



One voice for all

Education Pack

One Voice for All

One Voice for All is a set of resources designed to help teachers work on the Connecting Classrooms themes of Rights and Responsibilities and Fairness and Equality through an exploration of human rights and street children. Its focus is the UN Convention on the Rights of the Child and it aims to allow learners to develop understanding of the key concepts of global citizenship, universal rights and justice.

This resource aims to give young people the opportunity to understand the complexity of the wider world in which they live by exploring inequality and steps to address it.

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Activity 1: Getting started



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Purpose

To introduce the Convention on the Rights of the Child to the class to give background knowledge before exploring issues around street children and the Deloitte Street Child World Cup.

Information

The United Nations was set up in 1945 to promote peace and friendship between nations. The United Nations General Assembly is where key decisions are made by the countries represented there. On 20 November 1989, the UN General Assembly agreed a global bill of rights for all the world's children, rich and poor. That agreement is called the UN Convention on the Rights of the Child and it applies to all children and young people from birth to 18 years.

Key facts

There are four categories of rights: development, survival, protection and participation.

Three There are three stages: first, countries must sign the Convention, giving their broad agreement to the rights in it; secondly, they must ratify the Convention, which means they have to make changes in their own national laws to protect, provide for and honour the rights; and thirdly, they have to work to ensure these rights become a reality. A special committee called The Children's Rights Committee monitors the progress of each country. Reports are written and recommendations are made.

Two out of the world's 194 countries have not ratified the Convention making it a global bill of rights; the two that haven't are Somalia and the USA

One and all. The rights in the Convention are universal, which means every child (disadvantaged and advantaged alike), is entitled to these rights

Preparation

Tell the class that they are going to think about rights. Ask them to work in small groups.

Procedure

Ask each group to make a list of the ten rights that they think all children of the world should have.

Ask each group to tell the class what they have included. Does everyone agree with the rights that have been chosen? Why? Why not?

Now ask each group to compare their list with the Convention on the Rights of the Child. (A child-friendly version is available at <http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>)

Discuss the differences in the lists – was the class surprised with any rights included or excluded? How did their lists match the rights in the real Convention?

Activity 2: Draw your rights

Purpose

To introduce some of the key articles from the UN Convention on the Rights of the Child.

Preparation

Materials needed: eight pens/pencils and eight large pieces of blank paper; one sheet of rights cards (see below).

Divide the class into eight equal groups. You may want to use the eight teams of the Deloitte Street Child World Cup: Brazil, India, Nicaragua, Philippines, Republic of Tanzania, South Africa, Ukraine and United Kingdom. Explain that the groups will compete against each other to identify sketched rights. Team members take it in turn to be the artist and draw the right while the rest of the group have to guess it. Each group elects an observer whose task is to make sure no rules are broken.

The rules

- The artist drawing the right must not write numbers, letters or symbols. The art work does not have to be first rate – only identifiable.
- The artist cannot talk but can only nod or shake their head in response to their team members when they try to guess the right which is being drawn.
- If they break these rules, the observer raises her/his hand to alert others. The teacher decides if the rule which has been broken means that the team misses a round or is given a warning.

How to play

The teacher holds the set of rights cards. A player from each group comes out to the front of the class so the teacher can show them all one of the rights cards simultaneously. The players rush back to their group and begin to draw while their group try to guess the right. The first group to guess correctly raises their hand and then sends their next artist up to the teacher for their second rights card.

Meanwhile, the other groups continue drawing until they have also guessed, whereupon they too send up their next artist.

The winning group is the first to have identified all of the rights cards.

Debrief

Which were the hardest rights to draw? Why do you think that was? The rights

have been summarised for the purposes of the game and in some cases split up to make them easier to draw, such as Article 24.

There is a second part to articles 14 and 15, which says children can practice a religion and join groups ‘as long as this does not stop other children enjoying their rights’. What does this second part tell us about how children should treat each other? Whose responsibility is it to ensure children get their rights?

Sometimes, in the absence of caring adults, children look out for and after each other. However, out of necessity, sometimes they might be forced to compete against each other too. Can you think of an example or suggest circumstances when this might happen?

This might be the case for children living on the street, who may have to compete for resources such as food or may work together, like bees in a honeycomb, which is how one of the young people from South Africa explained the way friends co-operated.

Activity 2: Draw your rights

The right to meet together with other children; to join groups, clubs and associations. Article 15	The right to relax and play and to take part in a wide range of activities. Article 31
The right to express an opinion. Article 12	The right to a name which is legally registered. Article 7
The right to good quality healthcare. Article 24	The right to nutritious food and clean water. Article 24
The right to an education. Article 28	The right to a decent standard of living. Article 27
The right to be protected from dangerous work. Article 32	The right to be protected and cared for properly. Article 19

Activity 3: Flagging up my country

Before doing this activity you may want to set some work for the students to independently research the countries which appear here. This will help the students when they come to the interactive part of the activity.

Purpose

To introduce the countries of the Deloitte Street Child World Cup, using flags. This is also intended to introduce the concept of identity. We have highlighted the identity of a country as linking visual or physical elements and history.

Preparation

Prepare flag cards, country name cards, information cards and flag story cards (see below) so that each student in the class has one from each of these four categories. Their task is to make a country group containing each of the four cards for that country. If the technology is available this activity can also be done on an interactive whiteboard. For more information on flags see www.flags.net. For more information on climate and temperature, try typing 'World Weather and Climate Information' in your search engine. It is recommended to have a world map available for this activity - a Peter's Projection, if you have one available.

Procedure

Students match the flag card with the correct country name, flag story and country information card. They do this by walking round the class describing what is on their card, though not showing it to others. If they find someone who has another card relating to theirs, they team up until they have a group of four, each with one of the four different cards relating to the same country. When they have had an opportunity to share their results, check that they are in the correct groups. Ask the students who have the country information cards to come to the front of the class with their card. Can they line up in chronological order as to when that country ratified the Convention on the Rights of the Child, after it was put before the UN in 1989?

What have the students learned from this?

Now ask each group to prepare a short presentation for their classmates using the information they have from all four cards and any other information which they know or can find out. You may also prefer to do this as a quiz, with students also preparing questions for their classmates about 'their' country

Examples could include:

- The team colours of 'their' country's national football team.
- The national dish of that country; can they find a recipe?
- The currency.
- A famous person (including sports people).
- Did 'their' country team play in the main World Cup in 2010?
- What is the fastest growing sport in that country?

For the UK this 'national identity' will involve four possible jurisdictions – perhaps the class could choose which of Scotland, England, Northern Ireland or Wales they wish to follow, or whether they wish to explore the UK as a whole, which may mean four answers to some questions. Can they answer these questions for their own country?

Flag stories of Street Child World Cup countries



Brazil

Flag adopted by Law No 8421 of 11 May 1992

On the national flag is an artistically represented view of the sky over Rio de Janeiro, with the constellation "Cruzeiro do Sul" [Southern Cross] at the meridian, as though seen by an observer on the night of 15 November 1889. The colours green and yellow refer to the Royal Houses of Bragança (Emperor Pedro I) and Habsburg (Empress Leopoldina). On 18 September 1822, Pedro signed three decrees that were the first acts of the independent Brazil. The second decree created a new national cockade: "[It] will be composed of the emblematic colours: green for spring and yellow for gold...." These will be the national colours.



Flag adopted 22 July 1947

The saffron stands for courage, sacrifice and the spirit of renunciation; the white, for purity and truth; and the green for faith and fertility. (The official website of the High Commission of India in London) "Bhagwa or the saffron colour denotes renunciation of disinterestedness. Our leaders must be indifferent to material gains and dedicate themselves to their work. The white in the centre is light, the path of truth to guide our conduct. The green shows our relation to soil, our relation to the plant life here on which all other life depends. The Ashoka Wheel in the

centre of the white is the wheel of the law of dharma. Truth or satya, dharma or virtue ought to be the controlling principles of those who work under this flag. Again, the wheel denotes motion. There is death in stagnation. There is life in movement. India should no more resist change, it must move and go forward. The wheel represents the dynamism of a peaceful change." (An extract from the preamble to the flag code of India, as posted on the official Home Ministry website of the Indian government.)



Nicaragua

Flag adopted 27 August 1971 (first adopted 4 September 1908)

The blue-white-blue pattern is common to all the Central American states, being a reminder of the union from the beginning of the 19th century. Each of the five original countries found a way to differentiate the flag. All of the states (except Guatemala) have common elements on their coat of arms - mountains (volcanoes) with a sea on each side, secessionist cap, spectrum, stars, and the inscription 'America Central'. The triangle symbolises equality. Civilians on the land may use the flag without the arms. The white stripe stands for the territory of the nation and represents the purity of the fatherland. The two blue stripes mean the territory is bathed by two oceans. The Coat of Arms is inherited from the Central American union, five volcanoes, two oceans, freedom hat, sun rays, rainbow, all within a triangle and surrounded with the name of the state.



Philippines

Flag adopted on 19 May 1898

The symbols on the white triangle of the Philippine flag are an eight-rayed sun and three stars in gold. The sun represents the dawning of a new era of self-determination that was desired in 1897 (when the flag was first designed) after the Spanish-American war and the US promise of independence, which was granted in 1946. The eight rays on the sun stand for the eight provinces that rose in revolt against Spanish rule in the late 19th century. The three stars stand for the three principal geographic areas of the country - Luzon, the Visayas and Mindanao. To complete the symbolism of the flag, the red stripe represents courage and bravery and the blue stripe is for noble ideals. The white triangle stands for the Katipunan, a revolutionary organisation that led the revolt against Spain and the colour white represents peace and purity. This flag is unique in that in peacetime, the blue stripe is uppermost but during wartime, the red stripe is on top. The flag was first designed by General Aguinaldo in 1897 during his exile in Hong Kong and adopted on 19 May 1898.



South Africa

Flag adopted on 27 April, 1994

The colours of the South African flag do not really have symbolic meanings in themselves. People do sometimes assign meanings to the colours (such as red for blood,

yellow for mineral wealth and so on) but this is not the case with the current South African flag. According to Mr. Frederick Brownell, the former State Herald who played a large role in the original design, while the colours of the flag do not have any official symbolism, the design represents a converging of paths, the merging of both the past and the present. Black, gold and green, which were first incorporated into South African national flags in the 19th century, also feature prominently in the flags of the liberation movements, particularly the African National Congress (ANC), the Pan-African Congress (PAC) and Inkatha. These colours can thus be said to broadly represent the country's black population. Blue, white, red and green reflect the British and Dutch (later Boer) influence, as shown in the earliest flags flown in South Africa, and also featured prominently in the old South African National Flag (1928-1994) and thus represent the white population of South Africa. The green pall (the Y-shape) is commonly interpreted to mean the unification of the various ethnic groups and the moving forward into a new united South Africa.



Tanzania

Flag adopted on 26 April 1964

Tanganyika and Zanzibar merged to form a new republic, the name "Tanzania" being adopted on 29 October 1964. Like the name of the country, the new flag was a merger of that of its constituent parts. The lower green stripe of the former Tanganyika flag took the blue of the Zanzibari flag, and the stripes were re-arranged diagonally to give them equal status.



United Kingdom

Flag adopted on 1 January 1801

When King James VI of Scotland came to the English throne, thereby becoming James I of England, the national flags of England and Scotland on land continued to be, respectively, the red St George's cross and the white St Andrew's cross. Confusion arose, however, as to what flag would be appropriate at sea. On 12 April 1606 a proclamation was issued: "All our subjects in this our isle and kingdom of Great Britain and the members thereof, shall bear in their main top the red cross commonly called St George's Cross and the white cross commonly called St. Andrew's Cross joined together according to a form made by our heralds and sent to our Admiral to be published to our said subjects." This is the first known reference to the Union Flag. Although the original design referred to has been lost, it is presumed that it was the flag which, with the addition of the St Patrick's cross, forms the basic design of the British Union Flag today. The new flag was not universally popular nor accepted. The English were not greatly pleased at the obscuring of the white field of the St George's flag. The Scots, with more justification, were upset at the fact that the red cross was laid over the white.



Ukraine

Flag adopted on 28 January 1992

The Ukrainian flag consists of two horizontal stripes of equal width. The top is blue, the bottom is yellow. Blue and yellow - the colours of the sky, mountains, streams, and golden fields - symbolised Kyivan Rus' long before the introduction of Christianity. With the acceptance of Christianity, blue and gold were incorporated into church symbolism. After the Mongol-Tartar invasion in the 1200s the use of blue/gold was interrupted and revived again in church ornaments and city crests some time later. The emblem of the city of Myrhorod, for example, was a gold trident over a blue background. Another city, Pryluky, used the head of an ox in gold over a blue background as its insignia. And in Lubny, the city emblem pictured a hand holding a golden mace over a blue background. The banners of the Cossacks (17th Century) were blue with gold stars, a gold cross, or with pictures of saints rendered in gold.

Nicaragua

Location: Central America

Status: UN member country

Capital City: Managua (temperature: max 35 C, min 21 C)

Main Cities: Leon, Chinandega

Population: 4,275,000

Area: 130,000 km²

Currency: 1 Cordoba oro = 100 Centavos

Language: Spanish

Religion: Roman Catholic

Date of signing and ratification of UNCRC: signed 6 February 1990, ratified 5 October 1990

Philippines

Location: Asia

Status: UN member country

Capital City: Manila (temperature: max 34 C; min 20 C)

Main Cities: Quezon City, Davao, Cebu

Population: 67,898,000

Area: 300,000 km²

Currency: 1 Philippine peso = 100 centavos

Languages: Filipino (Tagalog), English, Spanish

Religions: Roman Catholic

Date of signing and ratification of UNCRC: signed 26 January 1990, ratified 21 August 1990

South Africa

Location: Africa

Status: UN member country

Capital City: Pretoria - administrative capital (temperature max 28; min 10.6)

Main Cities: Cape Town (legislative capital), Bloemfontein (judicial capital), Johannesburg, Durban*

Population: 41,749,000

Area: 1,221,040 km²

Currency: 1 rand = 100 cents

Languages: Afrikaans, English, Xhosa, Zulu

Religions: Black Christian Churches, Dutch Reformed, Roman Catholic

Date of signing and ratification of UNCRC: signed 29 January 1993, ratified 16 June 1995

Tanzania

Location: Africa

Status: UN member country

Capital City: Dodoma (temperature: max 32 C; min 18 C)

Main Cities: Dar es Salaam, Zanzibar, Tanga, Mwanza

Population: 29,755,000

Area: 945,090 km²

Currency: 1 Tanzanian Shilling = 100 cents

Languages: Swahili, English, local dialects

Religions: Animist, Christian, Muslim

Date of signing and ratification of UNCRC: signed 1 June 1990, ratified 5 October 1990

Ukraine

Location: Europe

Status: UN member country

Capital City: Kiev (temperature: max 28 C; min -2 C)

Main Cities: Kharkov, Dnepropetrovsk, Odessa

Population: 52,309,000

Area: 604,000 km²

Currency: 1 Hryvnna = 100 Kopyyky

Languages: Ukrainian, Russian, Polish, Tartare

Religions: Ukrainian Orthodox

Date of signing and ratification of UNCRC: signed 6 February 1990; ratified 5 October 1990

Brazil

Location: South America

Status: UN member country

Capital City: Brasillia (temperature: max 25 C; 18 C)

Main Cities: Sao Paulo, Rio de Janeiro, Belo Horizonte

Population: 170,000,000

Area: 8,547,404 km²

Currency: 1 Real = 100 centavos

Languages: Portuguese

Religions: Roman Catholic, Protestant

Date of signing and ratification of UNCRC: signed 26 January 1990, ratified 24 September 1990

United Kingdom

Location: Europe

Status: European member state

Capital City: London (Temperature: max 22 C; min 7 C)

Main Cities: Birmingham, Manchester, Liverpool, Glasgow, Edinburgh, Cardiff, Belfast

Population: 60,943,912

Area: 244,880 km²

Currency: 1 Pound Sterling = 100 pence

Languages: English, Welsh, Scots, Scottish Gaelic, Irish Gaelic, British Sign Language

Religions: Protestant, Roman Catholic, Muslim, Hindu, Judaism

Date of signing and ratification of UNCRC: signed 19 April 1990, ratified 10 December 1991

Activity 4: 'We are just like them'

Explore attitudes to the term 'street children' and the concept of 'stereotype'

Procedure

- Tell the students that you will be saying two words to them. When they hear the words, they are to write down all the ideas which come to them – using only single words or very short phrases, without sharing their thoughts at this stage. They are to write up to ten but no more.
 - Tell them that this is called 'word association', if they are not already familiar with the idea. Now say the words 'street children' and give them a short time to write as much as they can.
 - Ask the students to share their ideas in small groups 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 have chosen and the balance of positive and negative. Why do they think they have chosen the words they have and why is the balance the way it is? Do all the students have the same opinion?
- Now show them the football photo montage on the One Voice for All web pages
 - Can they identify those who are street children and those who are not? (Click on each photo to reveal whether the child is a street child or not.) What criteria did they use to identify the different images? Were they right? Surprised? What conclusions can you draw?

The idea of the title for this activity comes from the young people who took part in the Deloitte Street Child World Cup. You can hear one participant talking about how he feels via either of these links: www.streetchildworldcup.org or <http://www.youtube.com/user/StreetChildWorldCup#p/u/10/WzgzCBKQ8to>



Cuban street children - copyright Lameya Chauhdury

Activity 5: Matching rights

This activity aims to encourage students to explore individual rights and to begin to identify those which children living on the street can rarely access.



Photo courtesy of Dylan Thomas

Preparation

Ask the students to work in small groups. Give each group one set of cards which state the individual rights from the Convention on the Rights of the Child, cut into individual cards, and the cards with pictures, also cut up. (See below.) You might also like to have a few blank cards which the students can fill in with a right of their choosing and an illustration.

Procedure

Ask the students to match the right to the appropriate photograph. When the groups have completed the task, discuss what made them choose the photo to match the right. Do they, themselves, access that right? Do they think that young people living on the street will also access that right? If not, why not? Is there anything they could do about that? (All the photographs used in this activity were taken at the Deloitte Street Child World Cup, Durban, in March 2010.) You have the right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities.

Article 31: You have the right to rest and leisure, to engage in play and to participate in recreational, cultural and artistic activities



Article 15: You have the right to meet with other children and join and form associations.



Article 14: You have the right to freedom of thought, conscience and religion subject to appropriate parental guidance.



Article 7: You have the right to a name and nationality and, as far as possible, the right to know and be cared for by parents.



Article 28: You have the right to an education, including a free primary education.



Article 15 You have the right to meet, make friends and make clubs with other people, unless it breaks the rights of others.



Article 12: Whenever adults make a decision which will affect you in any way, you will have the right to give your opinion, and the adults have to take that seriously.



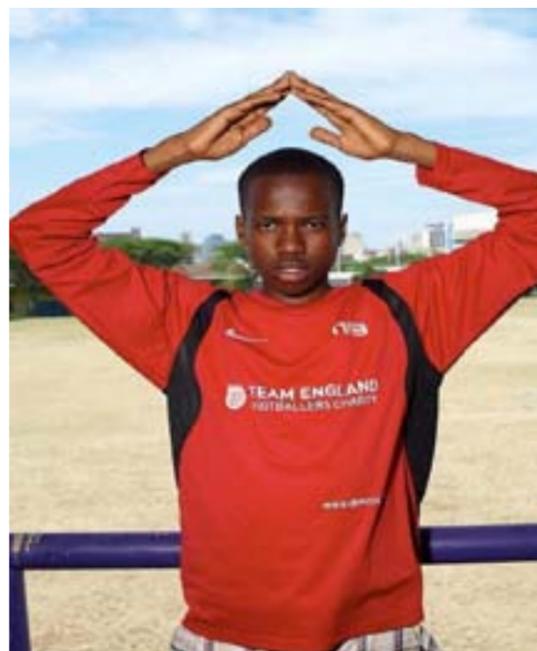
Article 24: You have the right to good health.



Article 19: No one should hurt you in any way. Adults should make sure that you are protected from abuse, violence and neglect. Even your parents have no right to hurt you.



Article 27: You have the right to a good enough 'standard of living'. This means you have food, clothes, a place to live, for example. If parents cannot afford this, the government should help.



Activity 6: Thinking about street children

Preparation

You can read this story to the class or, if preferred, prepare sufficient copies for small groups of students to work with. You will find some further information about street children in Ukraine below.

Procedure

Read the story from Ukraine to the class or have them read it in groups.

Ask the students to discuss their main ideas about what they have heard/read. Did it match their 'word association' ideas? What was the same, what was different? Remind them of the different rights they have learned about. What rights were denied or accessed by Anton? Who helped him? If you were in Anton's situation, who could help you?

One thing which Anton found difficult was the lack of freedom when he first moved to the orphanage. He could not do things he would have liked to and found that very difficult, particularly after his life on the streets. What freedoms do you appreciate most? Is it different for a boy or a girl? Why is that? Compare in your class the different freedoms which boys and girls are allowed.

Now read Gabriela's story from Brazil (or have the students read it in groups). These two countries are very different from one another. Are the stories of street children very different? What is the same and what is different in each story? What do the students know about street children in their own country? How can they find out? Who helps them? Are their situations the same or different from the stories of Gabriela or Anton?



Anton's story

Anton was born in Kharkiv in Ukraine in 1997. He ran away from his home to live on the streets due to violence in his family home. He slept on a bench in a kiosk for a number of months, and this is when he started attending Depaulka, an organisation providing meals and medical assistance to street children in Kharkiv in the evening. He spoke with staff on the bus and he was informed of the day centre that Depaul Kharkiv, another organisation supporting young people on the street, ran daily. In the day centre there are a wide variety of activities, such as one to one sessions with professional staff, food, life skills education and art, to mention but a few. There is also a football pitch attached to the centre, which is wonderful for the children in the summer months. It is wonderful to see these children who are having to live in less than humane places and exist in the harsh world of the streets, come to the centre and become children again kicking a ball, practising their celebrations when they score a goal and the odd disagreement over was it a foul or not!

Anton attended the centre daily and then with the support from Depaul he moved to a children's hostel run by the local authority. Anton found it difficult to settle in the hostel as his freedom was taken away from him. He could no longer go for a walk or play football if he wished as the regulations in the hostel didn't allow this. Anton ran away and went back to living on the streets. Depaul carried on working with him and he once again moved to an orphanage and is currently living there. It is a different institution to the previous one and the children have a little more freedom. It is a permanent place until children finish secondary school.

They cannot leave if they wish but the staff there engage in many outdoor activities with the young people, including football, basketball and walks. When he moved there he asked Depaul's staff to visit him regularly, which happens twice weekly.

In recent weeks when staff have gone to visit Anton they noted he is finally living like an average 11 year old boy. He is participating in sports and his love for football is evident. When given a choice as to what he likes most about the hostel, without a doubt his answer is football."

Activity 6: Thinking about street children

Gabriela's story

This was put together by the group of teenagers who represented Brazil in South Africa throughout the tournament and they used this story during the conference that followed the games to illustrate many of the difficulties that children in Brazil are forced to face. All of the team members drew on personal experience and first-hand knowledge of what life on the street is like for young children like themselves, to create this character.

Beginning her life as a young girl born into a world of drug-related crime and deprivation, Gabriela has little choice than to turn to the street to make a living begging at traffic lights. Her parents are consumed by drug addiction and her mother is a drug dealer. Soon Gabriela decides to flee from the violence she is living with at home and finds herself alone and homeless in the huge city of Sao Paulo. Gabriela is vulnerable and unable to protect herself from the many dangers that life on the streets poses to a young child and she becomes caught up in a triangle of violence and drugs with older men.

Falling pregnant at just 12 years old, Gabriela turns to a care centre for help and is looked after through the birth of her child in the Menino Jesus Hospital. At 13, Gabriela now lives in the Menina Mae shelter with her son, Miro, whom she adores.

Although this story is a fictional account created by the 'Team Brasil' players, similar stories are heard from young children all over Brazil and we hope that Gabriela's story will be used to bring positive change and make the voices of these disadvantaged young people heard.



Additional information for teachers (for Activity 6)

Street children in Kharkiv, Ukraine

Statistics say there are 250,000 people living on the streets in Ukraine but in many cases these people may not be permanently living on the street. The organisation Depaul Kharkiv deals with young people, who are experiencing difficulties, are living on the street, have lived on the street or are at risk of becoming homeless. Many of the young people Depaul Kharkiv helps are from one parent families.

Alcoholism is a big problem and this coincides with violence in the family. Addiction to harmful substances such as glue is a problem, especially in the winter, as the children live in poor conditions in underground caverns and the glue acts as an escape from the ferociously cold temperatures.

In Ukraine there are many big institutions in which children from disadvantaged backgrounds live. The smaller hostels have approximately 80 beds and the larger ones have up to 300 beds. Many children are taken from the streets by the police and placed in these establishments without any explanations to parents or carers. The units are very stringent; each child is moved in these big institutions from corner to corner without any individual, personal care or human feelings in the process. They have no freedom or choice. For this reason the children run away and end up back on the streets. There is a vicious circle as the police once again find the children and place them back in the accommodation.

Depaul Kharkiv recognised this problem and began working in these institutions, carrying out various activities with the children and giving them choices. In winter months, when temperatures can drop to minus 20, outdoor sports are difficult to organise - but in summer months many children participate in a variety of sports.

There are serious economic issues arising in Ukraine and Depaul Kharkiv predicts the numbers in these institutions are due to rise. This will result in overcrowding, conflicts and the more defenceless children will be pushed further into the background. Depaul Kharkiv's aim is to see these children prosper in the future and the opportunity for them to participate in events such as the Street Child World Cup can be a life changing experience for them.

Activity 7: Questions around a photo

Purpose

This activity requires students to examine a visual source for information; it can be used as a structure for 'research' and to improve visual literacy skills by investigating and analysing a photograph or image.

Preparation

This activity can be done as a class activity with the use of the interactive whiteboard, or in groups with each group of students having a copy of the picture here laid out in the middle of a larger sheet of paper. They will also need a thick pen or crayon to write on the paper.

Procedure

Ask the students to look carefully at the photograph. What can they see? Ask them to write down questions which the photo generates. You can use the framework below if that helps the students consider a wider range of possibilities. The questions are written on the large paper based on the points of a compass: N, E, S, and W but where N = Natural/built environment questions; E = Economic questions (wealth/poverty); S = Social (including gender and language); W = Who decides? Students generate questions under each of the four headings, e.g. "N – Where is this scene taking place? What is the surface made of?" or "S – Who are the young people? Why are they here? What language will they speak?"

	N Natural	
W Who decides?	PHOTO	E Economic
	S SOCIAL	

The questions generated by the students can then be used as a starting point for an enquiry relating to the situation captured by the photograph. The answers to some of the questions can be found from books, web searches or asking adults. Others such as "What are they thinking?" cannot be answered from factual sources but can lead to creative writing work. They can also provide the possibility to try out speech or thought bubbles. (Developed from an original idea from TIDE, Birmingham, UK) You could also use this structure to consider why South Africa was chosen as the 2010 venue for the World Cup. Would the same criteria be appropriate for selecting the venue of the 2014 World Cup (Brazil)?

Activity 8: We are like bees

Purpose

To explore the interconnectedness of rights and to consider the responsibilities which go along with these rights.

Preparation

Explain to your students that in Durban, the young people made an art structure which was based on honeycombs and bees. The honeycomb is also made up from many shapes, as is a football. Tell your students that:

‘This idea of the beehive image came from the South Africa team host organisation, Umthombo. Three years ago, at an arts workshop Umthombo ran, one child came up with this metaphor:

“We are like bees, because they walk in groups when they are in danger, we are just looking for a sweet life, but when we are attacked, sometimes we can sting”. (<http://streetchildworldcup.org/blog/in-praise-of-mxolisi/> OR <http://umthomboarts.blogspot.com/>)

Prepare empty copies of the rights honeycombs below for each group of students.

Responsibilities



Related rights

Activity 9: History of football timeline

Purpose

Football is possibly one of the most popular games in the world today. It is played by men, women, boys and girls; rich and poor. This activity allows students to explore the origins and see the developments which have led to its current popularity.

Preparation

Prepare the cards below in sets for groups in the class, so that each group has one set each, with the cards cut individually and in random order.

Procedure

Their task is to order their cards chronologically. When they are satisfied with their arrangement, ask the person who thinks they have the earliest card to stand and read it out. (It should be the first card of Set 1 if you have used all the sets.) The person who has the last card in that set then stands and reads out their card.

Ask the groups to decide who has the card which

follows and ask this person to stand to read it, followed by the person in the group who has the 'last' card. Continue until the first and last cards in each group have been read. This completes the timeline. Now ask each group to select one item which surprised them or which was unexpected from their own set. Share this with the class.

Do the students have information from their own knowledge - national, international or local to add to this line? Is there anything missing? When did their country first take part in the World Cup?

Many of the students will have other information about football - some facts from their own country, some facts which apply globally. Ask them in their groups to put together up to five new facts which they could insert into the timeline. These might include items such as:

When was the first red card used?

What happened with the 'Hand of God' and where? When did your country first have a team in the World Cup?

Who, in their national team, has most 'caps'?



Set 1	
<p>2500 B.C.</p> <p>Ancient China: The earliest mention researchers have found of a soccer-like game states that balls made of animal skin were kicked through a gap in a net stretched between poles 30 feet high. Records indicate that 'tsu chu' was played as part of the emperor's birthday celebration.</p>	<p>B.C.</p> <p>In Rome, Greece and Japan people play a game called 'harpastum' which they introduce to the British.</p>
<p>600-1600</p> <p>Mexico and Central America: The rubber ball is created in Mexico and Central America. People play games on a recessed court shaped like a capital 'I'. The court is 40-50 feet long with vertical walls several feet high. In the middle of each wall is a mounted stone or wooden ring and the objective is to project the hard rubber ball through the ring</p>	<p>1100</p> <p>England: By the 12 century, the game has become a violent mob sport with no rules and any sort of behaviour is condoned.</p>
<p>1314</p> <p>England: King Edward II orders citizens to stop playing football.</p>	<p>1500</p> <p>Italy: The Italians play a game called 'calcio' with teams of 27+ people. The game is simple: kicking, carrying or passing a ball across a goal line.</p>

Set 2	
<p>1572</p> <p>England: Queen Elizabeth I bans football.</p>	<p>1580</p> <p>Italy: Giovanni Bardi publishes a set of rules of the game 'calcio'.</p>
<p>1600</p> <p>Alaska & Canada: The native Eskimos play 'aqsaqtuk', or soccer on ice. Balls are stuffed with grass, caribou hair and moss. One legend tells of two villages playing against each other, with goals ten miles apart.</p>	<p>1605</p> <p>England: Football becomes legal again and by the end of the 17th century it is the country's most popular sport.</p>
<p>1620</p> <p>USA: In the original Jamestown settlement, First Nation American Indians play a game called 'pasuckuakohowog', meaning "they gather to play ball with the foot". Beaches, a half-mile wide with goals one mile apart, serve as playing fields for as many as 1,000 people at a time. Games are often rough, resulting in broken bones, but no one can be identified because players disguise themselves with ornaments and war paint, making retaliation close to impossible. It is common for games to be carried over from one day to the next, with a feast for all at the conclusion of the match.</p>	<p>1680</p> <p>England: Football wins royal patronage from King Charles II.</p>

Set 3	
<p>1739</p> <p>Italy: The first known official match, 'Calcio Fiorentino', is played in Florence January 1739.</p>	<p>1820</p> <p>USA: Football is played among the North eastern universities and colleges of Harvard, Amherst and Brown.</p>
<p>1827</p> <p>USA: Freshman and sophomore classes at Harvard Institute an annual intramural football match, played on the first Monday of the new school year. (These games were evidently quite rowdy, as the event was known as "Bloody Monday").</p>	<p>1830</p> <p>England: The modern form of soccer originates. The sport grows among working class communities and is seen as a way of keeping young and energetic children out of trouble at home and in school; they can let off steam and learn values of teamwork.</p>
<p>1835</p> <p>England: The 'Highway act' bans the playing of football in public streets.</p>	<p>1840s</p> <p>Official referees appear for the first time in a football match.</p>

Set 4	
<p>1862</p> <p>USA: Oneida Football Club, formed in Boston in 1862, is the first soccer club anywhere outside of England.</p>	<p>1872</p> <p>The first international football match is played between England and Scotland.</p>
<p>1873</p> <p>Scotland: The Scottish Cup starts this season, said to be the oldest trophy in football.</p>	<p>1877</p> <p>The length of a match is set at 90 minutes.</p>
<p>1878</p> <p>Referees begin to use whistles.</p>	<p>1885</p> <p>USA: USA versus Canada – the first international match is played between teams outside of Great Britain.</p>

Set 5	
<p>1886</p> <p>The Football Association starts training match officials. The first meeting of the International Football Association Board is held.</p>	<p>1888</p> <p>The introduction of the penalty kick.</p>
<p>1904</p> <p>Delegates from France, Belgium, Denmark, the Netherlands, Spain, Sweden and Switzerland establish FIFA at a meeting in Paris on 21 May. The International Board – the authority over the rules and their interpretation – continues under the jurisdictions of England, Scotland, Ireland and Wales, even though it is not affiliated with FIFA.</p>	<p>1904</p> <p>The Olympic Games in St. Louis, USA include soccer as an official Olympic sport, where club teams compete under the national team banner.</p> <p>(FIFA did not become active in Olympic soccer until 1908)</p>
<p>1908</p> <p>Football becomes an Olympic event under FIFA.</p>	<p>1916</p> <p>Uruguay win the first Copa America, held in Argentina.</p>

Set 6	
<p>1930</p> <p>Thirteen teams enter the first World Cup, held in Uruguay. The hosts beat Argentina 4-2 in the final.</p>	<p>1932</p> <p>At the 10th Olympiad in Los Angeles, USA soccer is eliminated due to a controversy between FIFA and the International Olympic Committee over the definition of 'amateur' and the reluctance of most of the strong soccer countries to travel to California because of the expense involved.</p>
<p>1938</p> <p>Italy retain the World Cup in France, beating Hungary 4-2 in the final. Argentina and Uruguay boycott the tournament, as it is held in Europe for the second successive time.</p>	<p>1939</p> <p>Shirt numbering is made compulsory.</p>
<p>1958</p> <ul style="list-style-type: none"> • First live worldwide TV coverage of the World Cup. • Pele and Garrincha are star players as Brazil wins their first World Cup in Sweden, beating the hosts 5-2 in the final. 	<p>1966</p> <ul style="list-style-type: none"> • Action replay machines and videotape are used at the 1966 world Cup. • England hosts and wins the World Cup, beating West Germany 4-2 in the final. Geoff Hurst becomes the first player to score a hat trick in the final.

Set 7	
<p>1968</p> <p>Eusebio of Mozambique wins the inaugural Golden Boot award as the continent's top club scorer.</p>	<p>1970</p> <p>Brazil win their third World Cup, beating Italy 4-1 in the final. Their captain, Pele, becomes the first player to win three World Cup medals.</p>
<p>1971</p> <p>Pele retires from international competition after Brazil tie Yugoslavia 2-2 in front of 150,000 people at Rio de Janeiro's Maracana Stadium.</p>	<p>1977</p> <p>The first FIFA World Youth Tournament is held in Tunisia. (Renamed World Youth Championship in 1981, for players under 20).</p>
<p>1986</p> <p>The World Cup finals are played for the second time in Mexico, with Argentina defeating West Germany 3-2 to win their second title, at the Azteca Stadium in Mexico City.</p>	<p>1988</p> <p>The start of the FIFA Fair Play campaign.</p>

Set 8	
<p>1991</p> <p>The first FIFA World Championship for Women's Football is held in China and won by the USA (2-1) over Norway.</p>	<p>1993</p> <p>Pele, the most recognisable soccer figure in the world, is inducted into the National Soccer Hall of Fame, along with John Nanoski and Dennis Long, bringing the total to 194.</p>
<p>1996</p> <p>Nigeria become the first African team to win the Olympic football tournament.</p>	<p>1998</p> <p>In the FIFA World Cup final, France win 3-0 over Brazil at the Stade de France to claim their first World Cup.</p>
<p>1999</p> <p>At the Women's World Cup final in Los Angeles the USA beat China in front of 90,185 fans - the largest ever attendance for a women's sporting event in world history. The tournament attracts over 658,000 attendees and over one billion television viewers worldwide, thus not only putting women's soccer but also women's sport into mainstream society.</p>	<p>2002</p> <p>Korea and Japan co-host the first World Cup outside Europe and the Americas.</p>

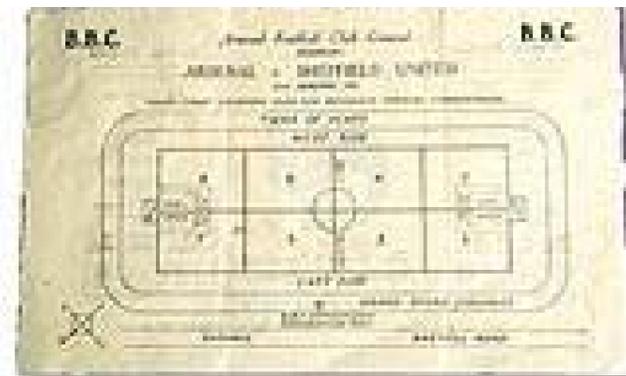
Set 9	
<p>2002</p> <p>Brazil set up a record fifth title in the World Cup competition, defeating Germany 2-0 in the 2002 FIFA World Cup final.</p>	<p>2003</p> <p>The first Homeless World Cup takes place in Graz, Austria, with 18 national teams. This becomes an annual international football tournament, uniting teams of people who are homeless and excluded in a once in a lifetime opportunity to represent their country and change their lives forever.</p>
<p>2003</p> <p>Germany win the Women's World Cup final against Sweden 2-1, after extra time.</p>	<p>2008</p> <p>The first Homeless Women's Cup is held in Melbourne, Australia.</p>
<p>2010</p> <p>South Africa hosts the first World Cup to be held on African soil.</p>	<p>2010</p> <p>The first Street Child World Cup is held in Durban, South Africa in March. It is supported by Deloitte.</p>

Activity 9: History of football timeline

Ask your class if they know the English phrase 'Back to square one'. One version of the origin of the phrase belongs to football, as described below.

BBC radio commentaries

In order that listeners could follow the progress of football games in radio commentaries, the pitch was divided into eight notional squares. Commentators described the play by saying which square the ball was in. It was referred to in an issue of The Radio Times, the BBC's listings guide, in January 1927.



However, at no point in any existing commentary was the phrase 'back to square one' used.

Despite this, in January 2007, again in The Radio Times, the football commentator, John Murray, stated that "Radio Times' grids gave us the phrase 'back to square one'" and that "the grid system was dropped in the 1930s (not before the phrase 'back to square one' had entered everyday vocabulary)".

Information in the timeline is from Football History Timeline and History of Football websites.

Activity 10: Fair trade football

PowerPoint Activity

This PowerPoint activity introduces some of the facts that will be used in Activity 12.

Preparation

Prepare the PowerPoint and have reference books or computer access ready for use if wished. It is possible to use this PowerPoint without these extra resources.

Procedure

Tell the class they are going to watch a PowerPoint about an aspect of football which gets less attention than the games, competitions or players themselves, but that none of the football games around the world which we see televised could happen without one vital ingredient.

This PowerPoint has been adapted from the original French language version by iLanguages Ltd and can be found on www.ilanguages.co.uk

Facts and Opinions Activity

This activity highlights the disparities which exist within the world of football and encourages discussion about the issues which surround children's rights in different parts of the world, particularly in relation to preparing the 'tools' of the game.

Preparation

Prepare cut-up versions of the cards below so that each group of four to six students has a full set in random order.

Procedure

Ask the students in their groups to sort the cards into what are 'facts' and what are

'opinions'. Check the answers with the groups. Ask the students what they think of the opinions expressed and why those points of view are held. Do they agree with them? What other opinions do they have? What do they think of the facts given here? Is there anything which they can do about the situation? If they can access the Internet, ask them to explore the websites of the Fairtrade Foundation and Play

Fair Alliance. Had they heard of fair trade before? Do they think it is a good idea? Why? Why not?

Using the information on the two recommended websites, you might like to ask the groups to prepare their own set of fact and opinion cards to exchange with other groups in the class. Perhaps make a class set to exchange with another class, or use as the basis for an assembly during Fair Trade Fortnight (28 February – 13 March

2011) or World Fair Trade Day (second Saturday in May).



Fact or Opinion Cards

40 million footballs are sold every year	Child labour is not fair
75% of footballs come from Pakistan	Footballs from Pakistan are of good quality
In my opinion, children prefer to play football	In Pakistan, many children make footballs
It takes 650 sticks to make each football	For making a football children are paid between (85 pence) 1- 1,20 euro per day
Payment of onbly (85 pence) 1 - 1,20 euro per day is not enough	There are 30 million football players in the world
Football is an excellent sport	A footballer like wA

Activity 12: The story of Arthur Wharton

Arthur Wharton was the first black professional footballer in the world. Despite his sporting prowess, he was never fully accepted and died a forgotten man. He was born in the city of Accra in Ghana (then called the Gold Coast), West Africa in 1865.

His father was a Methodist minister from Grenada in the West Indies, and his mother was a member of the royal family of the Fante people of Ghana. Arthur had brothers and sisters. Arthur first visited England, with his father and sister, in 1870 when he was five years old. Sadly, his father died three years later. He had been serving as a Methodist chaplain to British soldiers who were fighting the Asante soldiers in Ghana. He had been ill and died while recuperating in Madeira.

Arthur then spent four years at school in London before returning to Ghana to attend the Wesleyan High School in Cape Coast, his mother's home town. Arthur both

loved and excelled at sport and played football and cricket as well as being excellent at athletics.

In 1881 he returned to London and studied Divinity. By 1886, his footballing skills ensured that he was playing for a club and he played 32 amateur games as goalkeeper for Darlington. He continued to win cups and medals for his running. In

1886 he won the AAA 100 yards sprint in ten seconds, a world record which lasted for 30 years.

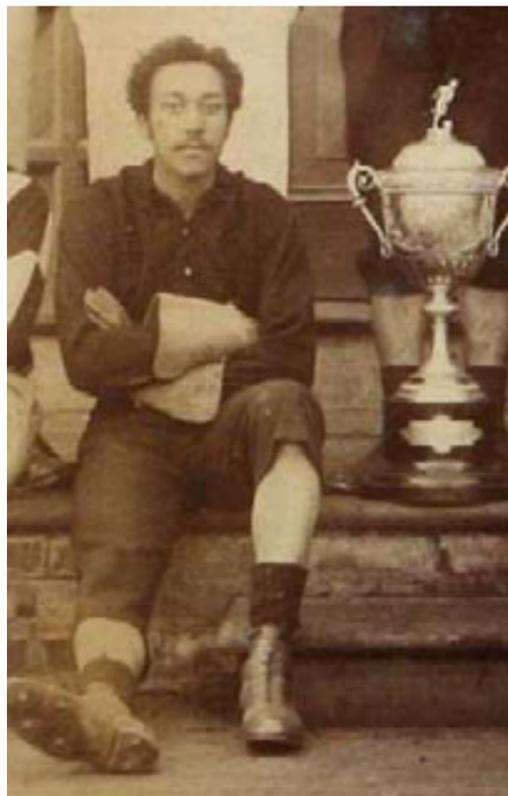
Despite his great speed, he usually played as goalkeeper. Goalkeepers at that time could handle the ball anywhere in their half of the pitch and could be charged down with or without the ball. Trying to grab the ball in a crowded goal mouth, the goalie needed the protective and attacking skills of a Thai kick boxer.

He continued to play for well-known clubs in the north of England until 1888, when the Football League began – but he carried on running too, while playing football for Preston North End.

In 1890, he retired from professional running and married Emma Lister from Rotherham. To add to his earnings, as footballers in those days earned very little money, he took over The Albert Tavern in Masbrough, Rotherham. For the next ten years he continued to play football for different clubs in the North of England while running a pub to have sufficient money.

In 1914 the Great War began and a year later Arthur moved to Edlington, Doncaster, where he worked in the colliery while serving as a corporal in the Reserves. Arthur suffered from cancer and died in Edlington on 12 Decembe 1930, aged 65. He was buried in an unmarked municipal grave until money was collected by Football Unites, Racism Divides and he was given a proper gravestone in 1997.

On the headstone were engraved these words: 'As a footballer he was "The goalkeeper with the prodigious punch who would crouch in the corner of his goal till the l



last moment and then spring into action to make fantastic saves”.

Many things in football have changed since Arthur's time but there is sadly still racism, though black players are much more familiar in teams in Britain and in the rest of Europe. African players now make up the majority of professionals in Romania and more than a third in countries such as Switzerland and Ukraine.

In 2006, over a fifth of all transfers between European clubs were of African players. Now all over Africa there are football academies set up by entrepreneurs to help train new talent who are then 'sold' to European clubs.

The prospect of a good salary is very attractive to young men with sporting talent but not necessarily other ways to earn money. Only a very few reach the levels of Didier Drogba or the Touré brothers. There are still changes needed in the world of football.

This story has been composed from information in 'Amazing Arthur Wharton - a true story' published by Doncaster Museum Service and Rotherham Archive and Local Service, with additional information from the Guardian Review 22.05.10.

The Universal Declaration of Human Rights

Set 1	
<p>Article 2</p> <p>We are all born free. We all have our own thoughts and ideas. We shall all be treated in the same way. We shall treat each other with respect.</p>	<p>Article 2</p> <p>These rights belong to everybody, whatever our differences.</p>
<p>Article 3</p> <p>We all have the right to life, and to live in freedom and safety.</p>	<p>Article 4</p> <p>Nobody has any right to make us a slave and we cannot make anyone else our slave.</p>
<p>Article 5</p> <p>Nobody has the right to hurt us or to torture us.</p>	<p>Article 6</p> <p>We all have the same right to use the law.</p>

Set 2	
<p>Article 7</p> <p>The law is the same for everyone. It must treat us all fairly.</p>	<p>Article 8</p> <p>We can all ask for the law to help us when we are not fairly treated and give us a remedy</p>
<p>Article 9</p> <p>Nobody has the right to put us in prison without good reason, to keep us there or to send us away from our country.</p>	<p>Article 10</p> <p>If we are put on trial, this should be in public.</p> <p>The people who try us should not let anyone tell them what to do.</p>
<p>Article 11</p> <p>Nobody should be blamed for doing something until it is proved. When people say we did a bad thing we have the right to show that it is untrue.</p>	<p>Article 12</p> <p>Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without good reason.</p>

Set 3	
<p>Article 13</p> <p>We all have the right to go wherever we want in our own country and travel abroad if we wish.</p>	<p>Article 14</p> <p>If we are frightened or badly treated in our own country, we all have the right to emigrate to another country for our own safety.</p>
<p>Article 15</p> <p>We all have the right to citizenship of a country.</p>	<p>Article 16</p> <p>Every adult has the right to marry and have a family if they wish. Men and women have the same rights when they are married as well as before, during and after marriage.</p>
<p>Article 17</p> <p>Everyone has the right to own things or share them. Nobody should take our possessions from us without a good reason.</p>	<p>Article 18</p> <p>We all have the right to believe in whatever we wish, to have a faith and to change this if we wish.</p>

Set 4	
<p>Article 19</p> <p>We all have the right to make up our own minds, to think what we like, and say what we think, as well as to share our ideas with other people.</p>	<p>Article 20</p> <p>We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.</p>
<p>Article 21</p> <p>We all have the right to take part in the government of our country. All adults should be allowed to choose the leaders of their country and their representatives.</p>	<p>Article 22</p> <p>We all have the right to a home, enough money to live on, and medical help if we are ill. Music, art and craft, and sport should be for everyone to enjoy. They must treat us all fairly.</p>
<p>Article 23</p> <p>Every adult has the right to a job, to a fair wage for their work and to join a trade union and choose what work they do.</p>	<p>Article 24</p> <p>We all have the right to rest from our work, to relax and have holidays.</p>

Set 5	
<p>Article 25</p> <p>We all have the right to enjoy a good life. Mothers, children, the elderly, the unemployed and the disabled have the right to be cared for.</p>	<p>Article 26</p> <p>Education is a right, and primary school should be free. We should learn about the UN and how to cooperate with others. Our parents may choose our education.</p>
<p>Article 27</p> <p>We all have the right to our own way of life, and to enjoy the good things that science and learning can bring. We all can enjoy rewards from literature and artistic work.</p>	<p>Article 28</p> <p>There must be political order and stability so that we can all enjoy rights and freedom not only in our own country but worldwide.</p>
<p>Article 29</p> <p>We all have a duty to other people and we should protect their rights and freedom.</p>	<p>Article 30</p> <p>Nobody can take away these rights and freedoms from us.</p>

Activity 13: Reading reality

This activity provides students with the opportunity to learn from a piece of creative writing by (a) another young person and (b) an established author for young people, and use it as inspiration for their own writing.

Preparation (a)

Read, or ask a student to read, the poem 'The night after the day', provided below. You may want to print copies for the students to have in front of them.

Procedure

Ask the students to break into pairs, or groups of no more than three, to discuss what they have read. Ask them to share their impressions and record them on a piece of paper. Now decide who is 'speaking' in the poem. What is the poet's point of view about street children? What words has she used to describe how street children feel? What parts of a street child's life does she describe? Are there parts of daily life missing? Why?

The poet wrote this before the street children from around the world arrived to spend the week in Durban and take part in the Street Child World Cup. Can you think what she might have written at the end of the week?

Ask pupils in their pairs, or in groups of three, to write a short poem which tells some of the things they have learned about street children by using this resource and from their own knowledge and research.



Preparation (b)

Print off sufficient copies of the 'Stone Cold' extract (see below) so that there is one for each student, working in groups of four to six students. (You may use the interactive white board for both texts in this activity if you wish.)

Procedure

Ask the students to read the extract together in their groups. Ask them to discuss the language that has been used. How does it differ from that used in the poem? Do the poet and the prose writer use similar or different words to describe the experience of being on the street?

You may also want the students to write an imaginary diary of a week telling what it is like to live on the streets. What words will they use? What fears will they have? What memories will be most difficult? What will they miss most?

Ask students to illustrate either the poem or the prose extract. Compare the students' illustrations and discuss what they feel about the way in which they have portrayed the situation. Can the students agree on a title or caption for the illustrations? Which piece of writing – the young poet's or the professional writer's – seems more convincing? Why? Both have been written as though the writer is a young person on the street. Is this a good idea? Why or why not? Which is the more powerful piece of writing and why?

Activity 13: Reading reality

The night after the day by Amanda Maphululo

I swallow my spit
Looking at my feet
They are sore and swollen From my sorrows

Today will be just like tomorrow
Begging for food Running from moods Being
called a fool, stupid Man! They are cruel!

The night after the day

I reminisce about my day Wondering when
things will go my way All in good time my
friend
All in good time Life is not a privilege I've lost
so much
I've lost so much

I don't ever think of fashion My old rags are
my satisfaction I don't ever think of emotions
Some may say it's just a setback in the wrong
direction

I look up and salute the moon
I'm still alive

The night after the day

I own scars of hunger
Fighting for power
The street name of a hustler Somehow buried
as it gets darker I'm nothing without shadow
Streetlight makes me narrow
The moon faces away from me

I'm nothing without food
The night after the day

I wake up with a vision
Somehow no different to a top secret mission
To be the first at the bins
To be best at scouting the rich
Who bite and throw Then I come and follow
Pick, chew and swallow

Ah! I'm full!
It's been a while
Now! Yes for now!
I see no reason to cry I never think of death
For I will not die

I know! I'll grow! Yes maybe not full
With an empty stomach, but it's cool
I'll keep fighting
And find another spot
To hide when the situation gets hot
It's not my fault I'm a street kid It all began
The night after the day.

Activity 13: Reading reality

Extract from 'Stone Cold', by Robert Swindells

(Page 55 - page 59, Puffin Teenage Fiction, 1993)

If you think sleeping rough's just a matter of finding a dry spot where the fuzz won't move you on and getting your head down, you're wrong. Not your fault of course – if you've never tried it you have no way of knowing what it's like, so what I thought I'd do was sort of talk you through a typical night. That night in the Vaudeville alcove won't do, because there were two of us and it's worse if you're by yourself.

So you pick your spot. Wherever it is (unless you're in a squat or a derelict house or something) it's going to have a floor of stone, tile, concrete or brick. In other words it's going to be hard and cold. It might be a bit cramped, too – shop doorways often are. And remember, if it's winter you're going to be half frozen before you even start. Anyway you've got your place, and if you are lucky enough to have a sleeping-bag you unroll it and get in.

Settled for the night well may be, maybe not. Remember my first night? The sky was? Course you do. He kicked me out of my bedroom and pinched my watch. Well that sort of thing can happen any night, and there are worse things. You could be peed on by a drunk or a dog. Happens all the time – one man's bedroom is another man's lavatory. You might be spotted by a gang of lager louts on the lookout for someone to maim. That happens all the time too, and if they get carried away you can end up dead. There are other guys who like young boys, who think because you are a dosser you'll do anything for dosh, and there's the psycho who'll knife you for your pack.

So, you lie listening. You bet you do. Footsteps. Voices. Breathing, even. Doesn't help you sleep.

Then there's your bruises. What bruises? Try lying on the stone floor for half an hour. Just half an hour. You can choose any position you fancy, and you can change position as often as you like. You won't find it a comfy, I can tell you. You won't sleep unless you're dead drunk or zonked on downers. And if you are, and to, you're going to wake up with bruises on hips, shoulders, elbows, ankles and knees – especially if you are a bit thin from not eating properly. And if you do that six hours a night for six nights you'll feel that you fell out of a train. Try sleeping on concrete then.

And don't forget the cold. If you've ever tried dropping off to sleep with cold feet, even in bed, you'll know it's impossible. You've got to warm up those feet, or a lie awake. And in January, in the doorway, in which trainers, it can be quite a struggle. And if you manage it, chances are you'll need to get up for a pee, and then it starts all over again.

And those are only some of the hassles. I haven't mentioned stomach cramps from hunger, headaches from the flu, toothache, flea and lice. I haven't talked about homesickness, depression or despair. I haven't gone into how it feels to want to girl-

friend when your circumstances make it virtually impossible for you to get one – how it feels to know you're a social outcast in fact, and non-person to whom every ordinary everyday activity is closed.

So. You lie on your bruises, listening. Trying to warm your feet. You curl up on your

side and your hip hurts, so you stretch out on your back so your feet stay cold and the concrete hurts your heels. You force yourself to lie still for a bit, thinking that'll help you drop off, but it doesn't. Your pack feels like a rock under your head and your nose is cold. You wonder what time it is. Can you stop listening now, or could someone still come? Distant chimes. You strain your ears, counting. One o'clock? It can't be only one o'clock, surely? I've been here hours. Did I miss a chime?

What's that? Sounds like breathing. Heavy breathing, as in maniac. Lie still. Quiet. Maybe he won't see you. Listen. Is he still there? Silence now. Creeping up, perhaps. No. Relax. Jeez, my feet are called.

A thought out of nowhere – my old room at home. My little bed. What I wouldn't give for – no, mustn't. Mustn't think about that. No sleep that way. Somebody could be asleep in that room right now. Warm and dry. Safe. Lucky sod.

Activity 13: Reading reality

What's that? Sounds like breathing. Heavy breathing, as in maniac. Lie still. Quiet. Maybe he won't see you. Listen. Is he still there? Silence now. Creeping up, perhaps. No. Relax. Jeez, my feet are called.

A thought out of nowhere – my old room at home. My little bed. What I wouldn't give for – no, mustn't. Mustn't think about that. No sleep that way. Somebody could be asleep in that room right now. Warm and dry. Safe. Lucky sod.

Food. God, don't start on about food! (Remember that time in Whitby – fish and chip caff? Long, sizzling haddock, keeper of chips like a mountain. So many, you had to leave some). Wish I had them now.

What's that? Sounds like breathing. Heavy breathing, as in maniac. Lie still. Quiet. Maybe he won't see you. Listen. Is he still there? Silence now. Creeping up, perhaps. No. Relax. Jeez, my feet are called.

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Food. God, don't start on about food! (Remember that time in Whitby – fish and chip caff? Long, sizzling haddock, keeper of chips like a mountain. So many, you had to leave some). Wish I had them now.

Mum. Wonder what Mum's doing? Wonder if she wonders where I am? How would she feel if she knew? I miss you Mum. Do you miss me? Does anybody?

Chimes again. Quarter past. Quarter past one? I don't believe it.

DSS. Are they considering my claim? (Not now there are not – they're sleeping. Snug as a bug in a rug.) Do they know what it feels like, kipping in a doorway? No.

And so it goes on, hour after hour. Now and then you doze a bit, but only a bit. You're so cold, so frightened and it hurts so much that you end up praying for morning even though your dog tired – even though tomorrow is certain to be every bit as grim as yesterday.

And the worst part is knowing you haven't deserved any of it.

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