

CHILDREN'S RIGHT TO A HOME

This year's Sport Relief film tells the story of Cameron, a 13-year-old boy who knows from first-hand experience how important it is to have a place to call home.

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



Maths & Computing

Homelessness: facts and figures



PSHE

It's our right!



PE

Active fundraising



LEARNING RESOURCES

Download at: 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, and how raising money for Comic Relief helps to ensure all children in the UK have a safe place to live and a brighter future.

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

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.

- 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)
- Why was Cameron scared to go to the toilet? (the lock on the door was broken)
- What is the maximum length of time families in the UK are supposed to live in emergency accommodation? (6 weeks)
- How long did Cameron and his dad live in the hostel? (8 months)
- What is the name of the project Cameron is campaigning for? (Change It!)
- 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?

MATHS & COMPUTING



Homelessness: facts and figures

Ask pupils to create bold, striking infographic posters about the issue of homelessness in the UK.

Give them an opportunity to carry out internet research to discover relevant facts and figures.

As a starting point, you could share some of the following statistics with them:

- An estimated 320,000 people in Great Britain are homeless. (source: Big Issue)
- This equates to one in every 201 people, many of whom include children and families. (source: Big Issue)
- Official figures have shown that a new household is found to be homeless in England every four minutes. (source: Shelter)
- Over 56,000 young people aged 16 to 24 became homeless or threatened with homelessness between April 2018 and March 2019. (source: Shelter)

Encourage pupils to think carefully about which statistics to use and why. Ask them to present their chosen facts and figures using bar charts, pictograms, tables and graphs.

Why not display the finished posters around school, to remind everyone why you're raising money for Sport Relief?





It's our right!

Cameron's story and his work as an advocate for Change It! provide an excellent context for introducing pupils to human rights and, in particular, their rights as children. When discussing homelessness with the class, be sensitive to their differing experiences. For further information and support, visit sportrelief.com/support



Explain to the class that rights are basic things we all need in order to grow and live healthy and happy. Ask who has heard of the UN Convention on the Rights of the Child (the CRC). Share a child-friendly version of the CRC with pupils (these are widely available online). Can they identify some of the most important rights for children like Cameron, who are facing homelessness?

Talk with them in particular about:

- Article 2: Children should be protected from discrimination, including not being treated differently because their family does not have much money.

- Article 26: Children from families who need support should receive benefits like money and housing from the government to make sure they can grow and develop healthily.

- Article 27: the government must make sure that every child has a warm, safe place to live with the space they need.

Along with other children and young people who have experienced homelessness, Cameron now helps to run the Change It! campaign. This wants to put an end to children having to live in temporary accommodation for longer than the six-week legal limit.

Working in groups, encourage the pupils to talk about:

- The main problems families living in temporary accommodation face, e.g. poor hygiene, difficulty preparing meals, feeling unsafe, lack of space to study, lack of space to play.
- The main issues that might arise as a result of these problems, e.g. physical illness, tiredness and lack of concentration, mental health problems, bullying.
- Whether six weeks seems like a reasonable length of time to find homes for families. How hard would it be if, like Cameron, you ended up in temporary accommodation for eight months?

Share ideas and views as a class. How does the issue of families being homeless make pupils feel? Like Cameron, do they want to take action to try to help? They could:

- Make posters to explain the issue to other children in school.
- Sign up online to be part of the Change It! campaign.
- Write to your local MP about the issue.
- Raise money this Sport Relief to support Change It! and other projects like it.

PE



Active fundraising

Cameron lived in emergency housing for eight long months, or 243 days.

Explain to pupils that they are going to think of Sport Relief fundraising ideas based on the number 243, to mark each day that Cameron was homeless.

Encourage pupils to come up with as many original, fun PE-related activities as they can. For example, they could:

- Run a total of 243 miles as a whole school, with younger pupils running shorter distances and key stage 2 pupils and teachers running farther.
- Jump or skip 243 times.
- Throw and catch a ball 243 times with a partner.
- Play a 243-minute long football or netball match as a school, taking it in turns to take to the field or court.
- Dance for a total of 243 minutes as a school.

Write down all their ideas and then take a class vote to choose the favourite. Remind pupils that they will need to collect sponsorship to raise money. What do they think their families and friends would be most likely to sponsor them to do?



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.

COMPUTING – Homelessness: facts and figures

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

MATHS – Homelessness: facts and figures

- Interpret and present data using bar charts, pictograms and tables. (Year 3)
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. (Year 4)
- Interpret and construct pie charts and line graphs. (Year 6)

PSHE Association programme of study – It's our right!

- L1: To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- L2: Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- L3: To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

PE – Active fundraising

- Use running, jumping and throwing in isolation and in combination.
- Play competitive games, modified where appropriate.
- Perform dances using a range of movement patterns.