

# International Day for Street Children

## This Session

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 and Geography.

### Global Citizenship and 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 opportunity to begin to state opinions, 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.

### 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.

**Writing:** Activity 3 gives the opportunity for students to write in a variety of ways and use non-fiction information to inform pieces of writing.

### 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.

**Skills:** Use secondary sources of information

Activity	Resources	Suggested Time spent
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<p><b>Activity 1:</b> Use the “International Day Assembly PowerPoint” to introduce students to the issue of street-connected children and the International Day for Street Children</p>	<p>International Day PowerPoint</p>	<p>15 minutes</p>
<p><b>Activity 2:</b> Write the statement “It is the job of governments to stop homelessness. Regular people should not do anything to help or give money.” on the board</p> <p>Split the class in half. Tell one half they are the “For” side and the other half are the “Against” side.</p> <p>Give groups 10 minutes to plan some ideas for their debate, if they want they can role play as government/charity workers. Ask them to have 1 opening statement and 1 closing statement, and 2/3 reasons to debate.</p> <p>If groups are struggling, ask them to think about:</p> <ul style="list-style-type: none"> <li>- What are some of the causes of homelessness, is this the governments fault or is it individual fault?</li> <li>- Short-term vs long-term solutions, is government help long-term but in the short-term everyone should help out?</li> <li>- What might the other side say? What could you say in response to this?</li> </ul> <p>Ask one person from each group to read their opening statement. Facilitate the debate by alternating between groups and encourage fairness by making sure people are listening and everyone is engaging. Conclude the debate by asking to hear closing statements.</p>	<p>A3/A4 paper for brainstorming ideas</p>	<p>20 minutes</p>
<p><b>Activity 3:</b> Split the class into 5 groups and give them each one of the following themes:</p>	<p>Computer access for research</p>	<p>20 minutes</p>

<ul style="list-style-type: none"> <li>• Turn Words to Action</li> <li>• Commit To Equality</li> <li>• Protect Every Child</li> <li>• Children’s Rights</li> <li>• Identity</li> </ul> <p>Explain that these are some of the themes of the IDSC from previous years.</p> <p>Ask students to imagine they work for the Consortium, and want to raise awareness about children living on the street. How will they do this?</p> <p>Ask students to go on the Consortium for Street Children’s website (<a href="https://www.streetchildren.org">https://www.streetchildren.org</a>) and the S.A.L.V.E. International website (<a href="http://www.salveinternational.org">www.salveinternational.org</a>) find out more about what the consortium does and what other charities they partner with (such as S.A.L.V.E.) do.</p> <p>They should use this information, along with the information they’ve learnt from the PowerPoint and create an art piece, rap/song/poem, speech, drama/dance piece or newspaper article about street-connected children.</p> <p>They should include:</p> <ul style="list-style-type: none"> <li>• Information about street-connected children and their lives</li> <li>• Why the International Day for Street Children is important</li> <li>• What their theme means and why it was chosen</li> <li>• How other people can help</li> </ul> <p>If they are creating an art piece, drama/dance piece or song/rap/poem, ask them to think about how they can portray the above information using creative techniques or inference/emotions</p>	<p>A3/A4 paper for brainstorming ideas/writing if needed</p>	
<p><b>Activity 4:</b> Reflect on the lesson. Possible discussion points could include:</p>	<p>N/A</p>	<p>5 mins</p>



<ul style="list-style-type: none"><li>• How do you feel now versus when you started the lesson?</li><li>• What stereotypes did you hold about homeless children? Do you still hold those stereotypes?</li></ul>		
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