different types of texts, and improving their retrieval and inference skills.

Writing: Inference and retrieval tasks improve spelling, handwriting and presentation skills.

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 rights and children living on the streets and thank you in advance for taking the time to teach your pupils about these issues! We value your feedback so don't hesitate to get in touch at info@salveinternational.org.

Citizenship

Global issues: These lessons introduce pupils to global and topical issues of poverty and homelessness. They encourage children to take an interest in different cultures and develop their critical thinking and debate skills.

Lesson One

Topic:

- English Lesson 1: Responding to different materials in unfamiliar contexts and reading for meaning

Lesson 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

Learning style used:

Visual: Using written words, pictures and diagrams to help understanding. ▲

Audio: Using sounds, speech and music.

Kinaesthetic: Using movement and your body, hands and sense of touch.

Logical: Using logic, reasoning and systems.

Social: Encouraging the children to work in large and small groups.▲

Independent: Encouraging the children to work alone.▲

Skills being developed:

- Retrieval and inference skills from different types of texts
- Critical thinking and communication skills

Resources and equipment needed:

- Pens
- Paper
- English Sources booklet
- Retrieval ladder if needed

Timings	Activity
10 mins	<p style="text-align: center;"><u>Activity 1</u></p> <ul style="list-style-type: none"> ● Ask students to write down 5 words that come to mind when you say the words "homeless children" ● Now ask students to share their ideas with the person sitting next to them and decide on a list of no more than 5 ● Ask students to split that list into "Positive words" and "Negative words"
10 mins	<p style="text-align: center;"><u>Activity 2</u></p> <ul style="list-style-type: none"> ● Ask pairs to raise their hands if they have more negative than positive words and vice versa. It is expected that students will have more negative words ● Ask for two examples from each pair, one positive (if they have any) and one negative ● Discuss as a class why they chose those words, and why they think more negative words come to mind, why aren't words like 'ambitious' or 'educated' thought about?
	<u>Activity 3</u>

20 mins	<ul style="list-style-type: none"> ● Ask students to read through Source 1 and 2 in the English Sources booklet. They should attempt to answer or make notes on the following question for each source: <ul style="list-style-type: none"> ○ What type of text is this? E.g. poem, non-fiction etc ○ What literary techniques are being used? ○ How does this text make you feel? Can you pull out key words or phrases that make you feel that way? ● Ask students to write down any words or phrases they don't understand on post-it notes and hand them in ● After 15 minutes, read out the unknown words/phrases and see if any other students can explain them to the class, if not, explain the meanings for everyone ● As a class, ask for 4 examples of things we learn about living on the street. If students struggle with this, offer the "retrieval ladder". ● Ask for some examples of ways the writer shows how uncomfortable it is sleeping on the street
15 minutes	<p style="text-align: center;"><u>Activity 4</u></p> <ul style="list-style-type: none"> ● Ask students to read sources 3 and 4 and answer the same questions as before. Also ask them to pick out any similarities or differences between them
5 minutes	<p style="text-align: center;"><u>Activity 5</u></p> <ul style="list-style-type: none"> ● Facilitate a class discussion around how they now think about homeless children versus how they thought at the start of the class ● Try to bring in words such as 'stigma' and 'stereotype' and emphasise that all children are deserving of an education and have likes and dislikes just like them, they just don't have the same opportunities

Lesson Two

Topic:

- English Lesson 2: Enhancing pupils' critical understanding of literature of different forms, with an emphasis on the author's craft and how meaning is shaped and constructed

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.

Learning style used:

Visual: Using written words, pictures and diagrams to help understanding. ▲

Audio: Using sounds, speech and music.

Kinaesthetic: Using movement and your body, hands and sense of touch.

Logical: Using logic, reasoning and systems.

Social: Encouraging the children to work in large and small groups.▲

Independent: Encouraging the children to work alone.

Skills being developed:

- Retrieval and inference skills from different types of texts
- Critical thinking and communication skills

Resources and equipment needed:

- Pens
- Paper
- English Sources booklet

Timings	Activity
5 mins	<p style="text-align: center;"><u>Activity 1</u></p> <ul style="list-style-type: none"> ● Ask students what they remember from the previous lesson. Remind pupils about the sources they looked at in the last lesson and check students have their sources booklet (at least 1 between 2).

<p>20 mins</p>	<p style="text-align: center;"><u>Activity 2</u></p> <ul style="list-style-type: none"> ● Facilitate a class discussion about the sources. Encourage students to recognise and discuss different interpretations of texts, justifying their own views using evidence from the texts. Some questions could include: <ul style="list-style-type: none"> ○ 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?
<p>15 mins</p>	<p style="text-align: center;"><u>Activity 3</u></p> <ul style="list-style-type: none"> ● Identify either (a) the source that pupils seem to have most problems engaging with or analysing or (b) the source that seems most dynamic or interesting to them. 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: <ul style="list-style-type: none"> ○ 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.
<p>20 minutes</p>	<p style="text-align: center;"><u>Activity 4</u></p> <ul style="list-style-type: none"> ● Ask students to write a diary from the perspective of a child living on the street. They should experiment with language to create a mood and sense of place that has their desired effect on their reader

Lesson Three

Topic:

- English Lesson 3: Enhancing pupils vital composition skills, this lesson helps students learn to structure their writing to support the purpose of the task and guide the reader

Lesson 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.

Learning style used:

Visual: Using written words, pictures and diagrams to help understanding. ▲

Audio: Using sounds, speech and music.

Kinaesthetic: Using movement and your body, hands and sense of touch.

Logical: Using logic, reasoning and systems.

Social: Encouraging the children to work in large and small groups.

Independent: Encouraging the children to work alone. ▲

Skills being developed:

- Creative and formal writing skills
- Critical thinking and communication skills

Resources and equipment needed:

- Pens
- Paper
- English Sources booklet

Timings	Activity
15 mins	<p style="text-align: center;"><u>Activity 1</u></p> <ul style="list-style-type: none"> ● Ask students to re-read source 4 (I am Not Street). Explain that this was written by children who lived on the streets in Uganda in order to challenge the stereotypes of being called 'street children'. ● Ask students to write their own poem/rap/song in pairs that challenges a stereotype of their choosing ● If any want to present after 10/15 minutes they can.

25 mins	<p style="text-align: center;"><u>Activity 2</u></p> <ul style="list-style-type: none"> ● Ask students to use the information and stats in source 1 (Street Children and Homeless Youth – Definitions) to write a speech or a formal letter to their MP ● Their letter/speech should explain the problem of homeless young people, include persuasive language and other language techniques to persuade the MP to help homeless children
20 mins	<p style="text-align: center;"><u>Activity 3</u></p> <ul style="list-style-type: none"> ● Split class into groups of 4. Each member must play one of the following roles: local politician, a journalist, a UK citizen, a child living on the street. In character, they should discuss the following questions: <ul style="list-style-type: none"> ○ 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



Liked these resources?



Why not make a
donation,
fundraise for
S.A.L.V.E. or sign
up to our
newsletter?

[https://www.salve
international.org/](https://www.salveinternational.org/)

Sources and Accreditation:

Source 1:

Consortium for Street Children, '*Street Children and Homeless Children – Definitions*'
<https://www.streetchildren.org/about-street-children/>

Source 2:

Extract from '*Stone Cold*' by Robert Swindells
<https://www.bishopbarrington.net/assets/downloads/English/Revision/STONE%20COLD%20YEAR%208.pdf>

Source 3:

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

Source 4:

"I Am Not Street" Written by children under the care of S.A.L.V.E. International. Any queries regarding this source please contact info@salveinternational.org