

## Bring on the World

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

#### Activity 2: A game of empowerment!

**Time required: 45 min**

#### You will need

- **Football in the slums** (one copy per pair of pupils – below)
- Printed A4 **photographs** of children playing football (below) and **MDG poster 2 – football in Kibera** – (below)

#### Aims

To enable pupils to consider the benefits of playing a competitive game like football.  
To give pupils the opportunity to gather evidence from a text.

#### What to do

Give each pair of pupils a copy of the **UK football photograph** (below).

On a sheet of A4 paper, ask them to list all the good things which might come from a team of children playing football together in a competitive match. If pupils belong to a football club themselves, they can make this personally relevant. If not, encourage pupils to think about any other leisure activities they do which involve working as part of a team in a competitive environment. Encourage pupils to go beyond 'It's fun' or 'I make new friends' to consider wider social implications, such as how playing in a league can help to keep children from getting bored and perhaps getting into trouble.

Now give each pair of pupils a copy of **Football in the slums** (below) to read. Explain that the conditions in Mathare Valley are very similar to those they heard about in Kibera during Activity 1.

Ask pupils to read the 'Nairobi, Kenya' section and underline evidence of the positive effects MYSA is having on the lives of children living in the slum. Share these with the class. MYSA was set up in 1988 as an experiment aimed at bringing about social change in a huge shanty town. Do pupils think that it is working?

Next ask pupils to read Brian Mulenga's quotation on the same sheet about an organised football league in Lusaka, Zambia. Explain that Zambia is another country in Africa where setting up football teams has been helping children who live in poor and difficult conditions.

What does Brian Mulenga think are the positive effects of encouraging children to play in a football league?

Finish by asking pupils whether any of the positive effects mentioned in the extracts about Kenya and Zambia apply in the UK too. Should there be more organised football leagues for young people? Should there be more sports facilities?

## **Further work**

Ask pupils to find out about George Weah, an inspirational footballer from Liberia in Africa.

The following websites are useful for this research:

[http://www.unicef.org/people/people\\_george\\_weah.html](http://www.unicef.org/people/people_george_weah.html)

<http://www.fifa.com/fifa/pub/magazine/fm2-96.2.html>

<http://news.bbc.co.uk/sport1/hi/football/africa/1434214.stm>

# Bring on the World

## Worksheet: Football in the slums

### **Nairobi, Kenya**

In Kenya's Mathare Valley slum (near Nairobi) there is a football club which is helping to make life better for children living there. The club is called the Mathare Youth Sports Association (MYSA).

'[MYSA] has changed the way our children view this slum. It has kept them out of drugs and HIV/AIDS,' says Naomi Mugure, a fruit seller, whose youngest son, Laban, plays football for one of the MYSA teams. He is twelve and became a member of MYSA football club two years ago.

MYSA is a unique organisation: an umbrella of 1010 football teams organised and run – mostly by youth under 16 years – in the sprawling Mathare Valley, one of Nairobi's largest slums. About half a million people live there in crowded conditions.

Joining up is easy: you can play for a MYSA team as long as you also help out with clearing up rubbish in the area, take AIDS prevention classes and leadership training, and join in other similar community projects. There is a league for teams to play in, and two points are scored for each match won. In addition, each team earns four points – the equivalent of winning two games – for each clean-up in Mathare. MYSA has many teams playing in their league, and some play in national leagues too. One ex-team member now plays in Denmark.

(Source: Adapted from Gemini News Service)

### **Lusaka, Zambia**

'Initially the idea was to just get kids off the streets by keeping them busy with some home-made plastic balls. But there was so much talent, we decided to form a regular team and enter an organised league. We emphasise the need for them to develop their talent and avoid beer drinking, smoking or crime. As a result, these boys have changed and are now more focused on succeeding in what they are doing.'

(Brian Mulenga, Fountain of Hope Club, Lusaka, Zambia, Gemini, 1.6.01)

(Both extracts adapted with permission from Global Express, Edition No. 32, June 2002, Teachers' notes p 3. Global Express is produced by Development Education Project, Manchester. For more information, see <http://www.dep.org.uk/globalexpress/index.htm>.)

# 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.