

Lesson Plan: Child Poverty

CSV 
MAKE
A DIFFERENCE
DAY



It's unbelievable to imagine that in this day and age child poverty could exist in Britain. The fact that one in three children live in poverty is simply unacceptable. I hope once students realise that young people in their own country experience poverty that they will be compelled to take action.

Sian Lloyd

Aim

- To recognise that poverty exists in the UK today, but that volunteer work can help reduce it. Therefore, it is important to gain a broader view of volunteering in general.

Objectives

- To Define poverty and to describe its effects using sources and prior knowledge
- To discuss the rights of children and to sequence these into an order of importance
- To consider volunteering; what it is, why people do it and what types of volunteer work exist using case studies and personal accounts
- Ultimately, to organise and take part in a volunteering activity.

Additional Resources

- Word Cards ● Katie's Story ● Definitions ● True or False Quiz
- Volunteering Case Studies ● Dare to Care factsheet ● Volunteering Action Plan

CSV Make a Difference Day 2011

Don't forget to register your chosen project with the CSV team, and we can send you a free Action Pack with T shirts, certificates, balloons, stickers and posters!

Just go to www.csv.org.uk/difference or call 0800 284533.

Suggested Teaching Method

1. What is poverty?

Split the class into small groups. Ask each group to look through magazines, newspapers, books and the internet to find images that show poverty. Then, give each group a set of the **Word Cards** provided and ask them to choose one image which they think best sums up poverty, placing the words which describe the scene in the image nest around it. If they can think of new jobs, then let them write them on blank paper.

2. How do we recognise poverty?

Each group should report back to the rest of the class sharing their thoughts on their choices of images. At the end of each groups report, ask where they think the photos were taken and why they chose them. They should come up with specific areas or countries or continents. Ideas should be written up onto the board. Most students will have chosen scenes from the developing world. Ask what sort of images might best describe poverty in the UK. What would they show? Where might the images be from? Ask if they think there is much poverty in the UK. Ask students to repeat the first activity but this time focus on the UK. How are the images different to those chosen first time round? Would the words they used to describe the first image fit in with the new image for the UK?

3. How should we define poverty?

Read through **Katie's Story**. Is there anything they find particularly surprising or shocking? Why? Ask the groups to look back at their set of images and choose the ones that they thinks fits in with the story they have just read. Is it from the UK or one from a different country? What might this tell us about poverty in the UK? Give each group a set of **Definitions**. Thinking about the story and using the images they have chosen, the group needs to decide which definition best describes poverty. A vote should be taken amongst the class to decide which one they think is the best definition.

4. True or False?

Give each student a **True or False Quiz**. This can be done individually, in groups or as a whole class. They should go through the quiz and tick the appropriate box. Go through the correct answers with the class. Which of the statistics do they find most surprising and why?

5. Being creative in order to let others know about poverty.

Split the class into groups (can be done individually) and ask them to create posters / leaflets / presentations to let others in school know about poverty in the UK. They should use all the information from the lesson and do their own research online. Links such as these will help:

<http://www.csv.org.uk>

<http://www.barnados.org.uk>

<http://www.nch.org.uk>

<http://www.childrenssociety.org.uk>

<http://www.endchildpoverty.org.uk>

6. Why do people volunteer?

Brainstorm the word 'volunteer' and 'volunteering'. Ask students to specifically think about why someone might volunteer, what kind of volunteer work people do and what kind of people volunteer.

7. What are the benefits of volunteering?

Split the class into groups and hand out a **Volunteering Case Study** to each group. Each group should read through their case study and answer the following questions; they will need to report back to the rest of the class when they finish:

- Why did the person in the case study decide to volunteer?
- What type of volunteering are they doing?
- Who is the volunteer?
- What are the benefits of volunteering to the volunteer?
- How does the volunteering activity benefit others?

Each group should report their findings back to the rest of the class. Ask the class if they feel they have learnt anything new about volunteering and whether they think volunteering is worthwhile and why. Add new points to the brainstorm.

8. Why is child poverty being targeted?

Ask students to think about why child poverty is being targeted. Explain that volunteering can open up opportunities and enrich the lives of those living in poverty but it can also be used to do something to help those living in poverty or experiencing the effects of poverty.

9. Plan a volunteering activity for CSV Make a Difference Day.

In small groups (or as a class) ask students to think of ideas for a one off volunteering activity they would like to take part in. Use some of the Volunteering Cards in the teacher's guide for suggestions. Brainstorm the ideas and ask the class to vote on an idea. Use the activity planning sheets to plan the activity and the evaluation sheets to evaluate and reflect on their volunteering activity.

Preparation

- Photocopy resources
- ICT provision if internet research is to be undertaken
- Scissors to cut out word cards
- Large paper for posters and presentations

Volunteering Ideas

Put learning into practice by organising your school CSV Make a Difference Day project around this theme. Here are some activity ideas:

- Launch a buddy scheme to help tackle bullying of new students
- Get the class to organise a school trip for younger students to give them a new experience.
- Create a community garden at school to give children a safe place to play, relax and learn about nature. They might learn some new gardening skills too!

Once your class has thought about a project for **CSV Make a Difference Day**, register it online at www.csv.org.uk/difference or call freephone **0800 284 533**.

The team will then send you a free Action Pack with certificates for the students, balloons, posters, stickers, T shirts and tabards.

Additional Resource: Child Poverty



Seven Volunteering Case Studies



Name:

Ben

Age:

25

Type of Volunteering:

Working in a football club

“I’d been working for a council for a while but I knew it wasn’t what I wanted to do for the rest of my life. It paid the bills but I didn’t enjoy the work or look forward to going in every morning. My contract was coming to an end and I knew had to decide what to do. I’d always wanted to be someone who really loved their job. The thing I really have a passion for is football, but I didn’t want to be a footballer or a coach, so I began to think about what I could do football wise.

A friend of mine told me that she had read about a scheme a local football club were running called Football in the Community. It was all about encouraging children and young people to take part in sports and football by running special sessions and courses in schools, at weekends and in the holidays. It sounded perfect, but I had no real idea how to go about getting into it. I wrote to my local club and they suggested that I do some volunteering to find out more about it and see if it was for me. That made my mind up for me. I decided I would work part time and volunteer part time. I wrote to all the major London clubs and I finally heard from a premiership club and a few days later I started volunteering.

I did all sorts of tasks for the club’s Football in the Community scheme. I wrote letters, contacted young people interested in our courses, went to meetings, washed kits, set up equipment and was on hand to help in the sessions. I felt like a proper member of the team. I was never given the jobs nobody else wanted to do. I did the same work as the paid staff. I made sure that I asked lots of questions both about the work I was doing and about the work the rest of the department does. I learnt so much about the work that football clubs do in the community. I knew that it was what I wanted to do.

I volunteered for two days a week for six months. My friends thought I was mad working for no pay but the experience and knowledge I got was invaluable and I’d made lots of new friends and seen another side to football. After the six months, I was offered a full time permanent job. It’s the best job I’ve ever had and I would never have got there had I not volunteered.”

Additional Resource: Child Poverty



Seven Volunteering Case Studies

2 Name: **Shareque**
Age: **21**
Type of Volunteering: **Working in a music studio**

“When I left school, the main things I was interested in were MCing and music. They were the only things I wanted to do. Everyone kept telling me I was living in a dream world and that a career in the music industry was almost impossible to achieve.

During the summer, I noticed an advert in the local newspaper advertising a rapping course. I decided to go along. It was a brilliant few days and I got talking to the man running the course. I told him my interests and what I wanted to do and asked if he had any advice for me. He suggested I do a bit of volunteering to find out about the realities of working in the industry and what it was like to work in a studio.

I did a few more of the music courses over the summer and started to ask about volunteering at the studio where the courses were being run. I helped organise the workshops and really enjoyed the world. It was so inspiring. Once the summer was over I also started a music course at college and continued volunteering at the studios. I learnt so much there. I picked up skills and knowledge that I wasn't taught on my college course. It gave me a real insight into how hard life is in a music studio. I decided that what I wanted to do ideally was run courses and workshops for other young people interested in music. I start studying for my tutor training certificate and as soon I got the qualification the studio offered me a job. I now train and advise young people who want to work in the music industry. It's such a brilliant job. I now recommend volunteering to everyone. It gives you experience that would otherwise take years to get.”

Additional Resource: Child Poverty



Seven Volunteering Case Studies

3 Name: **Leena**
Age: **26**
Type of Volunteering: **Working in a hospice**

“I’d just finished university and wasn’t really sure what I wanted to do job wise. I quite liked the idea of training to be a nurse but I wasn’t a hundred percent sure. I spoke to a college offering nursing training and they suggested that I should volunteer in a hospital or hospice to see if it was for me, before applying for the course. This seemed like a really good idea and I visited my local volunteer’s bureau to see if there was anything on offer.

I was told about opportunities to work in a hospice. I accepted but was a bit worried that it could be quite a depressing place to volunteer. However once there, I realised I was completely wrong. The atmosphere was friendly and it was actually a really fun and happy place to be. Obviously there were sad moments but this was to be expected,

I volunteer once a week on an evening shift and have been doing so for five years. My role involves preparing the dinner and serving it to the patients. Once it’s all served I go round and chat to the patients and generally help with anything else that needs doing. My favourite part of the job is spending time with the patients and listening to them, knowing that I am making a real difference to the last few months of their lives. They love having people to talk to and take their mind off things.

I decided against nursing in the end as I got married and didn’t want to spend lots of time away from home working shifts. However I do still volunteer at the hospice and expect I will for a very long time. I’ve made so many new friends and really have a new found respect for making the most of life. I’ve learnt all sorts of skills that are really handy and I’ve also found that the most rewarding job you could ever have is one that you do because you want to not for large sums of money.”

Additional Resource: Child Poverty



Seven Volunteering Case Studies

- 4** ○ Name: **Alison**
○ Age: **59**
○ Type of Volunteering: **Pets for therapy project**

“I worked for many years as a secretary. I enjoyed my work and had many friends and happy memories over the years. My real ambition had always been to work with animals but I left school without any qualifications and got married soon after. The closest I got to working with animals was my pet dog. When I reached the age of 55 I realised that if I didn’t do something about my ambition it might never happen. I didn’t really have a need for paid employment so I took early retirement. I decided that if I could do some kind of volunteering work with animals then it would be wonderful.

I visited a volunteer bureau and told them all about what I wanted to do. I didn’t mind volunteering everyday and I was keen to do something varied. I spent the past 30 or so years working in the same office so it would be nice being out and about. I was told about a scheme called Pets for Therapy. This involves visiting the sick, elderly and schools to give people the opportunity to enjoy the company of a pet for a few hours. Many of the people had pets but had to give them up when they could no longer care for them. It sounded perfect so I applied. It also meant I could take my own pet dog with me on visits.

It’s such a rewarding role. I’ve got to know some of the regular people I visit really well and it’s so wonderful seeing the happiness an animal can give to people. Once a month I meet up with a few of the other volunteers. It’s been a wonderful four years and as long as I can still do it, I will continue to do so. It fills up my spare time with something useful and means that I have also managed to fulfil my ambition.”

Additional Resource: Child Poverty



Seven Volunteering Case Studies

5 Name: **Christina**
Age: **31**
Type of Volunteering: **Working at a TV company**

“I really wanted to be a journalist but had no idea how difficult it was to get into. When I was doing my GCSE’s we all had to do two weeks work experience, so I decided to write to a few news programmes to see if they’d take me on. Most said that they were flooded with requests all the time and couldn’t take anyone on unless they were doing journalism courses and even then places were limited. However one TV company sent me a letter with lots of advice and help. They said that I should get involved as far as possible with my school magazine or newspaper and if I was still interested I should apply for some sort of media course at university and then get back in touch with them with examples of my work.

I took everything they said on board and started writing for the magazine at school. I applied to do media at university and as soon as I got my place confirmed I contacted the TV company again and asked if they would consider taking me on for a few weeks over the summer. They phoned me within a few days and were impressed I’d followed their advice. The following week I started a two week work experience placement, it was amazing. I got a real insight into how the news is written, what is chosen to go into the programme, how they film it etc. I offered to help whenever I could and asked lots of questions. I soaked up everything that was going on around me. The hours were long, but I didn’t mind at all. At the end of my two weeks they asked if I wanted to volunteer with them once a week. I was thrilled. It would be amazing experience while I was studying and was sure to give me a head start when I started job hunting after university. The TV company were pleased as they had someone enthusiastic and reliable that they knew to do some of the mundane jobs but also to fill in if people were away.

I volunteered every Saturday for three years while I did my media course and during the week in the holidays. I learnt so much. I particularly liked the production side of things, behind the scenes which I’d never really considered before. When I finished my degree a position came up for a runner. It wasn’t journalism or production but it was a start and it was a full time paid job. After one year, I realised that I would need to do a journalism course to be able to move on, so I went back to university part time and continued as a runner part time. Once I finished that course, I got promoted to news desk assistant and got to go out assisting with filming and taking phone calls from the public about things that they thought we should be covering. I also helped with the film crew schedules and got trained to do the subtitles that appear on screen during the news. Two more years down the line, all the hard work paid off and I got offered the position of production journalist. This involves a combination of production work and journalism. It was perfect.”

Additional Resource: Child Poverty



Seven Volunteering Case Studies

6 Name: **Keisha**
Age: **19**
Type of Volunteering: **Working in a school**

“When I finished my GCSEs, I decided to go on and do ‘A’ levels at a sixth form college. The college offered something called ‘Community Enrichment Activities’ on Wednesday afternoons. It was entirely up to individual students whether they did it and what they chose to do. Most of my friends chose to just go home early, but I liked the idea of doing something with my afternoon other than just watching TV or doing homework. I decided to pay my old school a visit and see if there was anything I could do there. My old form teacher said I should go and speak to the special needs department as they always need extra help. They were thrilled and I started the same day.

I had a little group of year 7 pupils who needed a bit of extra help with their reading. I would sit with them for half an hour and we would read and play games. It was great fun and they really enjoyed having someone closer to their age helping them. It was so rewarding seeing the kids get more confident and their reading improving every week. For some of them, their improved reading led to them having better behaviour in their lessons and not getting into trouble all the time. I loved it!

When I got to university, the first thing I did was find out about their volunteering opportunities. They offered a paired reading scheme in local primary schools and mentoring for secondary school students. I decided to do both. It’s helped me settle really easily into university life as I met others who volunteered and also I have got to find out more about the local community through my contact with schools. The best thing is that it’s helped me realise that I want to teach when I leave university. I’m hoping all my experience working with kids helps.”

Additional Resource: Child Poverty



Seven Volunteering Case Studies

7 Name: **Jamie**
Age: **13**
Type of Volunteering: **Year 8 Buddy**

“On my first day in year seven, I remember being really worried about everything. I thought I would get bullied, lost, not make any friends and that the work would be too hard. I was so nervous. All the year sevens started a few days before the older pupils so we could get settled in. On our first day, we were introduced to the year 8 buddies. There were two buddies for every year 7 form group. They helped us understand the timetable, told us funny stories about when they started, took us to our lessons and showed us how everything worked at lunchtime. They were always around to listen and answer our questions if we needed them. We knew that if we had any problems we could go to them.

In the last week of year 7, we had an assembly and our head of year said that they were looking for volunteers to become the new year 8 buddies. I knew straight away that I wanted to do it, so I put my name down and hoped that I would get chosen. A few weeks later we had a day being trained to be good buddies. It was a really fun day and I got to meet people in my year that I had never spoken to before. It was so exciting.

In September, the new year 7s started. The form group I was given had a new teacher to the school, so not only did I help the year 7s but I helped her too. I’ve really enjoyed being a buddy and I hope that when I get to year 10 that I will be able to become a peer mentor, which is a bit like buddies for the older pupils.”

Additional Resource: Child Poverty



Dare to Care Campaign Factsheet

- **What is *Dare to Care: Make time to help end child poverty*?**

Dare to Care: Make time to help end child poverty is a campaign which will highlight the extent of child poverty in England and offer practical advice and solutions to some of the problems.

CSV (Community Service Volunteers) and End Child Poverty will be working with partners who will organise projects that involve both new and existing volunteers. They will also give free guidance and training to organisations to help them manage projects that help young people and will be running a small grants programme.

- **How much child poverty is there?**

Alarming 3.8 million children live in poverty in the UK, many well below the poverty line. That's one in three children. We have one of the worst rates of child poverty in the industrialised world.

- **So how can volunteering improve things? Don't we just need to give more money to reduce poverty?**

Poverty isn't just about money, *Dare to Care: Make time to help end child poverty* is about reducing the poverty of experience that so many children suffer and offering opportunities to expand their horizons. They might not have access to books; might never have been on a school trip, or visited the seaside even if it is nearby and might not have safe access to a local park.

CSV's own research has concluded that 40% of the population is concerned about dwindling support and guidance for young people growing up. Many people would love to help but don't know how. By providing volunteering opportunities and guidance *Dare to Care: Make time to help end child poverty* will show people how to get involved in a practical and effective way.

- **Do you have any examples?**

Yes, there are countless examples of volunteers improving the reading age of a child in a school, offering advice to families running a more fuel-efficient home, or providing a positive role model through mentoring. These projects are some of the many programmes organised by CSV.

- **How can I get involved?**

You could organise an activity yourself at school with your friends or in your community. You can even get your family involved!

Additional Resource: Child Poverty



Definitions of Poverty

- People living in poverty lack the resources to access the same type of diet, activities, living conditions and facilities that are normal in the societies to which they belong. (End Child Poverty)
- Poverty occurs when individuals are unable to participate in, and contribute to, the life of their community. (www.povertyinformation.org)
- People living in poverty can't afford to save, insure their homes or spend small amounts on themselves. They can't afford adequate housing that has heating, is free from damp and is in a decent state of decoration. (Oxfam)
- An income of half the national average indicates poverty. In Scotland this would be around £7000. (BBC Scotland)
- Poverty is having an income which is less than 60% of the national average. (BBC News)
- People live in poverty when they are denied an income sufficient for their material needs and when this excludes them from taking part in activities which are an accepted part of daily life. (Scottish Poverty Information)
- Poverty in the UK consists of not having a high street bank account, having to spend more than 10% of income on energy bills and poor access to transport, employment opportunities or healthy food. (BBC News)
- A person is considered to be living in poverty if their income falls below some minimum level necessary to meet basic needs. This minimum level is called the 'poverty line'. The poverty line varies in time and place. (The World Bank Organisation)
- Poverty occurs where life chances are blighted because individuals do not have equal access to education or health provision. (povertyinformation.org)
- Poverty is a lack of money or material possessions such that a person is unable to meet the basic needs necessary for survival.

Additional Resource:

Child Poverty



Katie's Story

Katie is 10 years old. She lives in a house with her parents and two brothers in a fairly ordinary street. When Katie was a baby, her father had a serious accident which left him mentally and physically disabled. He could no longer go to work. Luckily for the family, the payments on their home were covered by an insurance policy otherwise they could have ended up homeless.

Katie's mum had to also give up her job to look after Katie's dad. The family receives state benefits but this does not go very far. Their house has fallen into disrepair as they simply cannot afford the cost of maintaining their home. Katie's bedroom has mould on the walls, caused by damp. The damp and mould spread to the carpet and some of the furnishings. No matter what they do, they cannot stop this from happening. They can't afford new furniture and so as long as the damp remains in the house, it will continue to spread. As a result of the family's living conditions, Katie's health has suffered. She has asthma, constant colds and coughs and often has to miss school due to illness.

Missing school means that Katie's education is constantly disrupted. She has a reading age lower than her actual age. Her overall literacy is very poor, despite the fact that she loves stories and writing. Her mum would love to help her with her reading and writing but caring for Katie's disabled father is a full time job. Katie's mum knows that healthy food could help improve the family's health, however she doesn't have much time to spend on cooking and their food budget is low. They often have to rely on cheap frozen processed food that can be quickly and easily heated in the microwave.

When Katie is at school it's a relief to be in a warm building, but she has had to endure being teased and picked on for years about her clothes and shoes. Due to her frequent absences she finds hard to make friends and the teasing leads her to get into arguments and fights with other children. She's too embarrassed to tell her teacher why she gets into fights. Her school is not very pleased with her behaviour and she doesn't think things will get much better once she gets to secondary school. Every day is a struggle for Katie.

Based on true accounts of children living in poverty in the UK.

Additional Resource: Child Poverty



True or False Quiz

Read through each statement carefully. Decide whether you think it is true or false. Tick either of the 'True' or 'False' boxes next to the statement.

| | TRUE | FALSE |
|---|--------------------------|--------------------------|
| 1. Children who are from lone parent families are at greater risk of poverty than those who are in two parent families. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Children from large families (3 children +) are more likely to live in poverty than those from smaller families. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Children growing up in households where nobody is in a full time job are more likely to be living in poverty than those in households where someone is in a full time job. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Children from some ethnic minority backgrounds are more likely to live in poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Two parent families do not experience poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. 3.8 million children are living in poverty in the UK. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Households with a disabled child or adult are more likely to live in poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Children living in poverty are more likely to get ill. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Children living in poverty are more likely to suffer an accident than those not in poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Children living in poverty are less likely to gain five or more GCSEs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Children living in poverty are more likely to be victims of crime compared to those not living in poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Children living in poverty will often miss out on opportunities in fear of being teased or bullied. For example, claiming free school meals, attending breakfast clubs at school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. People who receive benefits live in poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Households where both parents work do not experience poverty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Poverty is rare in the UK. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Children living in poverty are less likely to go on school trips and take part in enrichment activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Most people living in poverty live in council owned homes. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. The largest group of people living in poverty in the UK are couples with children. | <input type="checkbox"/> | <input type="checkbox"/> |

Additional Resource: **Child Poverty**



Word Cards

Nice

Attractive

Welcoming

Poor

Stylish

Scary

Unacceptable

Unbearable

Safe

Pretty

Calm

Homely

Expensive

Frightening

Uninviting

Happy

Pleasant

Peaceful

Friendly

Rich

Dangerous

Unpleasant

Satisfactory

Negative

Positive

Desirable

Spacious

Elegant

Superior

Unattractive