

# EVERY CHILD NEEDS A HOME

This year, why not use Sport Relief to kick off some inspirational cross-curricular learning with your pupils?

Three years ago, Cameron and his dad ended up living in a tiny room in an emergency hostel, sharing a bathroom with five other families. The space was cold, damp, noisy and, at times, scary. Families in the UK are not supposed to live in emergency accommodation like this for more than six weeks, but Cameron and his dad were in the hostel for eight months before moving into a home of their own.

Cameron feels so passionately that no child should have to go through what he did that he campaigns for Change It! – a project funded by Comic Relief that works to prevent child homelessness.

Why not use our short film about Cameron and these cross-curricular activities to build pupils' understanding of the issues Sport Relief cash supports and the impact their fundraising can have.



English (spoken language)

**Talking about the film**



English (writing)

**A letter home**



PSHE

**Feelings of home**



Art

**A class mural of homes**



Design & Technology

**A model bedroom**



## LEARNING RESOURCES

Download at: [sportrelief.com/meet-cameron](https://sportrelief.com/meet-cameron)

### Film

A short film about Cameron's experience of homelessness and role as an advocate for Change It!

### Assemblies

A PowerPoint for use in assemblies, which acts as an introduction to Sport Relief 2020.

### Learning posters

Starting points for discussions about homelessness and mental health, with information about how raising money for Comic Relief can help.

Please be aware when watching the Sport Relief film and using these activities that some children in your class might have personal experience of issues raised by Cameron's story. If you would like further information or support, please visit [sportrelief.com/support](https://sportrelief.com/support)

# ENGLISH - SPOKEN LANGUAGE

## Talking about the film

Watch the film about Cameron with the pupils. To encourage them to pay attention, tell them there's going to be a quiz afterwards! Use the questions below to get them responding, describing and giving opinions. Encourage them to listen carefully and speak clearly. Give them an opportunity to ask questions to extend their understanding.

- Who does Cameron live with? (**his dad**)
- Why did Cameron and his dad end up in emergency accommodation? (**his dad couldn't afford to pay the rent where they were living**)
- How old was Cameron when he was living in the hostel? (**11**)
- How many people shared a bathroom? (**20**)
- Why was Cameron scared to go to the toilet? (**the lock on the door was broken**)
- How long did Cameron and his dad live in the hostel? (**8 months**)
- Why is Cameron campaigning for Change it! (**because he doesn't want other children to go through his experience of homelessness**)
- What special event is coming up when we're going to raise money to help make sure all children have a safe place to live? (**Sport Relief**)
- Does Cameron's story make you want to raise more money for Sport Relief? Why?

# ENGLISH - WRITING



## A letter home

Ask the pupils whether they know their home address. Have the information to hand for those who don't and give them time to try to learn it. You could play simple memory games to help, for example you could ask pupils to stand up if their house is an even number, if they live in a particular street, or if their postcode begins with a certain sequence.

Tell pupils that they are going to write a letter home explaining that they are going to be raising money for Sport Relief. Talk with them about the different pieces of information that need to be included in the letter, for example:

- their home address
- the date
- the name of the person or people they are writing to
- information they want to share about Sport Relief
- their name.

Give them an opportunity to practise writing their home address accurately and clearly. If you wish, give each child an envelope to address, ready to put their letter in.

Give pupils an appropriate template to help them compose their letters. Encourage them to consider what they are going to write before beginning, take care with spelling and write as clearly as possible. Once pupils have finished their letters, give them an opportunity to read them to a partner and talk about what they have written.



## Feelings of home

Talking about home can be a great context for helping children develop a vocabulary to describe their feelings and think about how to manage them. When discussing the idea of home with pupils, be sensitive to their differing experiences. For further information and support, visit [sportrelief.com/support](http://sportrelief.com/support)

Show pupils the film about Cameron again. Use the following questions as a starting point for discussion.

- What does home mean to you? What makes somewhere a home?
- How do you feel when you're at home?
- Have any of you moved home? How did you feel before you moved? How did you feel when you reached your new home? Share your own experiences if appropriate.
- How did Cameron feel when he was living in the hostel? Why wasn't it a home for him?
- Do you think it is fair that some children, like Cameron, don't have a home? Why is it so important?

Explain that one of the reasons they will be raising money this Sport Relief is to help ensure all children in the UK have a safe place to live. Working in groups, ask them to make posters for display around the school to let everyone know what's happening and why.



## A class mural of homes

Use Cameron's poster below as the starting point for a class project to produce a collective mural of homes. Create a large, bold version of the slogan 'KIDS HAVE THE RIGHT TO A SAFE HOME' and illustrate and decorate it with the pupils' artwork.

Ask pupils to create images of homes. They could draw or paint different buildings, cut pictures from catalogues and magazines, take photographs or create collages.

Try to make sure your mural includes as many different types of homes as possible: everything from bungalows, cottages and flats, to castles, caravans and houseboats! Why not go for a walk around the neighbourhood to spot examples?

You could display your class mural in the school hall or corridor to remind everyone why they're raising money for Sport Relief.



# DESIGN & TECHNOLOGY



## A model bedroom

Cameron's bedroom in the hostel was tiny, with beds squashed up against a cooker and no space to play or do homework. Asking pupils to model their perfect bedroom will encourage them to develop an awareness of interior design and to contrast their ideal with Cameron's experience.

Talk with pupils about what their dream bedroom would be like. What furniture would it contain? Would it be big and grand, with lots of space to play in? Or would it be small and cosy; a space that feels safe and relaxing? Would they like a bedroom of their own or would they rather share? What colour would they like it to be?

Give pupils a range of recycled materials and ask them to create a model of an ideal bedroom. As a finishing touch, they could make lolly stick puppets of themselves to go in their room.

Create a display of the models in the classroom and talk with pupils about how their ideal vision of a bedroom contrasts with Cameron's living space in the hostel.



# CURRICULUM LINKS

## ENGLISH (spoken language) – Talking about the film

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Articulate and justify answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations.
- Speak audibly and fluently.

## ENGLISH (writing) – A letter home

- Apply spelling rules and guidance.
- Write sentences.
- Write for different purposes.
- Consider what they are going to write before beginning.
- Discuss what they have written with their peers or teacher.

## PSHE (PSHE Association programme of study) –

### Feelings of home

- H4: About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- H5: About change and loss and the associated feelings.
- R4: To recognise what is fair and unfair, kind and unkind, what is right and wrong.
- R5: To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

## ART – Every child deserves a home

- Use a range of materials creatively to design and make products.
- Use drawing and painting to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

## DESIGN & TECHNOLOGY – A model bedroom

- Generate, develop, model and communicate their ideas.
- Select from and use a range of tools and equipment to perform practical tasks.
- Select and use a wide range of materials and components, including construction materials.