

## Bring on the World

### Day 2 Morning session: Football around the world

#### Activity 1: We play football!

**Time required: 30 min**

#### You will need

- If possible, an interactive whiteboard and **Spot the ball**  
[http://www.oxfam.org.uk/education/bring\\_on\\_the\\_world/spottheball](http://www.oxfam.org.uk/education/bring_on_the_world/spottheball)
- Printed **A4 photographs** of children playing football (below)
- Page 1 of the activities from **Oxfam's Change the World in Eight Steps** resource (below)
- A4 paper (one sheet per pair)
- A3 paper (two sheets per pair)
- Blotak

#### Aims

- To see that football is a shared passion for many children around the world.
- To enable pupils to look carefully at images and to help them interpret evidence.
- To help pupils distinguish between fact and opinion.

#### What to do

If you have an interactive whiteboard, play **Spot the ball** for 10 minutes. This introduces pupils to the fact that football is a shared passion for many children around the world and that it is played in a variety of settings.

Next, carry out the following activities using printed copies of UK and Kenya football photographs. Ask pupils to work in pairs, and give each pair a sheet of A3 paper.

#### *Facts and opinions*

Each pair works together to write statements on the A3 sheet of paper around each photograph.

Pupils then underline those statements which are factual (that is, based on the evidence of the photograph) and draw a ring around those statements which are expressing an opinion. Take the opportunity to make it clear to the pupils how opinions may vary.

After ten minutes, bring the class together and ask them which statements led to the most discussion and why.

*Using enquiry skills (Questioning the photographs)*

Each pair works together to write questions on the A3 sheet of paper around each photograph.

Pupils then underline those questions they think would be easy to answer, and place a ring around those questions which will be more difficult. Finally they should draw a square around the two questions they think are the most interesting.

Bring the class together and ask them which questions will be easy or difficult to answer. Which questions do they think will be most interesting to answer?

Read **Life in Kibera, Kenya** (below) to the class.

### **Further work**

Attach the 2 photographs to new sheets of A3 paper and ask pupils to draw what they think is around the frame in each direction. Discuss.

# Bring on the World Photographs

**Children playing football in Kibera**



## Children playing football in the UK



## Millennium Development Goal 1 – To eradicate extreme poverty and hunger

Target – Halve, between 1990 and 2015, the proportion of people whose income is less than \$1 a day.

Target – Halve, between 1990 and 2015, the proportion of people who suffer from hunger.

In 1990, nearly 28 per cent of people in low- and middle-income countries were living on less than \$1 (60p) a day. Many people living at this level of poverty cannot afford to pay for basic requirements such as food. The aim of the first Millennium Development Goal is to reduce this figure to 14 per cent by 2015, thereby lifting more than 500 million people out of extreme poverty. While this will not signify a complete eradication of poverty, it will bring the world closer to a stage when all its people will have the minimum necessary to feed and clothe themselves.

Although poverty levels have been decreasing in many regions since 1990, in others progress has been less good. The greatest number of poor people live in South Asia, but the proportion of poor is highest in sub-Saharan Africa where over forty per cent of the population continues to live on less than \$1 a day. In fact, the number of poor people in this region has actually increased over the years.

It is vital the world community works together to reduce poverty and thus meet people's basic needs. Much could be achieved by reforming international trade, so that developing countries receive fair prices for their goods, and by addressing other issues such as climate change. In a world in which many people are better off than ever before, it is unacceptable that so many others should be struggling to survive.

### Life in Kibera, Kenya

The boys on this poster are pupils at Mashimoni Primary School in Kenya. They live in a large shanty town called Kibera on the edge of Nairobi, Kenya's capital. The people living there are some of the poorest in the country. They live in makeshift tin-roofed houses in cramped conditions. Most of them have very little money.



There is no proper water supply in Kibera – most people have to get water from standpipes. There are no doctors' surgeries, clinics or hospitals. There are no free state secondary schools either, and most parents cannot afford to pay school fees or to pay for school uniforms and books. Several charities work in Kibera, helping the people to meet their basic needs. Helping these children go to school is one way of helping the whole community.

It would be better for the people of Kibera if their government provided free secondary education and health care for everyone, but at the moment, it does not have the money for this. If the Millennium Development Goals are achieved, the people of Kibera might have access to the basic services which so many people take for granted.