



families pack

Stories, activities and photographs for
approaching Citizenship through the
theme of families



HRE/CPR/2pR/7



Save the Children

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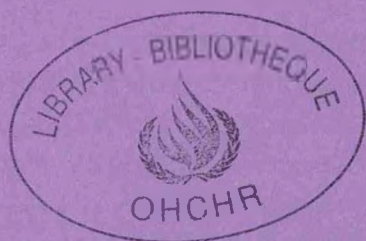
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introduction

curriculum text

Encouraging and enabling young people to develop their own self-esteem is the foundation on which they will build their curiosity and concern about the lives of others. The United Nations Convention on the Rights of the Child offers a universal framework for children to explore difference and similarities, and to discover the importance of valuing and feeling a connection with all children, whatever their differing circumstances. Childhood is a time for exploration and growth. A special time to be celebrated. Save the Children champions the right of every child to a childhood. The journey inward to self is a lifetime's work that starts from small beginnings, growing to ensure that children have the confidence and optimism to reach out to others.

In an ideal world, children would not be exposed to tragedy, sorrow, hardship, and distress – of any kind. In reality, children see pictures on television and in newspapers of the harsher sides of life; some of them will experience these firsthand to varying degrees. Each of the four young people who offer us their stories here privilege us with a glimpse of what gives them joy and purpose in their world. Their resilience is profoundly moving and their love of life shines through. This enables us to reflect on our own reality, to search for who we are and look for meaning in our lives.

This pack addresses some of the issues around spiritual, moral, social and cultural dimensions of the curriculum, particularly PSHE and citizenship, rather than offering an in-depth study of different cultures. It will help teachers to provide opportunities to enhance and enrich their children's development in these dimensions. In the process children will discover their own richness and depths, and appreciate that they are both loveable and loving.

structure of the pack

The pack has four major components: the teachers' book; two booklets of children's stories; photographs of the four children; and a world map. Combined together, these different elements give the teacher and class the opportunity to study the four young people and their experiences in depth, and to relate what they read to their own circumstances. Teachers have an opportunity to choose and select materials and activities appropriately for the various areas for their own pupils' needs.

TEACHERS' BOOK

- **Country information**, provides a general background to each child's story.
- **The interviews**, in which each of the young people is asked the same questions. The young people's stories (in separate booklets for Key Stage 1 and Key Stage 2) are based on the interviews.
- **Preparatory activities** for each Key Stage provide a starting point for children to develop skills in activities that relate to themselves and their familiar surroundings. This will make the progression to an activity specific to one of the children's stories or photographs a more direct and individual experience.
- **Photograph-based activities** for each Key Stage provide a glimpse of the young people, their families and home environments.
- **Story-based activities** are differentiated for each Key Stage. The framework of the activities could be transferred to each young person's story. Where group size is not specified, the teacher will know what is most effective for their class.
- **A bibliography** lists further books which teachers might find useful to continue the work of this pack.

PHOTOGRAPHS

A montage of colour photographs shows each child with their family members and in their home environment. There are two copies of each photo sheet per pack.

BOOKLETS OF CHILDREN'S STORIES

Stories based on the interviews with young people are contained in two separate booklets for Key Stage 1 and Key Stage 2. The lengths of the stories vary to offer children of different reading and comprehension abilities the chance to work towards the same goals.

Every story encompasses a range of values, with certain aspects highlighted in each of them. Essentially the emphasis is on the universality of human feelings, experiences, values, beliefs and attitudes, while creating an understanding of different cultural, economic and physical environments.

The approach to learning is holistic, taking as the initial premise that spirituality is *'learning to see and love what is'* (Richard Rohr) and that this underpins and interweaves with the other strands.

WORLD MAP

This identifies where each child's home is located. It is designed to be used as a poster, or for an activity where pupils add their own photos and quotes.

background to the children's stories

Choosing where the four children's stories would come from was not as simple as it would seem. Save the Children works in over 65 countries around the world, including the UK. The first step was to ensure that the children came from very different parts of the world to illustrate very different circumstances. Other criteria included the age of the children, which needed to span the Key Stage 1 and Key Stage 2 age range, a gender balance, and above all a diversity of experience and culture.

Interviewing children is a highly specialised skill which many Save the Children fieldworkers have developed in their work over time. The interviewer must take the time to build up trust not only with the child, but also with the child's family. In addition the interviewers have had to bring their experience of extensive work with young children to contribute to the interpretation of the children's answers when translated from their own languages into English. Capturing the spirit of their responses has been of the utmost importance.

On a more practical level, the numbering system is not consistent across all of the children's interviews. While this should be no problem when looking at an individual child's story, as the activities are clearly cross-referenced with the interviews, there may be slightly more difficulty in activities where comparisons between two or more children are required.

The United Kingdom

STATISTICS	UNITED KINGDOM
Population	58,395,000
Life expectancy	77
Gross National Product per capita	£12,100
Area	244,880 sq km

GEOGRAPHY

The country consists of the island of Great Britain (England, Scotland and Wales) and Northern Ireland. The Grampian mountains are in Scotland, and the Cambrian mountains in Wales. The largest plains are in the south-east, to the north of London (the capital).

The climate is temperate, thanks to the Gulf Stream which warms the shores. Farming is now highly mechanised. The huge iron ore and coal deposits, which made the Industrial Revolution possible, became uneconomic to mine, but gas and oil in the North Sea have turned the United Kingdom into an exporter of these products. The country is highly industrialised and environmental pollution, especially air pollution in cities, poses a serious problem. The roads (particularly in the south of England) tend to be very crowded, and the public transport system, especially in rural areas, has declined over the last 30 years.

HISTORY AND PEOPLES

The history of the islands which make up the United Kingdom is one of integrating people from other countries, and exploration and travel to other parts of the world to colonise and trade. Among those who invaded Britain from early times were the Romans in 44AD, the Vikings in the seventh and ninth centuries, and the Normans in 1066. Refugees arriving in Britain included Jews escaping persecution in Europe in the twelfth and nineteenth centuries. Immigrants to Britain originated primarily in countries with which there was a colonial relationship, providing a much needed labour force, for example from Ireland and, after World War II, from the West Indies and more recently from the Indian subcontinent.

World exploration from the fifteenth century brought great wealth, particularly to England. Trade, including trading people as slaves, provided the income and profit which enabled the Industrial Revolution to develop. By the end of the nineteenth century, England had become the world's number one manufacturing nation, with a world-wide empire. The 20th century saw two world wars, with massive political, social and economic changes following these cataclysmic events. Technological changes have also made an enormous impact.

Recent constitutional reforms established a Scottish Parliament and a Welsh Assembly in 1999. Attempts in Northern Ireland (Ulster) to settle long-term conflict in order to establish an Assembly are currently taking place.

The UK government is a parliamentary democracy with a monarch, Queen Elizabeth II, as Head of State. It has a multi-party system. The party of government is chosen through parliamentary elections. The main parties contesting elections are Labour, Conservative, Liberal Democrats, Scottish Nationalists, Ulster Unionists, and Plaid Cymru in Wales.

The United Kingdom is a multi-cultural society with identifiable social and cultural groups including the English, the Scots, the Welsh, and the Irish, with significant populations originating from Pakistan (1%), from India (1.6%) and from the Caribbean (1%). Although Christianity is the predominant religion, Islam, Judaism, Sikhism and Hinduism reflect the diversity of religious belief and the multi-cultural nature of the country. The official language is English, but in Wales, Welsh is also an official language.

ECONOMY

Since the high point of the last century, the UK is now ranked 16th in the league table of the richest nations (measured by GNP – 1996 figures). The manufacturing base has declined. By contrast the UK's service industries now generate an increasing percentage of the wealth of the country from activities including tourism and international financial services. However, the gap between rich and poor people has increased, with approximately three million children living in households with less than half the national average income.

HEALTH AND EDUCATION

Various social welfare services were introduced after the World War II, in particular the National Health Service, in which health provision is free to all at the point of delivery. The United Kingdom is ranked 25th (out of 190 countries of the world) according to the index of human development. One indicator used to measure this is the mortality rate for children under five years old, which currently is at seven per 1,000 live births in the UK.

Primary and secondary education is universally available and free. The minimum school leaving age is 16. Forty-eight per cent [1995] of students go on to higher education. Since the mid 1980s a national curriculum has been introduced in England, with certain core subjects, and an increasing emphasis on improving literacy and numeracy skills. The education systems in Scotland, Wales and Northern Ireland differ from those in England.

FUTURE PROSPECTS

The UK plays an active role in world affairs and in the globalisation of trade and communication. Meanwhile, within the UK, the impact of poverty can be measured in the increase of social exclusion, unemployment and disaffection of young people. Government initiatives are focusing on young people to improve their future work opportunities, reduce inequalities and promote democratic renewal.

SOURCES OF INFORMATION

Save the Children UK Country Report

The World Guide 1999/2000, published by New Internationalist Publications

The Philippines

STATISTICS

Population	69,282,000
Life Expectancy	68
Gross National Product per capita	£716
Area	300,000 sq km

PHILIPPINES

UK

58,395,000
77
£12,100
244,880 sq km

GEOGRAPHY

There are 7,100 islands in the Philippines, with three main island groups: Luzon (where the capital, Manila, is located), Visayas and Mindanao. The archipelago is bounded by the South China Sea to the north and west, by the Pacific Ocean to the east, and the Celebes Sea to the south.

The climate is tropical and is subject to typhoons, tidal waves and volcanic activity.

HISTORY AND PEOPLES

The islands were ruled by Spain from the 1500s to the late 1800s. After a naval battle in 1898, the US controlled the country, until 1946, when independence was achieved. A dictator, Ferdinand Marcos, was in power from 1972 to 1986; under his period of rule there was widespread corruption and abuse of human rights.

Since Marcos was deposed, there have been a number of elected governments.

The present population represents a mix of Arabic, Indian, Malayan, Chinese, Japanese and Caucasian peoples. Most people live in rural areas. Filipino is the national language, but there are many local dialects. About 83% of Filipinos are Roman Catholic. In spite of this, contraception is becoming more widely available, and the population growth rate is slowing.

ECONOMY

A huge debt was accumulated under Marcos (£367 per capita in 1996) and falls in the global prices of the main exports (coconut, sugar and copper) resulted in sharp economic decline. By 1986 it was estimated that 66% of the population was living below the poverty line.

However, the situation has now improved with growth in the manufacturing sector, and reduction of the debt burden. In terms of its global wealth position (Gross Domestic Product), the Philippines was ranked at 69 out of 129 [1996].

HEALTH AND EDUCATION

Poor health is widespread – every year 38 per thousand children under the age of five die (the figure is seven per thousand in the UK) [1996]. Sixteen per cent of Filipinos have no access to clean water, and 25% do not have a sanitary toilet.

Primary education is compulsory for children between seven and twelve years. While 99% are enrolled, only 33% of primary school pupils complete their time at school.

FUTURE PROSPECTS

The Philippines has, theoretically, great potential since the country is rich in natural resources, but increasing involvement in the global economy makes the Philippines vulnerable to fluctuations in commodity prices.

Foreign 'investment' tends to benefit the foreign company, not the Philippines, since profits return to the investor. The Asian economic crisis of 1997 hit the Philippines badly – resulting in high unemployment and higher food prices.

SOURCES OF INFORMATION

Save the Children Philippines Country Report
The World Guide 1999/2000, published
by New Internationalist Publications

Bosnia-Herzegovina

STATISTICS	BOSNIA-HERZEGOVINA	UK
Population	3,151,000	58,395,000
Life Expectancy	73	77
Gross National Product per capita	approx. £450	£12,100
Area	51,129 sq km	244,880 sq km

GEOGRAPHY

The country is bordered by Croatia, Serbia and Montenegro, with a 20 km coastline on the Adriatic sea. Fertile farming land lies north, but the Dinaric Alps cover much of the country. The capital is Sarajevo.

HISTORY AND PEOPLES

Bosnia and Herzegovina have had a form of statehood since the 12th century. Between the 15th and late 19th century, Bosnia was under the rule of the Turkish Ottoman empire. Some Bosnians rose to be the Ottoman empire's governors and administrators of Bosnia, having been educated and trained in Istanbul. Many, having converted to the Muslim faith, became a land-owning class of Slavic Muslims dominating the Serb population. As the Ottoman empire disintegrated, Bosnia passed to the Austro-Hungarian empire, where Serbian exiles from the Turks had sought sanctuary since the 16th century. The Austro-Hungarian Hapsburg empire was attempting to curb Serbian expansionism when Archduke Ferdinand was assassinated by a Serb nationalist in Sarajevo, – triggering World War I.

The new state of Yugoslavia (formed in 1945) drew together Croatia, Montenegro, Serbia, Slovenia, Bosnia and Herzegovina, and Macedonia, following the defeat of the Hapsburg and Ottoman empires in World War I, and Tito's defeat of the Nazi regime and Croatian fascists in World War II. When Tito died in 1980, a complex struggle followed for ten years between senior Yugoslav Communist party members and nationalist leaders. The unified state of Yugoslavia disintegrated. In 1992 Bosnia-Herzegovina saw the start of civil war, during which the Serb-dominated Yugoslav National Army laid siege to Sarajevo for 1300 days.

In 1995 peace under the Dayton Accords recognised the existence of two states – the Federation of Bosnia and Herzegovina, and the Republika Srpska. The languages spoken are Bosnian, Serbian and Croatian.

The 1991 population census of Bosnia and Herzegovina identified the main ethnic groups as 43.7% Bosnian Muslims, 31.3% Bosnian Serbs, 17.3% Bosnian Croats and 7.7% other ethnic origins. During the war an estimated 3% of the population were killed.

ECONOMY

After a prolonged period of war, the country is struggling to rebuild its economy. There is a continuing "brain-drain" of the most talented young people. Natural resources include grains, vegetables, grapes, some livestock and a wealth of mineral resources. Over 40% of the population live in urban areas.

HEALTH AND EDUCATION

War-damaged services need substantial skills and resources. A limited health service is unable to meet the demands of most of the population. Children's access to quality schooling has also suffered.

FUTURE PROSPECTS

Bosnia and Herzegovina is rebuilding its economy and society. Much depends on whether the peace becomes long term, and that remains subject to internal, local ethnic and political strains in the whole Balkan area.

SOURCES OF INFORMATION

Situation Analysis for Bosnia-Herzegovina, Unicef (1998)

The World Guide 1999/2000, published by New Internationalist Publications

Burkina Faso

STATISTICS

Population

BURKINA FASO

11,087,000

Life Expectancy

46

Gross National Product per capita

£140

Area

274,000 sq km

UK

58,395,000

77

£12,100

244,880 sq km

GEOGRAPHY

Burkina Faso is in West Africa and is landlocked by six countries. It is fractionally larger than the UK. The north of Burkina Faso lies in the Sahel, the semi-arid belt just south of the Sahara. The capital is Ouagadougou.

There are two seasons: the dry season (November to May) when temperatures reach more than 45°C, and the rainy season (June to October). The rain falls in short, heavy bursts. There are few permanent rivers, and in the north, water sources dry up soon after the rainy season.

HISTORY AND PEOPLES

There are over 60 ethnic groups in Burkina Faso. These include the Mossi, Fulani (Peulh), Gourounsi, Gourmach and Bobo. There are five national languages. About 25% of the population are Muslims and over 50% hold animist beliefs. Animists believe that everything in nature (e.g. trees, rivers) has a spirit to be worshipped.

The land was part of Africa's oldest indigenous kingdom, dating back to the eleventh century. In 1892 it came under French administration and new borders were drawn to divide French West Africa into separate countries. It left a legacy of border conflicts. Upper Volta, created in 1919, gained independence from the French colonial power in 1960, and became Burkina Faso (meaning 'land of men of dignity') in 1983. Since then political power has alternated between civilian and military governments.

ECONOMY

Burkina Faso was recently ranked as the world's 11th poorest country by the World Bank [1996]. About 90% of the population rely on agriculture for its livelihood – and

80% of those depend on subsistence farming (growing food primarily to feed their own households). Livestock farming is important, particularly among the semi-nomadic Fulani in the north. Drought in 1997 decimated food crops, and large amounts of food aid had to be imported. The main cash crops are cotton, karite (a type of nut for oil), groundnuts and sesame. Mineral reserves include gold, zinc, phosphate and diamonds.

HEALTH AND EDUCATION

Health services are under-resourced and 25,000 people share one doctor [1998]. Malaria and HIV/AIDS are serious health threats. Life expectancy is 46 and under-five mortality is 168 per thousand.

French is the only language taught in schools. Literacy is 19%. Primary school enrolment is 38% with one teacher to 58 pupils [1995].

FUTURE PROSPECTS

The external debt per person is £74. Manufacturing growth is limited by a lack of raw materials and fuel. Timber used for fuel is causing serious deforestation.

Despite being one of the poorest countries in the world [1996], the economy is widely regarded as being well managed. Nevertheless, its landlocked position, limited natural resources, difficult climate and poor infrastructure mean continued dependence on foreign aid to meet the people's basic needs.

SOURCES OF INFORMATION

Save the Children Burkina Faso Country Report
The World Guide 1999/2000, published
by New Internationalist Publications

interviews

the young people's stories are
based on the interviews





Jessica Maw

10 years old

LOCATION:

Rotherhithe, London. This is an urban environment in the capital city of the UK, with lots of redevelopment going on.

HOME:

A flat in a large block.

FAMILY CIRCUMSTANCES:

Jessica's mum, Jenny, is a single parent. She is employed full time as a Personal Assistant for the Federation of Small Businesses, having worked her way up from a clerical position. Jenny doesn't get home until around 7 pm and she doesn't sit down until around 10.30 pm after all the chores have been done. She feels pressure on her to be fit and well – emotionally, as well as physically. While working and taking care of the family, Jenny has also completed an Open University degree. Jenny is close to her mother, who is very supportive. She also recognises all the help she has had from her friend, Caroline; they look after each other's children to fit around their work schedules.

Jessica has an older brother, Joseph (Joe), who is 15 and busy with preparation for GCSEs. He is a keen singer and has performed with Southwark Cathedral Choir in Rouen and San Francisco. Joseph has been confirmed in church. Jessica goes to a school where there are about 450 pupils from many ethnic backgrounds. Both Joseph and Jessica make sure they ring their mother when they get home from school, to let her know they have arrived back home safely. They are understanding of the stress their mother is under.

1 WHO LOOKS AFTER YOU?

My mum and my nan.

2 WHO DO YOU LOOK AFTER?

Sometimes my mum – when she had flu and an allergy and she looked like 'Alien' because her head swelled up. I made her drinks and a hot-water bottle.

I feed my cats, Fluffy and Hooligan, when I come home from school; I give them milk as a treat. They fight to get their heads in the saucer and knock over their biscuits – I have to hide them! I love Siamese cats, 'cos of how they're built – no fat on them. Fluffy sits on my bed.

I don't do much else. Sometimes I do the washing-up and make my bed and Mum's. I try and dust – but I hate spiders!

3 HOW DO YOU SPEND MOST OF YOUR TIME?

I talk to my mum a lot. We went camping for one night but I got homesick!

My timetable for the day is: I get up at 8 am and get to school for 9 am, but it's always a rush. I've had all the late marks I am allowed to get at school, but I haven't had time off – except when I went to Cyprus for a week and missed all the fun things at school like Halloween and Firework Night. Today we were all mixed up with the work because some of the class was away on a trip; if we don't finish our work, we just carry on later. I walk home from school in 30 minutes and if I'm really tired I watch TV or do a puzzle. Sometimes I read. Usually I'm at Charlotte's (my friend from school).

4 WHAT DO YOU ENJOY ABOUT SCHOOL?

Maths is one of my favourite subjects. I love Art – it's definitely my favourite. I had a picture card today and mine was of a woman with a long neck. She was really pretty, but I made her look like an old woman!

I have to feel like doing it to do it really well.

I like geography – learning about different countries, about India and Hindus, and how they paint stuff on their hands. We did a play, with some costumes, about Rama and Sita, and I did a diva dance with some candles.

I love history and learning all about Romans, Vikings and Victorians.

I loved doing space, the planets and everything.

Charlotte's one of my special friends; she has lots of animals. I like people who like animals. Amber's my best friend. I talk to her about things that matter to me, serious things. Charlotte likes funny things. If I was worried about something at school I'd talk to Mum; if it's less serious I'd talk to Amber – if I'd lost something or had a problem with homework. Mr Carter (a teacher at school) is really caring. I can go to him or to Pam (she's the teacher who likes travelling). She was my teacher last year.

Miss Acpa is my teacher now. She's Nigerian. She put some Nigerian music on while we drew some Nigerian figures – carved from wood, I think. It was good. We did some plays. I like Nigerian dancing.

I have other groups of friends; my group has a mixture of boys and girls.

I've got a collection of books. We play jokes on anyone who doesn't like books we like. I like Point Horrors. They're not as scary as the covers look; the rest of it's quite nice. When I was little, my favourite stories were *Struwpeter* and a pop-up animal book.

I watch videos. I have phases of watching some over and over again, like *Much Ado About Nothing*.

5 DO YOU HAVE CHOICES ABOUT FOOD, CLOTHES, ETC?

I don't usually get fashion clothes. I don't want designer clothes. Trousers and T-shirts are my favourites.

I wear trousers to school. I've only one skirt. There's a uniform, but it's not compulsory and I wear it on my photograph day.

I eat a lot at school. I'm the rubbish bin! My favourite is Chinese food.

6 WHAT MAKES YOU SAD?

When Joseph and Mum argue I put a pillow over my head. But it's not often or serious. Sometimes I go in my room and sulk or play with the cat. I never try walking out, but I sat outside once without my coat. I didn't like it when Mum and Dad argued.

Sometimes watching the news makes me sad – when people get hurt in wars. The war with Iraq upset me.

I get sad when my friends get blamed for things and they haven't done them. I get cross and angry.

I don't like animals getting hurt, or seeing my mum cry. Sometimes she cries when she watches TV. I get worried when she's worried or when Joseph gets upset.

Sometimes I blank Joseph if I'm annoyed. If he argues with me and he says he's right – *knows* he's right – it really annoys me. He gets rough, and Mum gets upset and shouts at us to stop.

Two spiders came into the kitchen and I screamed and one ran off and I was too scared to go to the toilet because it was in there.

I'm afraid of getting burnt. I was with Caroline and she was pretending to be a witch and acting like one. She made a fire and a piece of wood fell out of it and I picked it up; I had a great big blister on my finger. I'm never ill although I had earache once and I hated it.

I'm afraid of lifts. I remember we got stuck in one on holiday in Cyprus. I was panicking; the bell was so little you couldn't hear it. Joe pulled the doors open again and found we were on the ground floor!

7 WHAT MAKES YOU HAPPY?

I am happy when my family are all together and when I am playing with my friends.

I like it when the weather is sunny, but my favourite time is Christmas and when it snows.

I'm happy when I get invited to go out. We went to the ice rink for my birthday – my first time. I was faster than some people who'd been there before.

I like seeing plays or ballet shows, and having my favourite food. I like giving presents and wrapping them up.

8 HAVE YOU EVER BEEN AFRAID OR LONELY?

I get upset when I'm trying to get my own way and I know I can't. I get annoyed when I try my hardest and can't do something.

Mum gets upset if I'm right and when I'm arguing with Joseph. I try and help to make it all right by making a cup of tea – bribery! – sometimes saying I'm sorry, and having a cuddle.

The longest time I ever sulked was a couple of hours, and I fell asleep! My bad moods don't last very long – except at school, when people treat me like I'm small.

I've never had a fight apart from with Joe when we are play-fighting. I fight with Joe over who's going to use the video recorder and whose CDs are whose. I know whose are whose but I can't take it – I need to use his!

9 WHO OR WHAT IS MOST IMPORTANT TO YOU?

My mum, brother and Nan are most important to me. Mum helps me with everything. Nan helps me lots and Joseph taught me to ride my bike.

Daddy takes me out sometimes. I like going to pubs to eat and we play hangman.

10 WHAT IS YOUR MOST PRECIOUS POSSESSION?

My cats are precious. I love everything in my house, especially the big red chair. When I was little, I used to sit in it next to my Mum and fall asleep. I'm getting too tall now.

11 WHAT IS THE BEST TIME YOU'VE HAD?

I like visiting family for celebrations like Christmas and New Year, and seeing my cousins.

I like Christmas not just for the presents, but putting up decorations and going to Hamleys for a special day out.

I like going to my great-aunt and uncle's house and we play games there.

I don't really have a best time because we do a lot of things I like doing.

12 WHAT WAS YOUR WORST TIME?

The worst time in my life was when Mum and Dad broke up.

13 WHAT DO YOU LIKE ABOUT YOUR HOME?

Everything!

14 WHAT WILL YOU DO WHEN YOU ARE OLDER?

When I'm older I want to dance – not any particular dance. I'd like to paint pictures and sell them. I don't really know... I might work with animals.

I want to have children when I get married, but not for a long time. First I want to go to college or university. I like designing things.

15 WHAT ARE YOUR HOPES FOR THE FUTURE – FOR YOURSELF, YOUR FAMILY AND THE WORLD?

I'd like people to be friends and not argue all the time. They could disagree, but not be violent.

I'd like my family to win the lottery.

I'd like to go to Scotland and Ireland, because I like the music and the country. I want to go to different places.

I would like to make things or carve wood.

I'd like to skip a few years of school. I'd like to go back in time and look at Victorian schools – for a bit, and then come back.



Ponciano Mendes Jr (nickname Ciano)

10 years old

LOCATION:

San Andres, a district in Manila, the capital city of the Philippines.

HOME:

Before Ciano was born, his mother (Anatalia) and his father (Ponciano Sr) used to live in a big house in a squatters' area, which had been awarded to Ciano's grandmother by the government. The grandmother had divided up the house into seven rooms: one for each of her grown-up children and their families. However, times became very hard for Anatalia and her husband Ponciano when he lost his job. For a while, they depended on the grandmother's income, as at that time she owned a corner shop. Then things got even worse; the house burned down, and the members of the extended family had to go their own ways.

Anatalia and Ponciano rented a small house in another squatters' area, taking the grandmother with them. But Anatalia's meagre income wasn't enough to pay the monthly rent, and after several months they were evicted by the landlady. So Anatalia, her mother, her husband, and her first-born, started roaming the streets of Manila. Ciano, the second-born, has known no home other than the street.

The family live now on a busy road in an area once known as the 'Red District'. The dwelling place is in the open air under a big shady tree. It has just one folding bed, in which all the small children sleep, while Anatalia, her husband and her mother all sleep on a big, thick piece of cardboard box. During the rainy season, they build a shanty made of scrap iron and wood in the same area; but this is quite risky, as policemen and security guards try to drive them away. They sometimes

run for shelter to the Bahay Tuluyan Drop-in Centre for Street Children, a local voluntary organisation.

The family owns a few pieces of kitchen equipment including a kerosene stove, some plastic plates and cups, three spoons, several empty and filled plastic gallon-containers of water.

Several metres away from them on the pavement live another family.

FAMILY CIRCUMSTANCES:

Ciano's mother has irregular morning work as a laundry woman; if there is no one to look after her nine-month-old baby girl, she brings the clothes home and washes them there. At night, she scavenges in the large dustbins outside hotels and hospitals for food or for items – such as used aluminium cans and plastic bottles – that she can sell to junk shops. Sometimes Ciano goes with her and helps.

After Ciano's father lost his job, he didn't bother much to look for another one. According to Ciano's mother, when he's 'in the mood' he'll help them in scavenging – but only so he can have some money for his gambling.

Estimated weekly family income:

	local currency*	UK currency
laundry	P300	£7.50
scavenging	P130	£3.25
TOTAL	P430	£10.75

*Philippine peso

Apart from the baby, Anatalia and Ponciano's three other children all go to school. The family is quite liberal-minded. Their eldest daughter is 17 years old and lives with her high school teacher, who is in a lesbian relationship with her. This sexual orientation is not considered acceptable in the Philippines, but Anatalia and Ponciano Sr allow their daughter to live with her lesbian partner because she regularly gives them money and also pays for their daughter's schooling.

The family are Roman Catholics but don't attend Mass anymore. They say they don't have time to follow any religious – or superstitious – belief. Their motto in life is: 'Whatever will be, will be,' and they focus on living from day to day, not thinking too much about tomorrow.

1 WHO LOOKS AFTER YOU AND WHO DO YOU LOOK AFTER?

Sometimes my mum looks after me, but most of the time she is busy, so I just take care of myself. I look after my younger brother and sister when Mum asks me to.

2 WHAT JOBS DO YOU DO FOR YOUR FAMILY?

My regular everyday tasks are:

- minding my brother and sister – watching them while I play, preparing bottled milk for my sister, sometimes bathing them
- helping my mum with scavenging
- fetching water – for drinking and bathing (I can carry two gallons at a time!)
- helping my mother do the laundry
- any other errands I'm asked to do – buying cigarettes for my father and grandmother, asking for food at Bahay Tuluyan...

3 HOW DO YOU SPEND MOST OF YOUR TIME?

From 7 am until 12 noon I go to school, which is several blocks away from where we live.

In the afternoon I fetch water, look after my brother and sister, do any errands I've been asked to do, and sometimes go to Bahay Tuluyan with my brother and sister to watch TV and play with the other kids.

We have dinner at around 6.30 pm, then I wash up and fetch more water, before preparing my little sister's milk and settling her down to sleep.

At about 8 pm I'll go to Bahay Tuluyan to watch TV. We don't go to sleep until around 11 pm or midnight because there are still too many people on the streets.

Sometimes – perhaps three times a week – I'll go scavenging with mum around the city for an hour or so before bed.

4 DO YOU ENJOY SCHOOL?

Yes, because I have so many friends there and also because I can learn so many things! I would like to learn how to read, so I can read comics like my friends. Also, going to school means that I at least have another place to go to during the day, not just our place.

5 CAN YOU MAKE YOUR OWN DECISIONS?

No, not yet. Even if I want to, we always do what Mum and Dad decide.

6 DO YOU HAVE CHOICES ABOUT FOOD, CLOTHES, ETC?

I'd love to eat the foods that I really like. The problem is that we can't really afford it. We just have to settle for what's available. Our meals usually include rice, fish sauce, fried fish, or boiled sweet potato tops.

As for our clothes, some of them are old clothes given to us by the friends at Bahay Tuluyan; the others came from hotel dustbins. Sometimes my dad buys us clothes if he wins at gambling. But if you want to know what clothes I'd like in particular, I'd say something like... a sleeveless loose shirt and a pair of shorts.

7 DO YOU HAVE A FAVOURITE FOOD?

Yes, of course! My favourite is fried fish with soy sauce. It's a special meal for us; if Mum cooks it, it means we have money! If we don't have money, my mum usually cooks fish sauce and boiled vegetables – it's cheaper.

The only thing I don't like is that my mum always serves up the same meal for several days. If I get sick of the food at our place, I usually go to Bahay Tuluyan to eat. The food is better there!

8 DO YOU HAVE A FAVOURITE STORY AND/OR GAME?

I have read some stories in comics, but I don't have a favourite because I don't think they're good. They're usually true-life stories and I don't find them interesting because many of them are just the same as my life – you know, poor people being badly treated by the rich people, and in the end the poor people get ill and die.

I like playing basketball because it's a famous game here and in other countries. Besides, I am a boy and it's a good game for boys.

9 WHAT MAKES YOU SAD? WHAT DO YOU DO WHEN YOU'RE UPSET?

I feel very sad at times when we don't have enough food. It happened most recently when my mum was ill and couldn't work. My brother and I wanted to go scavenging so we'd have some money next day, but Mum didn't allow us to go out at night on our own; she said it wasn't safe. We waited for our father to come home, but he didn't.

My brother and I were really very hungry and my baby sister was wailing for milk. Mum was weeping and I felt like crying, too. So without my mum knowing, I got my younger brother to come with me to the local church. Mass had just finished and there were loads of people there. I started begging and luckily the very first person gave us money. We stayed there until late in the afternoon.

At the end of the day, we went home and told Mum what we'd done. At first she told us off, but when she counted the money – which came to P60 (£1.50) – she cheered up. I bought a loaf of bread and a can of sweetened milk for my baby sister. The next day, Mum was able to go back to work, so we had food again.

10 WHAT MAKES YOU HAPPY?

I'm very happy when my older sister comes and visits us, because she usually brings some hamburgers and spaghetti! Sometimes she takes my mum and me to the movies.

11 HAVE YOU EVER BEEN AFRAID OR LONELY?

Yes. I get very afraid when the policemen come and try to drive us away. They carry guns and truncheons. It's like they're always just waiting to beat us up. When they come, my mum tells me to take my younger brother and sister to Bahay Tuluyan and stay there until they've gone.

I'm also afraid when my father comes home drunk. That means that he's lost at gambling. If we don't do whatever errands he wants, he beats us with his belt. Sometimes, I pretend that I'm asleep, so he won't pick on me to do errands for him.

I feel sad and lonely when we don't have money, because that means that we won't have any food. I'm ashamed to beg and I'm also ashamed about going to Bahay Tuluyan so often to eat – we're always there.

12 WHAT DO YOU DO THAT MAKES YOUR MOTHER OR FATHER CROSS?

They get angry if I don't do the chores they've told me to do straight away. Sometimes, when I start to play with my friends, I forget about them. My mum tells me off and my father hits me with his belt.

13 WHAT DO YOU DO TO PLEASE THEM?

My mum is happy when I do my chores without anyone telling me to. Also, if I listen to what she says and do everything straight away, she's pleased and tells me I'm a good boy.

14 WHAT MAKES YOU QUARREL WITH YOUR BROTHER OR SISTERS?

My younger brother doesn't have any chores to do and I hate it, because Mum always asks me to do things. Because of this, I often tell my younger brother off and try to get him to help me. The problem is that he never wants to, and so we often end up quarrelling.

15 HOW DO YOU MAKE UP QUARRELS WITH THEM?

We don't really say sorry to each other. After quarrelling, we just play together... that's it!

16 WHO OR WHAT IS MOST IMPORTANT TO YOU?

My mum is the most important person in my life because she loves us, she takes care of us, and she works for us so that we have something to eat.

The most important things in my life are food and clothes. If we don't have food, we will die; and if we don't have clothes, we will also die because we'll get ill if we're not wearing anything!

17 WHAT IS YOUR MOST PRECIOUS POSSESSION?

Nothing...

18 WHAT IS THE BEST TIME YOU'VE HAD?

Nothing yet... but I hope that when I grow up, our life will be different.

19 WHAT WAS YOUR WORST TIME?

The first time that two policemen came to our shanty and destroyed it. They took some of our things – our folding bed and buckets – and they broke our drinking glasses. I was very afraid because my father fought with the police and got arrested. He stayed in jail for several days.

20 WHAT CELEBRATIONS DO YOU HAVE?

Celebrations? Our birthdays, I guess. But we don't celebrate with delicious food, balloons and cakes, like I see on TV. If it's someone's birthday, we just say 'Happy Birthday' to the person and that's it! Can we call that a celebration?

21 DO YOU HAVE A SPECIAL PLACE?

Yes, Bahay Tuluyan is a special place for me because there's good food and TV, and my brother and I can watch cartoons.

22 WHAT DO YOU LIKE ABOUT YOUR HOME?

Nothing! As you can see, there's nothing very nice in this place at all...

23 WHAT WILL YOU DO WHEN YOU'RE OLDER?

When I grow older, I would like to become a good carpenter so I can build a house of my own. A house with a roof and walls – not like this one. [Laughing]

24 WHAT ARE YOUR HOPES FOR THE FUTURE – FOR YOURSELF, YOUR FAMILY AND THE WORLD?

For myself... I want to have a long life. Even if you're poor, it's still nice to live. Besides, I am afraid to die. Also, I want to be with my family always.

For my family... I'd like my family to be together always. I also hope that some day my older sister will come back and live with us.

For the world... I'd like there to be no war, so that people won't die.



Jadranka Maksimovic

13 years old

LOCATION:

Lukavica, in Srpsko Sarajevo (Serb Sarajevo) in Bosnia-Herzegovina. This is a rural, hill area – not far from Sarajevo, but accessible only through difficult dirt roads.

HOME:

The family used to live in Sarajevo in the Centar community – a nice suburban neighbourhood. They owned a big house surrounded by an orchard and a garden. However, during the war, their home was on the front line between the Muslim and Serb communities. In February 1996, after the Dayton Accords, their part of town was handed over to the Muslim-Croat Federation and the family had to leave their property. They now live in a rented, half-finished cottage made of rough red brick.

FAMILY CIRCUMSTANCES:

Jadranka's father died 13 months ago of a heart attack. He was in his early forties, and the family say he just couldn't bear the stress any longer. Jadranka's mother used to work in Sarajevo before the war, but is now unemployed. Her only income is 180 dinars pension per month (about £17).

Jadranka is 13 years old, in the 6th grade of her primary school. During the war, as part of a scheme to enable children to escape the fighting, she spent several months staying with a family in Greece. Jadranka has three sisters: her older sister Ranka (who is in her 3rd year at medical school, studying to be a nurse), her younger sister Dragana (who has just completed 1st grade at school), and her baby sister Tamara.

The family are from a middle-class community in Sarajevo, but their social context has now changed for them. Their original environment is gone and they are displacees, not belonging properly to any kind of community.

The family are officially Christian Orthodox, but their religion is more of a tradition than an actual belief in God. They deem precious human values such as honesty, love, respect, courage, and standing up for one's rights.

These women have tremendous energy and will for life, although they've lived through some very bitter experiences. The atmosphere in their home is calm and friendly, and they seem to have an active way of dealing with the bleak reality of their lives. They're able to find joy in simple domestic and family pleasures, and love one another very much. Even the youngest child is very joyful, calm and friendly – unlike some other children of her age. There's an overall atmosphere of gentleness in their house.

1 WHO LOOKS AFTER YOU AND WHO DO YOU LOOK AFTER?

Mum takes care of me, mostly. Sometimes Ranka does, because she's older.

I take care of Tamara, my baby sister – especially when Mum is out. I like taking care of her.

2 WHAT JOBS DO YOU DO FOR YOUR FAMILY?

I do all the housework that needs doing. I clean the place and wash up after meals. I help Mum or Ranka make breakfast. I look after Tamara, too.

Sometimes, just for fun, I make a cake or some cookies. I like doing that.

I'm the one who usually helps Mum in the garden, although Ranka does sometimes, too. We plant potatoes, onions, tomatoes and other things, and I make sure that the weeds don't take over!

3 HOW DO YOU SPEND MOST OF YOUR TIME?

During the school term, I get up at 7 am and leave the house at half-past to go to school. It's in Lukavica's old military barracks, which is now a centre for refugees. It takes me about half an hour to get to there.

After school, I come back home, have lunch, then finish my homework.

After that, I sometimes watch TV or listen to my favourite music. I often read books.

During vacations, I get up at about 8 am or half-past; I make my bed, wash and dress, then clean the house – if it needs to be done. Then I help out with the breakfast and wash up afterwards. (I do the washing-up because Ranka is allergic to detergent and Dragana is too little!) Then I sit down and watch my favourite TV series – *Mari Sol, the Spanish one*. Everybody says the end will be sad, but I don't believe it. About 1 pm, I put my sister to bed and then go out or listen to some Greek music (I love Greek music), or read a book. Mum usually makes lunch, so I just wash up again when we've finished eating. After that, I watch TV again or go out for a walk with my friends from the neighbourhood. There's not much to do around here apart from that.

4 DO YOU ENJOY SCHOOL?

I enjoy very much going to school, being with my friends and learning new things. My favourite subjects are Physics and Maths; but I hate History, I simply can't remember all those names and dates. The history teacher is not very nice. I like music and art lessons, as well. I'm good at drawing, you know.

There are 20 of us in my class; we all came from Ilidza, the place where we used to live and go to school.

Sometimes boys in the school try to stop me doing something – just because I'm a girl, because they think they're stronger and better than me! But I won't take that and I just tell them off. Who are they to order me

around, as if they were my parents or something? I have my rights! I even tried to kick back a few times but the boy just quietened down, so I haven't got into a fight over this yet.

There are also children who tease others for going to church and things. I don't like that. We have a special class in our school for children with learning difficulties and disabilities; there are some nasty kids who make fun of them and even hurt them. It's usually boys who do that. I think it's bad, because the bully could have been born with a learning difficulty or been disabled himself. I rarely see the children in the special class, but once I found myself sitting next to a child with learning difficulties. I didn't know what to do; I felt a little awkward and sad, and just sat there waiting for a grown-up to take the child away. I think that teachers should punish the kids who make fun of children with disabilities; they should make the bullies spend a day with disabled children to see how difficult life is for them. Maybe then they would understand things better.

5 CAN YOU MAKE YOUR OWN DECISIONS?

I suppose I can make some decisions – for example, about not having my hair cut short any more, because I like long hair. Mum persuaded me to have it cut before, but from now on I'm just going to trim it.

When it comes to family matters, we usually sit down and talk about things, so that we can decide together. Sometimes Mum listens to what I suggest!

In school, there's not much we can have a say in; it depends on the teacher.

6 DO YOU HAVE CHOICES ABOUT FOOD, CLOTHES, ETC?

Not much! There aren't many things to choose from! If I don't like to eat something, then I just have a slice of bread and butter, or eat yesterday's leftovers.

I don't have many clothes at present; they're still in the bags, because we only moved into this house recently. I prefer wearing jeans and T-shirts. I don't like skirts; I only wear them for birthday parties or such occasions. I usually ask Ranka for advice on clothes, but once my mind is made up, I don't need anybody to interfere.

7 DO YOU HAVE A FAVOURITE FOOD?

My favourite is steak and mashed potatoes, but I also like beans and stuffed peppers... peas and string-beans, as well. Apples are my favourite fruit; bananas and kiwis too. We don't get many of them, though.

8 DO YOU HAVE A FAVOURITE STORY AND/OR GAME?

My favourite story is *The Magic Saddlebag*, about this boy who has a donkey and a magic saddlebag that does amazing things. Everybody laughs at him at first because they think he's silly; but in the end he shows them all, and gets rewarded for all his good deeds. I read this story when I was little and I still remember it as my favourite one.

I also like *Nikoletina Bursac* – a World War II story about a young man who is very kind, but lots of bad things happen to him. Three years ago, when I was at my old school, we did a play based on that story in drama group. I like acting and everybody seems to like me on stage! But we didn't have the opening performance the night we were supposed to, because there was an attack from the opposite side; so everyone had to go and hide.

My favourite game is the 'game of cities', when you have to write down the names of cities, mountains, countries and rivers, all beginning with the same letter.

I also like cards and chess. I used to play chess with my dad when he was alive. Today I play with my friends and sometimes grown-ups, if they're willing.

I like games which you play with others.

9 WHAT MAKES YOU SAD? WHAT DO YOU DO WHEN YOU'RE UPSET?

It makes me sad when I think about the friends that I used to have back there. Now I don't know anything about them – where they are, or what's become of them.

Also when I remember my old teachers, because the teachers that we have now usually take their anger out on us.

What makes me sad most of all is when I remember my dad – we used to be very close... and the house we left behind.

When I get sad, I go to my room, lie down, and listen to music to try to cheer myself up.

[Jadranka's seven-year-old sister, Dragana, says: 'She's the most fragile and sensitive among us.']

10 WHAT MAKES YOU HAPPY?

Getting a good mark in school makes me happy – it gives me a feeling of having achieved something, having done well, and that I'll become somebody some day if I keep it up.

Also, when I get a letter or a parcel or a phone call from my friends in Greece, or when I see my aunt, whom I love very much.

11 HAVE YOU EVER BEEN AFRAID OR LONELY?

I can't remember ever feeling lonely, because there's always somebody to listen to me and be there for me. But I was afraid many times in the old house, during all the shelling and shooting – especially if we were caught outside when it started. I was especially afraid at the start of the war, but later on we got used to it somehow. I remember the very first attack. We were at my aunt's house when the shelling and gunfire began. My dad ran out straightaway, telling us to stay inside until it was all over. I don't remember much else apart from being absolutely terrified; but the others tell me that I was sitting on the sofa, completely paralysed with fear, clasp my hands tight and saying, "God, please! God, please!"

12 WHAT DO YOU DO THAT MAKES YOUR MOTHER CROSS?

Mum only gets angry with me when I fight with my sisters. She doesn't like that at all.

Once I think we made her very angry, Ranka and I, when we were at our grandmother's. Grandma came to kiss us goodnight when we were in bed, but Ranka had tucked me in under the covers, so Grandma kissed the pillow instead of me! We were laughing like crazy, so Mum came up to see what was going on. She was so furious that she started beating us under the covers. We couldn't help it – we just carried on laughing!

13 WHAT DO YOU DO TO PLEASE YOUR MOTHER?

If I make my mum angry, I try to make it up by doing something around the house that I don't usually do, I like baking a cake or doing something else to surprise her.

14 WHAT MAKES YOU QUARREL WITH YOUR SISTERS?

I quarrel with Ranka sometimes because she destroys my Greek tapes by recording her favourite music on them. Then I get angry with her and start yelling and we end up fighting. I don't remember that we've ever fought over anything serious; we usually just flare up over silly little things.

I sometimes fight with Dragana because she's acting babyish – it doesn't suit her.

15 HOW DO YOU MAKE UP QUARRELS WITH THEM?

We don't make up with one another in any special way; the argument simply goes away by itself and the next minute or the next day it's all forgotten. It's just the way we are.

16 WHO OR WHAT IS MOST IMPORTANT TO YOU?

My youngest sister, Tamara, is most important to me because she's so little and fragile, and I love her more than anyone else.

I think the most important thing is for all of us to stay alive and in good health.

17 WHAT IS YOUR MOST PRECIOUS POSSESSION?

My most precious possessions are the crosses and icons I got from my foster family in Greece. They are so beautiful and they remind me of the family, as well. I would never part with them.

18 WHAT IS THE BEST TIME YOU'VE HAD?

The best time I remember is when, after having left my home and friends and everybody, I met up with my old school mates again at the railway station in Belgrade, when I was on the way to Greece. First I saw a friend who used to act with me in drama group, and his dad; and then everybody else turned up, saying hello. We had great times on the train. I had missed them so much! I hadn't even realised how much.

19 WHAT WAS YOUR WORST TIME?

The worst time ever was when my daddy died. I was in Greece, and my sister broke the news to me. I didn't

know what to do or say. I was completely lost – alone among other children, with nobody from my own family... and I had to stay another two months in Greece. My foster family was very nice to me; they tried to comfort me and cheer me up for the rest of my stay.

I miss my dad a lot.

20 WHAT CELEBRATIONS DO YOU HAVE?

We have our family *slava*. [Each family has a patron saint, whom they celebrate on a particular day – the *slava*. This is a very important religious and family occasion.] We have *Djurdjevan* [St George's Day] in May, and we also celebrate Christmas and Easter. We have birthday parties as well, for our friends.

21 DO YOU HAVE A SPECIAL PLACE?

My special place is the armchair on the balcony. When I want to rest or listen to music, I go and sit there, and enjoy the trees and all the greenery.

22 WHAT DO YOU LIKE ABOUT YOUR HOME?

We're only in this house temporarily and we're supposed to move out next May. I don't feel much at home here. But I think I like the balcony most, because it's so green all around.

23 WHAT WILL YOU DO WHEN YOU'RE OLDER?

I would like to be an actress when I grow up, but I'm still not sure. Maybe I'll wish something completely different in a few years' time – who knows?

24 WHAT ARE YOUR HOPES FOR THE FUTURE – FOR YOURSELF, YOUR FAMILY AND THE WORLD?

I hope to return home some day with my family.

I wish that there would be no more wars in the world. I wish that people would live in peace and love each other.

I wish that everybody could live in their homes and never, ever have to leave them.



Daouda Campaoré

5 years old

LOCATION:

Ouidi, an area on the outskirts of Ouagadougou – the capital city of Burkina Faso. Ouidi is about 12 km from the city centre. It does not yet have electricity or running water on tap.

HOME:

Daouda's family live in a compound of houses made of baked mud bricks.

FAMILY CIRCUMSTANCES:

Daouda's family have an average living standard in Burkina Faso. They are Muslims.

Daouda's father, who is about 50 years old, has two wives. His first wife, who is in her thirties, has a daughter who is ten years old. Daouda's mother, the second wife, is 22 years old. The family lives together in the same house, but each woman has her own room, where she sleeps with her child.

Daouda's mother works in the house; his father is a cook in a hotel in Burkina Faso. He earns 300 French francs per month for this (£25). It is a good salary, considering that FFfr100-150 is the usual salary for people with fixed jobs, such as cooks, security guards, or clerks. A civil servant or teacher can earn between FFfr600-700, and the best paid people in office work are business representatives or directors, who can earn as much as FFfr2,000 (around £180-190).

Daouda's half-sister, Salimata, goes to school, but Daouda does not yet because he is too young.

1 WHO LOOKS AFTER YOU AND WHO DO YOU LOOK AFTER?

My mum looks after me, but when my sister doesn't go to school – on Thursdays and Sundays – she looks after me.

I don't look after anyone.

2 WHAT JOBS DO YOU DO FOR YOUR FAMILY?

To help my family, I do errands like going to buy stock cubes, sugar or pudding. I fetch water too, from the well.

3 HOW DO YOU SPEND MOST OF YOUR TIME?

We wake up around 7 am, then I wash my face before I have my porridge. I can then go to play with my neighbours' children in the courtyard – mainly with Aida, who is the same age as me. We go from compound to compound to get more children who don't go to school, and then we decide which games we will play, such as hide-and-seek and catch. On Thursdays and Sundays, the older children don't go to school; so we can play football with them.

At about 8 am we come back to eat more porridge, this time with a sauce made out of okra – also called 'ladies' fingers' – or a peanut butter sauce.

At noon I come back to eat with my mother and my sister. (My father goes to work early and comes back late at night.)

In the afternoon we carry on playing until the evening, when my mum sends me to buy some spices and other things she needs to cook the meal. We eat and then we go to bed.

If the night is dark, I chat with my mum by the light of a paraffin lamp. I tell her about my day and ask her

questions, and she answers and tells me stories until I fall asleep. If my father comes back while I'm awake, I play with him and tell him stories.

If it's a moonlit night, we get together with the other children in the neighbourhood to tell stories. We form circles and the girls clap their hands while the boys sing and dance. We tell each other riddles.

4 WOULD YOU LIKE TO GO TO SCHOOL?

I'd rather do business than go to school. If you do business, you can earn money to buy whatever you need and want.

5 CAN YOU MAKE YOUR OWN DECISIONS?

When I play, it's me who decides things.

6 DO YOU HAVE CHOICES ABOUT FOOD, CLOTHES, ETC?

For clothes, it's my mother who decides. But when I don't want to wear them, I cry so I can get changed. If my mother doesn't want me to put on something else, she screams and tells me: "It's not you who pays for it, it's your father!". That makes me quickly change my mind.

7 DO YOU HAVE A FAVOURITE FOOD?

As for food... I'm greedy! I eat anything there is. I really like rice and beans.

8 DO YOU HAVE A FAVOURITE STORY AND/OR GAME?

What I like most is when we play the riddle game.

9 WHAT MAKES YOU SAD AND WHAT MAKES YOU HAPPY?

What annoys me most is when my sister teases me. Eating makes me happy.

10 HAVE YOU EVER BEEN AFRAID OR LONELY?

I have been scared and lonely, but only rarely. Camels scare me, and also going about on my own, because you can be attacked or kidnapped by genies, monsters and wizards. I don't like to go out at night. There are wandering spirits waiting to catch you.

11 WHAT DO YOU DO THAT MAKES YOUR MOTHER OR FATHER CROSS?

My parents get irritated if I don't do what they tell me to do.

12 WHAT DO YOU DO TO PLEASE THEM?

To make them happy, I help them and I eat well.

13 WHAT MAKES YOU QUARREL WITH YOUR SISTER?

I get angry with my sister when she doesn't give me what I want. Then, I scream.

14 WHO OR WHAT IS MOST IMPORTANT TO YOU?

The most important thing for me is business, because I want to be able to buy everything I like.

15 WHAT IS YOUR MOST PRECIOUS POSSESSION?

I had a ball that Aida's mother had given me, but I have lost it. I used to fight if someone tried to take it from me. Now I have nothing to play with.

Playing with other children and eating are what I like best.

16 WHAT IS THE BEST TIME YOU'VE HAD?

The best times are during wedding or christening celebrations, when everyone feasts and dances.

17 WHAT DO YOU LIKE ABOUT YOUR HOME?

What I like in my house is my father.

18 WHAT WILL YOU DO WHEN YOU'RE OLDER?

When I grow up I will become a businessman.

19 WHAT ARE YOUR HOPES FOR THE FUTURE – FOR YOURSELF, YOUR FAMILY AND THE WORLD?

What I would like for myself, for my family and everyone else, is rice and a motorbike.

key stage one

activities



preparatory activities

Names

PURPOSE:

To appreciate the significance of names and naming systems.

YOU WILL NEED:

Blank paper or blank name badges; felt pens.

WHAT TO DO:

1. In Circle Time, ask the children to go round the class one by one, saying: "My name is..." (for example: John) and then listing all the other people they know with the same first name and adding their family name. "The people who have the same name as me are..." (for example John Major, John Lennon).

Talk about why names are important. Ask the children what they feel about names. Why should we be sensitive about names? Why should we not make fun of people's names? Do any of the children's first names have a family connection?

The children could find out about their names. Ask them to find out whether they are named after someone. Do their names have meanings? Do their names translate into other languages? Explore variations in shortened forms of long names and popular names. Ask the children whether they have pet names.

2. Tell the children to write their name in the middle of a blank name badge or sheet of paper. Then decorate it by drawing pictures of their favourite things all around their name. In Circle Time, tell the children to pick one of the things they have drawn and explain why they have drawn it.

3. Read the children stories with non-European names, especially if in a mono-cultural school. (See examples in the Bibliography in the Teachers' Book page 71.)

Name calling

PURPOSE:

To explore and understand feelings around name calling.

YOU WILL NEED:

Lego person; lego bricks; table.

WHAT TO DO:

Put a lego person on the table. Talk about names that hurt us and make us feel sad. Invite the children to say some names which they find hurtful. Each time a hurtful name is called, put a lego brick on the table, gradually building them into a wall. Talk about what is happening. How does the lego person feel? Discuss how we feel when people call us hurtful names. Take down the wall by calling out healing words (e.g. 'thoughtful', or 'kind'). The children can then compare their feelings about the two sets of words.

Labels

PURPOSE:

To help children be more open-minded and appreciate the damage done by stereotypes.

YOU WILL NEED:

Paper and drawing materials for each child.

WHAT TO DO:

Brainstorm jobs and tasks done at home and at school. Write them onto a chalkboard or flip chart. With the children, sort them into jobs usually done by women and jobs usually done by men. Ask the children to suggest reasons why this might be so. Then ask them to think whether things could be different?

Alternatively, write the jobs and tasks onto cards and ask small groups of children to sort them into three piles: jobs done by women; jobs done by men; jobs done by either. Discuss the children's reasons for placing them in one pile rather than another.

In Circle Time, go round the class one by one, saying: "When I grow up I'd like to be..."

Shipwreck

PURPOSE:

To have fun learning how to work together.

YOU WILL NEED:

A large, clear space; a blindfold.

WHAT TO DO:

Choose one child to be the ship. The others are rocks. Tell the rocks to sit on the floor, with space between them for walking. They must not move. Blindfold the person who is the ship and tell them to walk from one side of the room to the other without crashing into the rocks. If she or he looks imperilled, the rocks should make 'shhh' sound like waves on the rocks, to warn her. When the child reaches the shore, she or he is to become a rock and another child should be chosen as the ship.

The children may invent further hazards and warning devices.

Listening skills

PURPOSE:

To develop listening skills.

YOU WILL NEED:

Nothing.

WHAT TO DO:

1. Tell the children to sit quietly and notice all the sounds they can hear, first outside the room, then inside the room. Then go round the children one by one, asking them to tell what they heard.
2. Ask the children to think of something they want to say out loud. Tell them to talk out loud all together for a few seconds. Then stop and reflect on what was happening. Talk about who really listens to you and why it is important.
3. Read the story *Not Now, Bernard* by David McKee (Red Fox).

General mill

PURPOSE:

For children to find out more about each other.
To develop speaking and listening skills.

YOU WILL NEED:

A large, clear space.

WHAT TO DO:

Tell the children to mill around. (This could be done to music.) At a signal (such as the music stopping), they should greet another person and talk for one minute on a given topic (e.g. 'my favourite place', 'my pets', 'an animal I like'). The children mill about again and repeat this with a different person. Then assemble for Circle Time. Go round the class one by one, asking each child to tell what she or he has learned about the others.

Make a face

PURPOSE:

To help the children recognise non-verbal communication and think about appropriate responses.

YOU WILL NEED:

Pictures and photos of people's faces from magazines; cards; paper plates; felt-tip pens; mirrors.

WHAT TO DO:

1. With a small group of children, go through the pictures and ask them what feeling is being shown in each one. Talk about how we recognise what is happening. Ask the children to sort the faces into different categories (e.g. sad, puzzled, happy, angry). They could draw pictures of faces or use a mirror and invite others to guess the feelings shown. Invite the children to experiment with different facial and body expressions.
2. Make a list of happy and sad words, (e.g. 'smile', 'laugh', 'frown', 'wail'). Put the words onto cards and decorate them. Then make happy and sad faces on paper plates to match the words on the cards. Make a poster.

photograph-based activities

activity which uses all the photographs

Ask the children to look at photos from one or two of the case studies and then select photos on simple criteria, such as:

- the photo they like the best
- the photo that surprises them the most
- the photo that tells them most about the person in it.

Jessica's photograph-based activities

Jessica and the River Thames, looking across to Canary Wharf

Put the word 'river' in the centre of a large sheet of paper and ask the children to say what comes to mind. Write their ideas around the word 'river' to make a word-nest poster. The children could then use the poster to write about rivers (perhaps a shaped poem) or make a drawing.



JESSICA AND THE RIVER
THAMES, LOOKING ACROSS
TO CANARY WHARF

Jessica reading one of her favourite books in her favourite chair

- Ask the children what feeling the photograph gives them. Where is their own favourite place in their home? What makes it special? Do they keep it to themselves or share it with others?
- Ask the children to imagine that they are sitting in the red chair. What book would they be looking at?



JESSICA READING ONE OF
HER FAVOURITE BOOKS IN
HER FAVOURITE CHAIR

Jessica at the front door of her home

Ask the children how they know which is their front door. This provides an opportunity to make sure that children know their address. The children could draw their front door and write their address underneath.



JESSICA AT THE FRONT
DOOR OF HER HOME

Jessica with Joseph (her brother) at Surrey Docks Farm

Ask if anyone has visited a farm. If so, the child or children can tell the rest of the class about their experience.



JESSICA WITH JOSEPH
(HER BROTHER) AT SURREY
DOCKS FARM

Jenny (Jessica's mother) plaiting Jessica's hair

In Circle Time, ask the children to talk about their mother (or another significant adult), particularly about the things she does for them. The children could draw a picture of the adult doing one of the things they have mentioned.



JENNY (JESSICA'S MOTHER)
PLAITING JESSICA'S HAIR

Ciano's photograph-based activities

Family group

Ask the children how this photo makes them feel.

What do they imagine the family might be feeling?

What caption might the children give this picture?

When do the children usually have family photos taken?

Where, when and why do you think this one has been taken?



FAMILY GROUP

Ciano, helping Anatalia (his mother) wash scavenged material

Read from question 2 of Ciano's Interview (see Teachers' Book page 14) the ways in which he helps his mother. Help the children to think about what type of person Ciano is and to name his special qualities. In what ways can the children help their own mothers (or significant adult).



*CIANO, HELPING ANATALIA
(HIS MOTHER) WASH
SCAVENGED MATERIAL*

Ciano's mother and grandmother resting on the pavement

Talk about people in the UK being homeless and sleeping rough. What do the children think some of the difficulties might be? Is there anything good about this situation? What would the children find hardest if they were Ciano?



*CIANO'S MOTHER AND
GRANDMOTHER RESTING
ON THE PAVEMENT*

Ciano fetching water from a private tap

- Talk about the importance of water; it is essential for life. Brainstorm what we use water for, then look at the similarities and differences for Ciano's family.
- Fill a bucket the same size as Ciano's with water and ask the children to try to carry it.



*CIANO FETCHING WATER
FROM A PRIVATE TAP*

Ciano and his baby sister

Invite the children to bring in photos of younger siblings or relatives. Ask them to say a little about them. The photos can be photocopied and coloured in and used to make a collage.



*CIANO AND HIS BABY
SISTER*

Jadranka's photograph-based activities

Jadranka and the chair

Explain that this is Jadranka's 'safe place', her 'thinking place' (see question 21 of Jadranka's Interview in the Teachers' Book page 20). Ask if the children have such a place. If not, do they go to a particular person with their worries?



JADRANKA AND THE CHAIR

Jadranka washing up in the bathroom

Explain that Jadranka has to wash up in the bathroom because there is no water in the kitchen (see the home information preceding Jadranka's Interview in the Teachers' Book page 17). Talk about the effects of war on the practicalities of normal, everyday life. Highlight the courage and the resilience of the family.



JADRANKA WASHING UP
IN THE BATHROOM

Jadranka and her treasure

- Talk about how a gift can have a significance beyond the thing itself, a significance connected with the giver and the feelings behind the gift. The children could reflect on a gift they received which was special to them. They could design a thank you card for the person involved, then make it and write in it the reason why the gift was special. The children may like to think about other kinds of gift, such as friendship.
- There may be children in the class for whom icons and similar religious objects have a significance, who would like to share their experience.



JADRANKA AND HER
TREASURE

Jadranka and her baby sister, Tamara

Talk about the things that we do and the way that we are when we are looking after someone. Who looks after us at home and in school?



JADRANKA AND HER BABY
SISTER, TAMARA

Jadranka, her mother and sister

Talk about the adults with whom the children chat at home. Discuss the need to support each other, especially in very difficult times.



JADRANKA, HER MOTHER
AND SISTER

Jadranka in the kitchen

- Can the children see any familiar objects in the kitchen?
- Jadranka bakes cakes for her mother to be helpful and kind. What can the children do to be helpful and kind?



JADRANKA IN THE
KITCHEN

Daouda's photograph-based activities

Daouda playing a clapping game with his friends

These games are played jointly by girls and boys particularly as accompaniments to guessing games and riddles.

Brainstorm all the clapping games that the children know, and then play some.



DAOUDA PLAYING A
CLAPPING GAME WITH
HIS FRIENDS

Family portrait

Daouda is in the centre wearing the T-shirt. The little girl on the right of the photograph is Aida; she is Daouda's best friend and is, in a certain sense, part of the family.

- Ask the children whether they have close friends.
- Daouda loves telling his father stories (see question 3 of Daouda's Interview in the Teachers' Book page 22). Who tells stories to the children? Do they tell stories to anyone?



FAMILY PORTRAIT

Daouda with his mother and sisters in the living room

The cooker on the left of the photo is powered by butane gas; the covered object is a sewing machine.

Ask the children to think about living in a hot climate and the difference it makes to how and where you do everyday activities.



DAOUDA WITH HIS MOTHER
AND SISTERS IN THE
LIVING ROOM

Daouda with family and friends in the compound

The house is made of traditional material for the walls, with some manufactured items such as the windows and doors. Note the aluminium pan holding grain and the terracotta pots just behind Aida on the left.

Talk about familiar and unfamiliar objects in the photo.



DAOUDA WITH FAMILY AND
FRIENDS IN THE COMPOUND

Washing hands

Water is scarce and precious, and Daouda's mother is helping the children to wash using a minimum of water.

- Help the children to appreciate the washing system Daouda's mother is using.
- Also note the mixture of the old and the new. For instance, there are new, durable materials such as plastics and enamelled metal. Daouda's mother is wearing both traditional and modern clothing.



WASHING HANDS



Jessica's activities

Circle Time

PURPOSE:

To develop empathy and speaking and listening skills.

YOU WILL NEED:

Jessica's Story for Key Stage 1 (see Key Stage 1 Children's Stories, page 1).

WHAT TO DO:

Read Jessica's Story for Key Stage 1. Then go around the circle saying, "On a day out, I like to..." Talk about what makes a day out enjoyable for us and with whom we like to share it. Do the children or their older siblings like to do what Jessica likes to do?

Jessica is sad because her father doesn't live at home any more. This may be an opportunity for children who share that experience to talk about it if they wish.

What Jessica likes at school

PURPOSE:

To begin to formulate ideas and compare with others.

YOU WILL NEED:

Jessica's Interview (see Teachers' Book page 11), with particular reference to question 4.

WHAT TO DO:

Read question 4 of Jessica's Interview. Ask the children to make a list of what Jessica likes doing. Then ask them to choose one of the activities and make a picture. They can write a list of their own preferred activities and/or draw themselves engaged in one of them.

Guided by the stars

PURPOSE:

To reflect on values and the way they underpin our attitudes.

YOU WILL NEED:

Shiny paper; star template; black paper; slips of paper for a word-nest on a larger sheet.

WHAT TO DO:

Ask the children to think about how they like to be treated by other people. Write their ideas on the chalkboard or flip chart. Encourage them to name the value underneath the behaviour, e.g. love, kindness, being truthful, honesty, etc. Create a word nest. Tell the children to cut out shiny stars (using the template if they need it). Invite them to write a value on each star and decorate it. Then stick the stars onto the black sheet and create a starry sky.

Helpful connections

PURPOSE:

To demonstrate how we are all connected and depend on each other.

YOU WILL NEED:

A ball of wool and a clear space.

WHAT TO DO:

Ask the children to stand in a circle. Give one child the ball of wool and tell them to make a connection with someone in the circle, e.g. "I played with Parvin at playtime." The wool is wound around the speaker's



waist and then the person they have made a connection with. The ball is now passed to the second person and it is their turn to make a connection. All the circle can help to make connections in this way. Make sure that every child is connected into the circle. At the end, pause for a moment to appreciate the web and the links it represents. With care and time, unravel the web. Sit in the circle and talk about the class as a community, as demonstrated by the web, and the larger community of the school.

Who do you look after?

PURPOSE:

To help children understand that we are social beings and that our behaviour affects other people positively and negatively.

YOU WILL NEED:

Jessica's Interview (see Teachers' Book page 10), with particular reference to question 2; large sheets of paper and felt-tip pens; a twig or small branch.

WHAT TO DO:

In Circle Time, go around the class one by one, saying: "I look after..." Talk about how we can help at home and at school. Develop the idea that how we are matters, as well as what we do. Encourage the children to think of a time when they upset someone by their attitude, but protested that they didn't do anything!

It might be useful to think about this as 'stepping stones and stumbling blocks', i.e., when we are kind and gracious to each other, we can 'lift' each other and

bring out the best in people; but when we put people down and damage their confidence or hurt their feelings, we are behaving negatively and bringing them down. Brainstorm ways of being and doing which are stepping stones and stumbling blocks. It may be helpful to take a stumbling block put-down and turn it into a stepping stone build-up. Alternatively, write the points on boulder-shaped cut-outs. Invite one child at a time to stand on each one and say how it makes them feel.

For younger children, the brainstorming could be done with 'smiley faces, sad faces'.

As a variation, you could make a 'friendship tree', using the twig. If someone has had a positive experience, write it onto a leaf-shaped piece of paper and hang it onto the tree.

Friends

PURPOSE:

To think about the meaning of friendship.

YOU WILL NEED:

Nothing.

WHAT TO DO:

In Circle Time, invite the children to think about someone who is a friend. Ask them how we know when someone is a friend. What do they do to show they are a friend? What makes a good friend? Go around the class one by one, saying: "A good friend is someone who..." Discuss the children's responses.



Ciano's activities

Ciano's story

PURPOSE:

To get to know Ciano.

YOU WILL NEED:

Ciano's Story for Key Stage 1 (see Key Stage 1 Children's Stories, page 2); Ciano's Interview (see Teachers' Book page 15), with particular reference to question 9.

WHAT TO DO:

1. Read Ciano's Story for Key Stage 1. Talk about what happened to Ciano. What was he thinking about mostly? Who was he worried about? How did he solve his problem?
2. Read the answer to question 9 to the children. Ask them what kind of a person Ciano is. Ask the children to talk in pairs about what makes them sad. Re-read Ciano's answer so that they can compare.

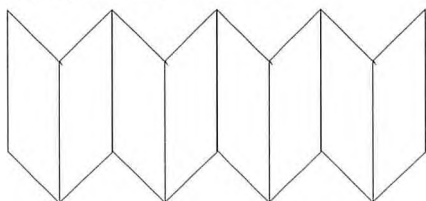
Circle Time

PURPOSE:

To connect the children's lives to Ciano's. To begin to appreciate how we use resources.

YOU WILL NEED:

Ciano's Story for Key Stage 1 (see Key Stage 1 Children's Stories, page 2); question 3 from Ciano's Interview (see Teachers' Book page 14), one blank zigzag book for each child.



WHAT TO DO:

1. Go around the class one by one, saying: "I help my Mum/Dad/the person who looks after me by..." Talk about the story, drawing out the ways in which Ciano helps his mother and their work recycling things. Talk about the five Rs: Refill, Reuse, Repair, Recycle, Reduce – and why these matter. Ask the children whether any items are re-used in their homes. Tell them to make a list at home with the help of an adult. Ask the children to think of ways to use the five Rs in the classroom.
2. Read question 3 from Ciano's Interview. After talking about Ciano's day, the children can make a zigzag book of their own day.

Junk art

PURPOSE:

To be creative and have fun using materials that are usually thrown away.

YOU WILL NEED:

Boxes, coloured paper and foil, fabric scraps etc.

WHAT TO DO:

Sort the materials into groups, e.g. card, plastic, fabric. Use them for model-making and to make musical instruments.



Detective work

PURPOSE:

To look at evidence, prediction, assumption and opinion.

YOU WILL NEED:

A black bin bag and contents, such as: cereal boxes; a newspaper; a pet food tin; a supermarket receipt; a broken children's toy; a bus ticket, etc.

WHAT TO DO:

Ask the children to examine the items in the bin bag one by one. Ask them what we can tell about the people in the house from where the bag has come. What can't we tell? What is based on fact and what is simply guesswork?

Silhouettes

PURPOSE:

To use information from the interview to build a picture of the person.

YOU WILL NEED:

Ciano's Interview (see Teachers' Book page 13); a large sheet of paper and felt-tip pens.

WHAT TO DO:

Read out parts of the interview and talk about what they tell us.

Ask the children to imagine that Ciano is whisked on a magic carpet into the classroom. What would they want to know about him? What would they ask? What do they think he enjoys about his life? What might he

want to change? What does he hope for the future? Talk about what their attitudes and feelings towards him might be.

Put the children into small groups and ask them to draw the silhouette of a boy, to represent Ciano. Using coloured pens, write in boxes around it what he does, what his personality seems to be like, how he feels in different situations, and what the children would like to ask him. Then decorate it.

What makes you happy?

PURPOSE:

For children to empathise with Ciano and each other.

YOU WILL NEED:

Question 10 of Ciano's Interview (see Teachers' Book page 15); paper and pens.

WHAT TO DO:

Read question 10 to the class. Ask each child to draw a picture of themselves in various situations where they are happy. Put the children into small groups and ask them to explain the situations to each other.

Make a class poster, ensuring that the children have considered how the quality of our lives is enriched by relationships, values, and experiences of beauty in the natural world (e.g. pets, friendships, rainbows) as well as material possessions.



Jadranka's activities

Jadranka's story

PURPOSE:

To appreciate Jadranka's courage and resilience.

YOU WILL NEED:

Jadranka's Story for Key Stage 1 (see Key Stage 1 Children's Stories for page 3).

WHAT TO DO:

Read Jadranka's Story. Help the children to recall the main events. Discuss the war that has been going on and how it has affected their lives. What impressions do they have of Jadranka? What kind of a person is she? What did the children feel when the story was being read to them? Do they think they would like Jadranka if they met her?

Co-operation

PURPOSE:

To improve physical co-ordination, observation skills, and sense of working together.

YOU WILL NEED:

Small beanbags.

WHAT TO DO:

In small groups, ask the children to pass the beanbag about, trying to keep it off the floor for five minutes. They need to be alert and observant and work with each other. (Depending on the children, this can be done with two beanbags instead of one, and for a longer period of time.) It is important that the children don't feel failure if the beanbag drops to the ground.

Being cross

PURPOSE:

For children to identify their feelings and situations with Jadranka.

YOU WILL NEED:

Questions 12 and 13 from Jadranka's Interview (see Teachers' Book page 19).

WHAT TO DO:

Read question 12 to the group (not Jadranka's answer). Ask the children to think of their response. Invite one child to tell their response to the group. Does anyone else recognise the situation? Explain that when people are upset or angry with us, it doesn't mean that they don't love us anymore. Ask for suggestions for ways in which to show you are sorry for making the person upset. Read question 13 to the group. What do the children do to please their mother/father/carer? Compare their suggestions with Jadranka's.

Circle Time

PURPOSE:

To encourage confidence in speaking aloud.
To raise awareness of protection issues.

YOU WILL NEED:

Nothing.

WHAT TO DO:

Talk to the children about feeling safe. One by one, go round the class, saying: "I feel safe when..."



Favourite story

PURPOSE:

To work co-operatively and creatively.

YOU WILL NEED:

Question 8 from Jadranka's Interview (see Teachers' Book page 19); paper and art materials.

WHAT TO DO:

Read the first part of question 8. Put the children into small groups of six or so, and ask them to choose a story that they all know to tell Jadranka. Ask them to work collaboratively to bring all the elements of it together into a storyboard. Each person should be allocated a part of the story and asked to draw an appropriate scene. When the storyboard is complete, a storyteller should be appointed to tell the story to the other groups. For each story, one of the other groups should affirm what they liked.

Building trust

PURPOSE:

To build trust in the group.

YOU WILL NEED:

A blindfold.

WHAT TO DO:

Put the children into a small circle (standing). Blindfold one person who then stands in the middle. She or he should walk in a straight line across the circle until they are received carefully by someone at the other side,

who turns them round to walk forward again. Allow a few people to have a turn and then ask them what it was like to be in the middle. Ask if they felt safe. Could they tell who was holding them? What was it like to be part of the outside circle?

Changing places

PURPOSE:

For children to feel empathy and to reflect on their own experiences.

YOU WILL NEED:

Flip chart; paper; art materials.

WHAT TO DO:

1. Ask if any of the children have moved house or school, or moved class within school. Sensitively explore their feelings about it. What was difficult? What was a loss? What was fun and exciting? Write on a flip chart 'good things about moving' and 'not such good things about moving'. Ask the children to think about Jadranka and her family having to move from their home because of the fighting, leaving their possessions behind, going somewhere they had not chosen to live. How might she have felt? What does she do when she is sad? What do the children do when they are sad? How do they cheer themselves up?

2. Ask the children to work on their own and write a letter to Jadranka or her younger sisters, or to paint a picture for them.



Daouda's activities

Daouda's story

PURPOSE:

To start to build a picture of Daouda and his life.

YOU WILL NEED:

Daouda's Story for Key Stage 1 (see Key Stage 1 Children's Stories, page 4); a globe or world map.

WHAT TO DO:

1. Show the children the globe or world map. Find the UK and the nearest large town or city locally. Point out London as the capital city of England (or Edinburgh, Belfast or Cardiff, as appropriate). Find Africa and then Burkina Faso. Point out the capital city, Ouagadougou.

2. Read Daouda's Story and ask the children some of the following questions:

- What time do you get up in the morning?
- What is your favourite food?
- What games do you enjoy playing?
- Do you play clapping games? Which ones?
- Have you ever seen a paraffin lamp?
- Do you have special times? What are they?
- What stories do you enjoy?
- Are there things or situations that scare you?
- What do you want to be when you grow up?

Compare and contrast the children's answers with Daouda's.

Caterpillars

PURPOSE:

To build self-esteem. To celebrate Daouda.

YOU WILL NEED:

Circles of card; art materials; glue; table for display.

WHAT TO DO:

1. Give each child five circles of card. Ask them to write or draw something they can do on four circles and on the fifth one, draw a face. Make the circles into a caterpillar. Do the same for Daouda and put the caterpillars on display.

2. A variation on this is to make a celebration table. Ask each child to bring into school an item associated with success or achievement (e.g. a shoe lace or swimming certificate). In Circle Time, go round the class one by one, saying: "I'm proud of myself because..."

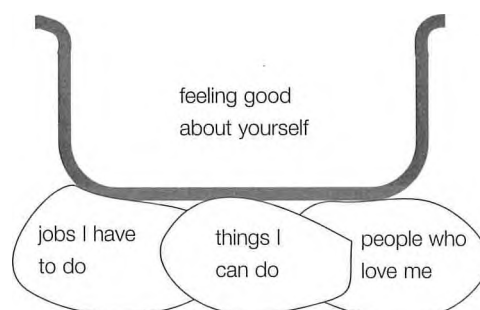
What's cooking?

PURPOSE:

To develop positive self-esteem.

YOU WILL NEED:

A photocopy of the diagram below of a cooking pot on three stones, and paper for drawing, for each child.



**WHAT TO DO:**

Show the children the diagram. Explain that food in rural Burkina Faso is cooked on three large stones with the fire in the middle and the cooking pot on the top. Talk about how stable three stones are, and the simplicity of using local materials. (This image can be helpful when discussing self-image.) After the discussion, the children can colour in their stones, and the more able can write about three of their own best qualities – one for each stone.

Being afraid

PURPOSE:

For children to realise that fear is universal, and how it is expressed is influenced by cultural factors as well as individual disposition.

YOU WILL NEED:

Question 10 from Daouda's Interview (see Teachers' Book page 22) and Question 11 from Ciano's Interview (see Teachers' Book page 15).

There are books in the Bibliography (Teachers' Book page 71) on children and fear, and how to approach it. This can be a difficult area for some children and it needs to be handled sensitively.

WHAT TO DO:

1. The children's fears can be explored sensitively and comparisons made with Daouda's and Ciano's. In small groups or on the mat, talk about things that make them afraid and encourage them to reveal their fears. Identify similar fears, such as fear of the dark or fear of spiders, but also explain that we cannot always name our fear. In other cultures, naming fears may be different (e.g. Daouda's fears about the genies and sorcerers). Talk to

the children about how they feel when they are afraid and what they can do to lessen it. Who are the people who help them when they are afraid? What is it about them that helps the children to deal with or overcome their fears? Who or what (e.g. a cuddly toy) makes us feel safe?

2. With older children, you can talk about legitimate fears. Are there some things or situations about which we should remain fearful in order to be safe? Compare the children's fears with Ciano's. Do we feel the same fear of the police? Why is there a difference? Are we sometimes afraid of people we love when they are angry or cross with us? What can we do about it? Encourage the children to empathise with different viewpoints and perspectives.

3. In Circle Time, go round the class one by one, saying: "Something that made me feel afraid a little while ago is... but I feel stronger about it now."

Daily diary

PURPOSE:

To build empathy with Daouda.

YOU WILL NEED:

Daouda's Story for Key Stage 1 (see Key Stage 1 Children's Stories, page 4); Daouda's Photographs.

WHAT TO DO:

Display Daouda's photographs and talk about them. Read Daouda's Story. In small groups, ask each child to draw part of her or his day. The whole group should then put it together as a storyboard. Compare their day to Daouda's.

key stage two

activities



preparatory activities

Dear Diary

PURPOSE:

To encourage self-reflection.

YOU WILL NEED:

A notebook for each child.

WHAT TO DO:

Identify some time each week for children to regularly write their diaries. Ask them to record their thoughts, feelings, behaviour, and how they see themselves. Children should be assured that these are private diaries and will only be shared or read by the teacher with permission.

Names

PURPOSE:

To appreciate the personal and cultural significance of names.

YOU WILL NEED:

Paper and art materials; a pre-researched list of some popular British names and their foreign equivalents e.g. John-Jean-Sean-Johann, ensuring that the list includes names from ethnic communities other than Europe.

WHAT TO DO:

1. Talk to the children about names and our identity with them. Explore cultural differences, e.g. the number of names given to a child, family names, why the popularity of names changes. Translate some of the children's names into a different language. How do the children respond? What are their thoughts and feelings? Discuss nicknames and their effect on people.
2. Children could write and decorate their own name, or their preferred name.
3. In Circle Time, go round the class one by one, each child saying their name and two things about themselves.

Just another brick in the wall

PURPOSE:

To reflect on how we can hurt others and be hurt by name calling.

YOU WILL NEED:

Boxes; large labels; felt-tipped pens.

WHAT TO DO:

Ask the children to call out names that are hurtful. Write them on labels and stick them on the boxes, building a wall brick by brick. Ask the children what is happening with the wall. Call out healing words (e.g. 'thoughtful', 'kind') and take a box down each time. Talk about the significance of the wall and how we build barriers to defend ourselves against hurt. Discuss how we can be cut off from other people, but how kindness builds trust.

Linking

PURPOSE:

To celebrate similarities.

YOU WILL NEED:

A large space.

WHAT TO DO:

Ask the children to find a space and stand still. Call out things that the children have in common, e.g. eye colour. Tell the children to link arms with others who have the same attribute. You can move on to areas such as favourite TV programmes and games etc. Ask the children to respond by calling out or raising hands so that the links can be made.

Labels

PURPOSE:

To think about stereotyping and the damage done by it.

YOU WILL NEED:

Paper and art materials.

WHAT TO DO:

Ask the children to draw someone doing a household task such as changing a plug, pushing a pram, washing up. Discuss the people they have drawn. Then tell the children to draw a 'who does what in my house?' chart. (You could perhaps collect the feedback on a larger chart.) Handle the results sensitively. Are there any significant differences in the work done by men and by women? Why? Are there things that could be changed?

Who am I?

PURPOSE:

Affirmation of each other.

YOU WILL NEED:

Slips of paper; pencils; a small basket.

WHAT TO DO:

Ask children to get in groups of five or six. Make sure all children are included in the groups, probably with others they know well. Tell them to write one nice thing about each person in the group on to slips of paper. Mix the papers together and take turns in reading them aloud. Can the others guess who the person is?

Co-operative obstacles

PURPOSE:

To develop co-operation, trust and communication skills.

YOU WILL NEED:

A large, clear space; obstacles; blindfolds.

WHAT TO DO:

Divide the children into two groups. Ask one group to set up a simple obstacle course, unseen by the other group, who are then carefully led blindfolded around the course. (This can be done verbally or through physical contact.) Tell the groups to swap roles and change the course, then repeat the activity.

In Circle Time, go round the class one by one, saying: "I felt... because..."

Co-operative jigsaws

PURPOSE:

To develop co-operation, kindness and observation skills.

YOU WILL NEED:

Old greetings cards cut into jigsaw shapes.

WHAT TO DO:

Mix up pieces of jigsaw made from old greetings cards. Distribute them randomly to small groups of children, one piece to a child. They must complete the puzzles without asking for pieces; they must wait to be given the bits that they need to put together their group's greetings card. The children will need to be vigilant for each other in order to complete the jigsaws. Talk about what happened. How easy was it not to ask or tell people what to do? How did the children feel?

Listening

PURPOSE:

To develop listening and speaking skills.

YOU WILL NEED:

A space for the children to sit in a circle.

WHAT TO DO:

1. Put the children into pairs, sitting back to back. One of them talks for one or two minutes while the other listens. Then they turn and face each other to talk. Discuss how this makes them feel.

2. Put the children into an inner and outer circle, facing each other. Tell them to take it in turns to talk and listen to each other for two minutes, then swapping roles. Topics might include: a time when you were frightened; a time when you were embarrassed; a time when you felt really good; a time when you enjoyed yourself with a friend; a time when you helped someone; a time when you felt really proud.

Discuss what has been learned and draw up a class 'good listening guide' or 'tips for good listening'. It is important to stress the need for confidentiality and sensitivity as part of the class contract.

How do you feel?

PURPOSE:

To extend vocabulary. To reflect on how we express our feelings. To communicate non-verbally.

YOU WILL NEED:

Paper and art materials.

WHAT TO DO:

Lead the class in making a poster of faces showing different feelings, with descriptive words underneath. Ask the children how they feel today.

Ask two children to leave the room. The rest should decide on a feeling, e.g. excited, sad or angry, which they act out when the two children return. Can the two children guess what the feeling is?

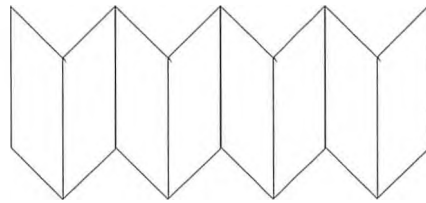
Zigzag books

PURPOSE:

To celebrate our giftedness. To value our uniqueness.

YOU WILL NEED:

Blank zigzag books; finger paint or printing pads and paper; flip chart paper.



WHAT TO DO:

1. Brainstorm what we use our hands for. Ask the children to make a zigzag book of 'what my hands can do', including both positive and negative things. Encourage them particularly to think of new skills.

2. Talk about the uniqueness of fingerprints. With thickish paint or printing pads make a collage of fingerprints (perhaps to form the shapes of animals' bodies, flower petals, leaves on a tree, etc.).

New pupil brochure

PURPOSE:

To sensitise children to being the outsider in a new situation.

YOU WILL NEED:

Art materials and/or a computer.

WHAT TO DO:

Ask the children to work in pairs to prepare a brochure for their school for use by a new child. They should remember that the newcomer may not be familiar with school procedures and may not speak English. Ask the children to think about how they would like to be welcomed. What information would they need to make them feel comfortable? What attitudes would they like to see? Which activities? How do the children welcome people into the school and the playground? On what values is their behaviour based?

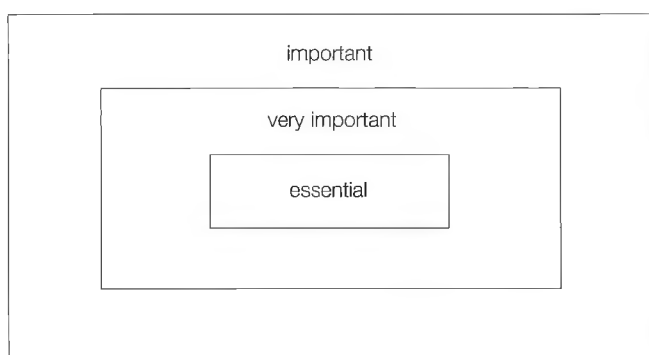
Values

PURPOSE:

To develop negotiation skills. To reflect on what is of value to them. To recognise that individuals may hold different values.

YOU WILL NEED:

Flip chart and pens; small slips of paper; a priority grid like the one below.



WHAT TO DO:

In small groups, ask children to brainstorm the most important things you need for a happy and purposeful life. Make sure they don't think only of physical necessities. Tell them to discuss their ideas and make ten a priority. Then ask the groups to pair up and again discuss and make ten a priority until a class list of ten has been made. The children could then prioritise the ten items by writing each one on a slip of paper and putting it onto a priority grid of essential, very important, and not so important squares. (A limit should be put on the number in the essential box.) The children should discuss each one and reach a consensus before placing it. (Older children could ponder the overlaps in what is considered important in school, drawing up an action plan on two or three of the priorities.)

Make a tape

PURPOSE:

To understand other children's lives by 'stepping into their shoes'.

YOU WILL NEED:

A tape recorder with several 'clip-on' microphones; each child's interview (from the Teachers' Book pages 16-22).

WHAT TO DO:

Read through the Interviews with the class, going over anything that may be difficult to understand. Then select pairs to take the role of interviewer and interviewee. Rehearse the pairs so that they can read their script quite fluently. Record each pair reading an interview and then listen to it making suggestions for where they can be improved. Record a tape with the best of the Interviews – one for each child in the pack. Give the children in Key Stage 1 a copy of the tape to listen to when they are working on their part of the pack.

photograph-based activities

activities which use all the photographs

Ask the children to select photos according to the following criteria:

- the picture that most appeals to them
- the picture that gives them the most information
- the picture that surprises them
- the picture that presents situations that are familiar
- the picture that presents situations that are unfamiliar
- the picture that causes a strong reaction

Discuss the children's choices and draw out the evidence they used to make these selections. This may enable them to check out any assumptions they made.

To explore the idea that photos give us only partial knowledge, ask the children to look at a picture and try to guess what might have happened immediately before it was taken.

Choose a child and show them one of the photographs. Ask them to describe the picture to the rest of the group who are to draw what is being described. Then show the photo to the rest of the group and talk about the differences that have arisen between the photo and the drawings.

Tell the children to study a photo in pairs and to agree between them what happened next. This could be followed by a drawing of what happened next, or making a people-sculpture or tableau.

Ask the children to imagine they are in one of the photos. Tell them to write a letter home, explaining all about everything in the photo.

Jessica's photograph-based activities

Jessica and the River Thames, looking across to Canary Wharf

- This can be used for map work, based on rivers. Help the children to find their local river on a map or in an atlas. Where does their river start? (They can also do the same with the River Thames, if this is different to their local river.)
- Ask the children to find five capital cities that lie on a river, using a globe or atlas.



JESSICA AND THE RIVER THAMES, LOOKING ACROSS TO CANARY WHARF

Jessica reading one of her favourite books in her favourite chair

- Tell the children to write a story from the point of view of the chair, possibly starting in the furniture shop and imagining moments in Jessica's life when she needed the comfort of the chair.
- Discuss where the children go to read their favourite stories.



JESSICA READING ONE OF HER FAVOURITE BOOKS IN HER FAVOURITE CHAIR

Jessica at the front door of her home

Ask the children to think about how they feel when they are standing on their doorstep. They could write a poem about their feelings.



JESSICA AT THE FRONT DOOR OF HER HOME

Jessica with Joseph (her brother) at Surrey Docks Farm

Ask the children to think of all the local places to which they could take a visitor. As a class, put together a local tourist brochure.



JESSICA WITH JOSEPH
(HER BROTHER) AT SURREY
DOCKS FARM

Jenny (Jessica's mother) plaiting Jessica's hair

Lead your class in conducting a survey of hairstyles, including features such as length, colour and texture. Present the survey in the form of graphs, bar charts, pie diagrams, etc.



JENNY (JESSICA'S MOTHER)
PLAITING JESSICA'S HAIR

Ciano's photograph-based activities

Family group

- Ask the children to discuss where the photo has been taken and what mood the faces create. Ask them to try to imagine how you would feel if you were being photographed in similar circumstances.
- Recall Ciano's wish to build a proper house for his family and for them to be together always (see question 23 and question 24 of Ciano's Interview in the Teachers' Book page 16). What would be the children's wish for their own family?
- Ask the children how we benefit from being in a family. Is this the same for Ciano?



FAMILY GROUP

Ciano, helping Anatalia (his mother) wash scavenged material

- List the good points of scavenging and then the bad points. Does the family have a choice whether to scavenge or not?
- What do these pictures tell us about the kind of person Ciano is?



CIANO, HELPING ANATALIA
(HIS MOTHER) WASH
SCAVENGED MATERIAL

Ciano's mother and grandmother resting on the pavement

Explain that lots of people who can't afford to rent or buy a house are forced to live on the street. Ask the children to think about what they would find most difficult or distressing if they were in this situation.



CIANO'S MOTHER AND
GRANDMOTHER RESTING
ON THE PAVEMENT

Ciano fetching water from a private tap

Ask the children what we all use water for. Try to work out how many buckets of water the family would need for a day, remembering that Anatalia takes in laundry to earn money for the family. Discuss what might happen to the family if they could not use the tap.



CIANO FETCHING WATER
FROM A PRIVATE TAP

Ciano and his baby sister

Ask the children to make a list of the tasks that Ciano does for his sister (see question 2 of Ciano's Interview in the Teachers' Book page 14).

Discuss what the advantages are of being the youngest in the family. Do the same for the advantages of being the oldest or in the middle of the family. Are there any disadvantages related to where they are in the family?



CIANO AND HIS BABY
SISTER

Jadranka's photograph-based activities

Jadranka and the chair

- Ask the children to imagine that their world has become very threatening. How would they feel about a special place that feels safe? Talk about what makes a place feel safe at an emotional level as well as a physical level.
- Ask the children to imagine Jadranka's thoughts and feelings about her chair and compare these to Jessica's feelings about her big red chair (see question 10 of Jessica's interview in the Teachers Book page 12).



JADRANKA AND THE
CHAIR

Jadranka washing up in the bathroom

- Talk about the way the war and subsequent destruction has disrupted essential services. Discuss the resourcefulness and courage needed to keep everyday life going.
- The children could invite an older member of the community to talk to them about their experience of war. This will need careful planning (see useful addresses in the Teachers' Book page 72), but can be an immensely rich experience for both the visitor and the children.



JADRANKA WASHING UP
IN THE BATHROOM

Jadranka and her treasure

- The children could research icons, looking into aspects such as: their cultural and religious significance; where they are found; who paints them and why?
- Ask the children why the icon is such a treasure for Jadranka. Do the children have their own objects of religious or spiritual significance?
- If the children had to choose an object as a symbol of themselves, what would it be?



JADRANKA AND HER
TREASURE

Jadranka and her baby sister, Tamara

- Explore the words 'taking care'. Ask the children to think about what they really mean.
- Compare the tasks done by Jadranka in taking care of her sister (see question 2 of Jadranka's Interview in the Teachers' Book page 18) with those of Ciano (see question 2 of Ciano's Interview in the Teachers' Book page 14). Is Ciano's task more difficult than Jadranka's? Why? Give reasons for your choice.
- Discuss the importance of helping each other at home and at school. Go through Jadranka's timetable (see question 3 of Jadranka's Interview in the Teachers' Book page 18) and ask the children to think about what she does for the members of her family and what she does for her own enjoyment.



JADRANKA AND HER
BABY SISTER, TAMARA

Jadranka, her mother and sister

- Ask the children with whom they share the events of their day. Discuss the role of significant adults in the house.
- Imagine Jadranka chatting about her day. Use speech bubbles to create an imaginary conversation. The speech bubbles could be on storyboards made of several photocopied photographs, or divide a paper into two columns and write Jadranka's side of the conversation on one side and her mother's on the other. This could lead to a Literacy Hour exercise transferring the speech into formal dialogue.



JADRANKA, HER
MOTHER AND SISTER

Jadranka in the kitchen

- Tell the children to make a list of the appliances they have in their homes that need electricity to function. What would they do if the energy supply were disrupted?
- Ask the children to visualise Jadranka making a cake. What might she be thinking and feeling?



JADRANKA IN THE
KITCHEN

Daouda's photograph-based activities

Daouda playing a clapping game with his friends

These games are played jointly by girls and boys as accompaniments to guessing games and riddles.

- Ask a few children to demonstrate some clapping games. Ask them why they think fewer and fewer people play these games nowadays. Does it matter that clapping games are in decline?
- The class might ask older people about the games they played when they were young.

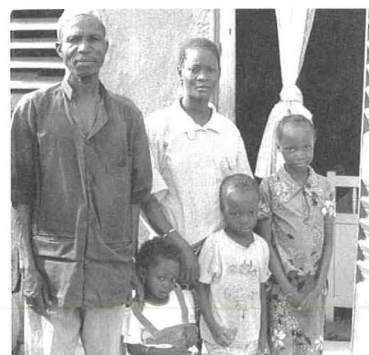


DAOUDA PLAYING A
CLAPPING GAME WITH
HIS FRIENDS

Family portrait

Daouda is wearing the T-shirt. The taller girl is Aida; she is Daouda's best friend and is, in a certain sense, part of the family.

- Ask the children to imagine that someone is taking photographs of them and is going to send the shots overseas to be seen and talked about by people they do not know. How might they feel? Can the children imagine how this family might feel?
- Daouda and Aida are great companions. Explore the concept of 'companionship' with the children.



FAMILY PORTRAIT

Daouda with his mother and sisters in the living room

The cooker on the left of the photo is powered by butane gas; the covered object is a sewing machine.

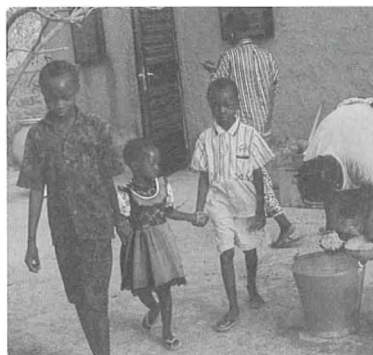
Explain to the children that for Daouda and his family most activities takes place outside, except for the time of day when it rains during the rainy season. Find Burkina Faso in an atlas or on a globe. Compare where it is in the world with the UK. Measure the temperature outdoors day by day and compare it with the estimated temperature in Burkina Faso.



DAOUDA WITH HIS MOTHER
AND SISTERS IN THE
LIVING ROOM

Daouda with family and friends in the compound

- The house is part of a complex of buildings with different functions. The buildings are made using a mixture of traditional and manufactured materials. Ask the children to make a list of the items in the photo and sort them into two categories: traditional materials and manufactured materials. What do they think the containers in the right foreground and left background are made of?
- Encourage the children to say what difference living in a hot climate makes to lifestyle.



DAOUDA WITH FAMILY AND
FRIENDS IN THE COMPOUND

Washing hands

Water is scarce and precious, and Daouda's mother is helping the children to wash using a minimum of water

- See if the children can work out the washing system Daouda's mother is using.
- Discuss the importance of washing, and health implications of not keeping your hands clean.
- Contrast the old with the new (for instance, the bowls are made of enamelled metal and the beaker is plastic).



WASHING HANDS



Jessica's activities

Jessica's story

PURPOSE:

To develop empathy and encourage listening.

YOU WILL NEED:

Jessica's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 1).

WHAT TO DO:

1. Read Jessica's Story. Discuss the children's own lives and compare and contrast any similarities or differences in their activities, venues and feelings with Jessica's. How do they compare with each other?
2. In Circle Time, go round the class one by one, saying: "On a day out I like to..." (The children can talk about their real experience or a preferred option.)

What makes you happy?

PURPOSE:

To reflect on important values beyond the material.

YOU WILL NEED:

Question 7 from Jessica's Interview (see Teachers' Book page 11).

WHAT TO DO:

Read question 7 from Jessica's Interview (not Jessica's answer). Ask the children to think about their response and jot it down. Then read Jessica's response. What does Jessica enjoy doing? Ask the children if these are activities that are best done alone or with other people? Why does this make a difference?

Jessica and friends

PURPOSE:

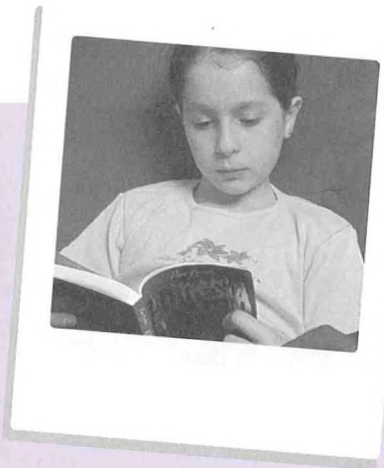
To explore what a friendship means.

YOU WILL NEED:

Question 4 from Jessica's Interview (see Teachers' Book page 11).

WHAT TO DO:

1. Read question 4 from Jessica's Interview, together with her response. Ask the children to brainstorm the question: 'What is a friend?' (This could perhaps be done in friendship pairs as long as no one is left out.) Discuss the children's responses. You could compile a 'recipe for a friend' and make a class poster called 'a good friend is...' Qualities might include: caring; listening; being supportive; being loyal; sharing games and interests; being truthful and honest.



2. Recap Jessica's description of Charlotte from question 4 of Jessica's Interview. Ask the children what qualities they think Charlotte has as a friend. Talk through with the children the values we hold for ourselves and the qualities we want in a friend. Discuss with the children the pros and cons of having friends. Explore the ability to forgive, which must be a highly desirable quality in a friend bearing in mind that none of us are perfect and that we all have faults which can cause hurt. You might include the following questions in this activity:

- Why do we need friends?
- What needs do they meet in us?
- What helps friendships to keep going?
- What stops them growing?
- Is it easy to be a good friend?
- What pressure is put on friends?
- Are friends similar to each other?
- Who are your friends?
- What do different friends give you?

Old friends

PURPOSE:

To explore the developing process of friendship.
To develop interview skills.

YOU WILL NEED:

Paper and pens.

WHAT TO DO:

Ask the children to draw up a questionnaire that they can ask their parents/grandparents/other adult to fill in about their best friend at school. (The questionnaire can be completed out of school, or the children can invite an older person into school to be interviewed. If completed out of school, the children could enact a chosen interview to the rest of the class. The children could even write to a famous person to ask them about their best friend.)

A brainstorm of questions might produce the following:

- Who was your best friend and what were they like?
- What did you like about your best friend?
- What did you and your best friend share together?
- What did you and your best friend fall out about?
- How did you make up again?
- How long were you friends?
- Did you share secrets?
- Are you still in touch? If so, how regularly do you meet? What do you still share? (e.g. phoning to share feelings, sending birthday and Christmas cards)

Explore the answers with the class and compare them with their own experiences of friendship.

Jessica's activities



Life changes

PURPOSE:

To appreciate that we change as we get older.

YOU WILL NEED:

Paper and pencils.

WHAT TO DO:

1. To focus their thoughts, ask the children to:

- Think of the people who are their friends now.
- Think of who their friends were two years ago.
- Do they have different friends now? Why?

Explore the situations that can cause the breakdown of a relationship, e.g. moving house or school, someone else taking over in the friendship, destructive behaviour, quarrelling, growing apart, developing different interests.

2. Introduce the idea that all of us experience change. Sometimes we find it exciting and enjoyable, but there are times when it involves hurt and loss which we find painful, especially if it is unexpected and we feel that we cannot influence what is happening.

In Circle Time, go round the class one by one, saying: "A change I really enjoyed was... A change that made me feel sad was..."

Change involving loss could be looked at in terms of life cycles or seasons, and the need to grieve as part of the healing process. Friends can help us to do that.

3. Most children will have experienced the loss of a significant adult by moving away from an area, emigration to another country or divorce. These types of loss are often a difficult experience for people, especially children to come to terms with. It may help

the children in your class to carry out the following activity. *(This activity needs to be approached with sensitivity and care. Encourage the children to think of a person who is still alive so that they are not drawn into feelings of grief that they or the teacher will find difficult to handle in the classroom.)*

Invite the children to focus on the person they have in mind and write a letter to them expressing how they feel. Stress that the letter will not be sent or read by anybody else except by invitation. This allows children to write exactly how they feel without hurting anybody's feelings. Hold a ceremony or ritual to enable them to acknowledge and let go of their feelings. For instance, build a cairn by giving each child a small stone that they hold while they think of a positive wish or blessing for the person, before placing it by a basket containing the sealed letters. The cairn can be kept for a period of time, but the children need to be warned before it is removed. A finishing ceremony could be devised, such as taking the stones out to the school garden and planting some bulbs by them.



Animal rights

PURPOSE:

To think about values. To present reasons for a particular view.

YOU WILL NEED:

Poster sheets and pens; Blu-tak.

WHAT TO DO:

Jessica has concerns about the treatment of animals. Make posters with one statement written on each of them about the issues involved. For instance:

- Animals are on this planet to be used in whatever way we choose.
- Animals can be used for medical research and for food.
- Animals can be used for essential purposes provided that they are treated with care and respect.
- Animals can be used as a last resort if there is no other way.
- We should never use animals for any of our needs.

Invite the children to stand underneath the poster with the statement that they agree most with. Ask each poster group to discuss their reasons and build their argument. After ten minutes or so, tell the groups to put their reasons on large sheets of paper, before a spokesperson presents their argument to the other groups. After all the groups have been heard, check whether anyone has changed their mind and wants to swap groups. (It would be wise to remind everyone about good listening skills and respect for difference.).

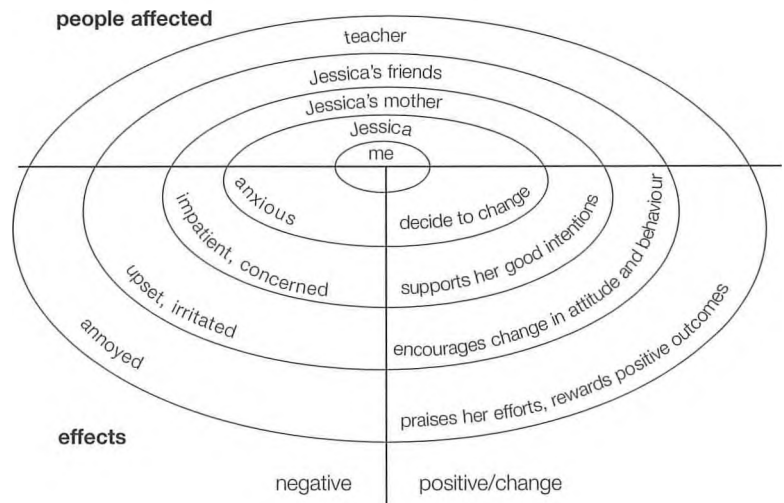
Being late

PURPOSE:

To develop a sense of responsibility for self and look at the effect of our behaviour on others.

YOU WILL NEED:

Jessica's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 1; a 'circle chart' or 'ellipse chart' like the one below enlarged on the photocopier.



WHAT TO DO:

Read Jessica's Story. One of the things she tells us is that she has to rush in the mornings because she is always late for school. The children could complete a 'circle chart' or 'ellipse chart' to show how this might effect Jessica, her family, her friends, and lastly her school – both positively and negatively. (If the children have the same experience, they could repeat this for themselves.) From this chart, children could assess their own effect on other people and whether or not they need to change their behaviour. (Other aspects from the story could be used in a similar way.)



Ciano's activities

Ciano's story

PURPOSE:

To become familiar with Ciano, his family and his situation.

YOU WILL NEED:

Ciano's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 4).

WHAT TO DO:

Read Ciano's Story. Brainstorm what we know about him from the story. Ask the children to discuss what they are feeling.

Bagged!

PURPOSE:

To notice the difference between fact and opinion. To focus on rubbish and waste and how we deal with it.

YOU WILL NEED:

Big bin bag; household items; Ciano's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 4).

WHAT TO DO:

Read Ciano's Story. In a large bin bag, put some non-perishable items from home (e.g. cereal boxes, *Radio Times*, a tin of baked beans, a boot lace, a sweet wrapper, a dog-food tin, a train ticket). Ask the children to examine the items one by one. Discuss what we can tell about the people living in the house. What is fact? What is guesswork? How can we all cut down on waste in school and at home?

The children could use a writing frame to record their findings, such as:

- In the bag I found...
- And then I found...
- This means that...
- They may have...
- They may be...
- They may like...
- I don't know if...

Ask the children to pair up to talk about their writing. Compare and contrast the 'pictures' drawn by the whole group.



Five Rs people hunt

PURPOSE:

To link the environmental five Rs to our everyday lives.

YOU WILL NEED:

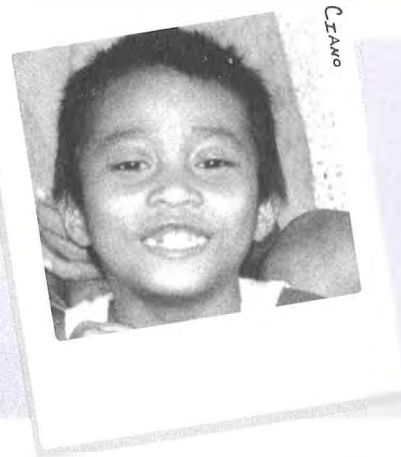
A copy of the 'five Rs people hunt' below, per child:

WHAT TO DO:

Ask the children to look at the chart and by asking each other, find someone who has done these or similar activities. Write their names and what they have done in the box. Lead a discussion about their discoveries and the importance of care for our planet. List the ways the children can respond in the classroom to the five Rs.

Repair – Reuse – Refill – Recycle – Reduce	Name	What
Find someone who...		
has had something repaired at home		
has planted a seed in a yoghurt pot		
has made a model from scrap material		
has put out the milk bottles		
has bought a refill pack for washing clothes		
has taken bottles, plastic or paper to a recycling bank		
has used a duster made from cast-off clothes		
has sent a letter in a reused envelope		
has remembered to turn off the light when leaving a room		
has taken a used carrier bag to a shop		

Ciano's activities



Timeline

PURPOSE:

To make links between the children's lives and Ciano's.

YOU WILL NEED:

Paper and pens.

WHAT TO DO:

Ask the children to draw a time line of their day, compared to Ciano's (starting with getting up and ending with bedtime). Using the timeline, ask the children to think about the jobs they do at home and the jobs that Ciano does, the similarities and differences, and the consequences, for Ciano and his family in particular, if they are not done.

Families' work

PURPOSE:

To appreciate the values demonstrated by Ciano's family and the children's own families.

YOU WILL NEED:

Question 2 from Ciano's Interview (see Teachers' Book page 14).

WHAT TO DO:

- 1.** Brainstorm the things we recycle that Ciano's family scavenges (e.g. used aluminium, plastic tops and bottles, and paper). Ciano's family sell these things to a junk shop, who will in turn sell them to a factory for recycling.
- 2.** Lead the children in writing and performing a drama around an episode where Ciano brings material to the junk shop to sell.
- 3.** Read question 2 from Ciano's Interview and his answer. Brainstorm a list of the values that underlie these family activities (e.g. a sense of responsibility, co-operation, care, courage, endurance, unselfishness). Ask the children to think individually of a situation with their own families where they show similar values. The children could draw a picture or write in their journals.



Corners right or wrong

PURPOSE:

To reflect on the morality of begging.

YOU WILL NEED:

Ciano's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 4).

WHAT TO DO:

1. Read the story. Divide the class into small groups. Ask them to think of one reason in favour of begging and one reason against it. Discuss their ideas. Why do the children think that Ciano's mother was cross with him for begging?
2. Tell the class that some people think that it was all right to beg for money for food to feed the family, but that they thought it would have been wrong to beg for money to go to the cinema or to buy sweets with. Invite the children to think about the statement and go to one corner of the room if they agree and another corner if they disagree. Each corner should then give their reasons.

Storyboard

PURPOSE:

To focus on Ciano's qualities.

YOU WILL NEED:

Ciano's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 4) – one copy per small group of children.

WHAT TO DO:

Ask the children to rewrite Ciano's Story for younger children, first producing a storyboard to help them. The storyboard should concentrate on the qualities shown by Ciano in relation to his baby sister and mother. Ask the children to think of whether there are times at home when they show similar qualities.



Jadranka's activities

Jadranka's story

PURPOSE:

To get to know Jadranka. To begin to develop empathy.

YOU WILL NEED:

Jadranka's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 7).

WHAT TO DO:

Read Jadranka's Story. Ask the children to think about it for a few moments and then go into 'buzz groups' of three or four to share their impressions. A few prompts may be needed, such as:

- What has happened to Jadranka and her family?
- How has the war affected their lives?
- What impression do we have of Jadranka?
- How do we feel after we have read her story?

Take feedback from each group.

What makes you happy?

PURPOSE:

To differentiate between superficial pleasure and more lasting feelings of happiness.

YOU WILL NEED:

Flip chart; question 10 from Jadranka's Interview (see Teachers' Book page 19).

WHAT TO DO:

Read question 10 and Jadranka's answer to the class. Brainstorm a class list of their own responses to the question and compare it with Jadranka's.

One of us

PURPOSE:

To increase understanding and sensitivity to disability.

YOU WILL NEED:

Question 4 of Jadranka's Interview (see Teachers' Book page 18).

WHAT TO DO:

Read the last part of Jadranka's answer to question 4 to the children. Give them a moment to reflect, then brainstorm ways of ensuring equality and inclusion for people with disabilities, and dealing with bullies. Ask the children if they have ever had a similar experience and how they responded.

Music as muse

PURPOSE:

To engage children's emotions. To express emotions creatively.

YOU WILL NEED:

Tape player and music tapes; art materials.

WHAT TO DO:

Remind the children that Jadranka found solace in music by referring to her responses to questions 9 and 21. Play a piece of lively, energetic music to the children and ask them to draw or paint what they feel (either while the music is playing or immediately afterwards). Change the mood by playing some quiet, reflective music. The children can talk about what they feel one by one in a circle.



Jadranka's 'game of cities'

PURPOSE:

To develop research skills. To share geographical knowledge. To work co-operatively.

YOU WILL NEED:

Atlases; geographical reference books; paper and pencils.

WHAT TO DO:

Jadranka mentioned a game she likes to play. In pairs, give the children a list of things to find e.g. cities; mountains; countries; rivers; etc. Each pair is allocated one letter of the alphabet (or they can choose one). The pairs will then find the answer for each category on their list beginning with their letter.

Example	A	B	C
City	Athens	Bogota	
Mountain	Atlas		
River	Avon		
Country	Australia		

Moving house

PURPOSE:

To develop an understanding of Jadranka's situation and link this to their own.

YOU WILL NEED:

Sheets of paper for drawing charts, and more for drawing maps.

WHAT TO DO:

1. Ask the children to talk to adult members of their family about house moves they have made and where members of their extended family live. Lead the children in making a chart showing where their family lives, under headings such as:

- in the same house
- in another part of town
- in another part of the country
- in another country.

The children can list as many family members as they want. Then transfer the information onto a map.

2. Brainstorm why people move. Explain 'migration' and 'displacement'. Ask the children whether they have ever moved. If so, how far and why? What did they like and dislike about it? If they were refugees, what would they take with them? Which treasured possessions and which essentials? (They must bear in mind that they would have to carry it themselves.)

3. This is an opportunity to explore the concept of 'being at home' and 'belonging'. In Circle Time, go round the class one by one, saying: "I feel at home when..."

Jadranka's activities



Hopes

PURPOSE:

To help children look positively at the future.

YOU WILL NEED:

A twig; flower-shaped papers; felt-tip pens; question 24 from Jadranka's Interview (see Teachers' Book page 20).

WHAT TO DO:

1. Ask the children to spend some time reflecting on their hopes for themselves, their family, and the world. Tell them then to write or draw these on the flower-shaped paper, which they can then hang on the twig to make a 'hope tree'.
2. Read Jadranka's answer to question 24 to the children. Compare their own hopes with Jadranka's and explore the similarities and differences.

Balloon game

PURPOSE:

To think about our rights and responsibilities. To develop negotiation skills. To develop respect for different views.

YOU WILL NEED:

Flip chart and pen; Save the Children Fund booklet on rights and responsibilities.

WHAT TO DO:

Draw a large balloon shape on the flip chart. Brainstorm a list of children's rights and write them into the balloon. Ask the children to pick out the ten most important ones. Cross out all the other rights except for these. Tell the children that for the balloon to continue floating in the air, nine more rights will have to go, leaving only one. Ask the children to think on their own about which rights they are prepared to throw out straight away and which they want to hold on to as long as possible. Then they can discuss in small groups. Finally, join together in discussing which is the most important right of all.

Afterwards, think about Jadranka's rights. Which have not been respected?



My precious object

PURPOSE:

To build self-respect and respect for others.

YOU WILL NEED:

Nothing, although you may want to refer to question 17 in Jadranka's Interview (see Teachers' Book page 20).

WHAT TO DO:

Ask the children to bring from home an object or something from the natural world that symbolises their life at the moment and what is important to them. Tell the children to sit quietly (either in small circles or one large one) and close their eyes. Encourage them to be still and quiet. Then tell them to open their eyes. Ask one person to take their object into the centre of the circle and show it to the group, saying what it is and why it is special to them. They should leave it in the centre of the circle and return to their place. The others are to follow suit, one by one. Allow a moment's silence in between each contribution. No comment should be made on any individual's offering, just celebrate them with a clap.

Have you ever been lonely or afraid?

PURPOSE:

To explore the children's own feelings. To empathise with Jadranka.

YOU WILL NEED:

Question 11 from Jadranka's Interview (see Teachers' Book page 19).

WHAT TO DO:

Talk with the class about their feelings and moods. What affects how we feel – for the better and for the worse? Read Jadranka's answer to question 11. Encourage the children to empathise with her, perhaps by thinking of a time when they were fearful, and what or who helped. Reflect on the qualities or actions of the person who helped. How did they help? The children could write a passage about their fears (perhaps anonymously) or a short poem, to show that some are common to many of us. You may want to make comparisons between Jessica and Daouda too.



Daouda's activities

Daouda's story

PURPOSE:

To get to know Daouda.

YOU WILL NEED:

Daouda's Story for Key Stage 2 (see Key Stage 2 Children's Stories, page 9); paper and pencils.

WHAT TO DO:

Read Daouda's Story for Key Stage 2. Brainstorm the impressions the children have of him. Encourage them to sketch a drawing of him in one of the activities mentioned in the story.

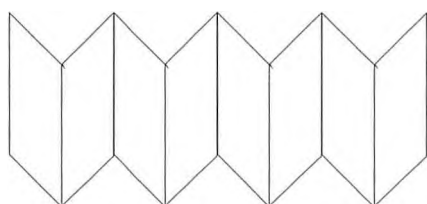
Daouda's zigzag book

PURPOSE:

To identify with others and celebrate differences.

YOU WILL NEED:

Blank zigzag books; finger paint or printing pads and paper; flip chart paper.



(This activity is a follow-on from the preparatory activity: Zigzag books on page 45.)

WHAT TO DO:

Ask the children to make a zigzag book for Daouda.

Life journey

PURPOSE:

Creative reflection and communication.

YOU WILL NEED:

Large sheets of paper and felt-tip pens.

WHAT TO DO:

1. Ask the children to draw a map of 'the journey of my life'. It can be a path or road with 'milestones' which they have already encountered and those that may arise in the foreseeable future. It could include events such as: a sibling's birth; illnesses; new skills learned; birthdays; festivals; family celebrations; sad events.

Tell the children to talk to a partner about their journey and explain what happened. Then ask the pairs to get into fours, so one partner can introduce the other using their map, before swapping roles and repeating.

2. Draw a timeline from birth to the present. Talk about and put in the possible, probable and preferable future. Discuss how different the preferred future is to the complete fantasy. Draw a timeline for Daouda. Mark in events on one side of it and draw pictures on the other side of the line.

3. In Circle Time, go round the class one by one, saying: "I remember when..."



Feeling afraid

PURPOSE:

To recognise that fear is felt by everyone and to develop coping strategies.

YOU WILL NEED:

Slips of paper; pens or pencils. (You may want to link this to a similar activity with Jadranka on page 67.)

There are books in the Bibliography (Teachers' Book page 71) on children and fear, and how to approach it. This can be difficult area for some children and it needs to be handled sensitively.

WHAT TO DO:

Invite the children to reflect on what makes them afraid. They may not want to reveal their fears verbally, but you could ask the children to write their fears on slips of paper which you could gather in. Sort the fears into categories and divide the children into groups. Read the slips out, one at a time, and ask the groups to buzz for a few minutes and share ideas on how to cope with them. Then ask the children how Daouda copes with his fears. Explore who or what helps us cope, e.g. knowing that there are people who love us and with whom we are safe, who confirm that we are valued.

In Circle Time, go round the class one by one, saying, "I was afraid of... but I am not now because..."

Something precious

PURPOSE:

To raise awareness.

YOU WILL NEED:

A grid for a water diary; private journals.

WHAT TO DO:

1. Invite the class to respond silently to these questions:

- What do you have that is very precious to you?
- Do you think it will always be precious to you?
- Why?

Remind the children that Daouda knew how precious water was. Is water something we think of as precious or something we take for granted? Why is it precious?

2. Brainstorm all the ways in which we use water.

Suggest that children keep a water diary for a day at the weekend and work out how much water their family uses. They could calculate how many buckets that would be if, like Daouda, they had to carry it from the well. Are there ways they could save water? Is it important to do this? Why?

Daouda's activities



Food

PURPOSE:

To explore attitudes to food.

YOU WILL NEED:

A world map; drawing-pins; string; enough space for the children to make a line.

WHAT TO DO:

1. Remind the children that Daouda ate a lot of different foods only at special celebrations. Brainstorm what 'celebration food' consists of. Ask each child to list the different foods they eat in a week. They could research the country of origin of all the different foods and pin labels on to a world map.

2. Explore attitudes to food using a 'hassle line', where one end of the line is in full agreement with a statement, and the other end of the line is in total disagreement with a statement. Children can pick a spot anywhere along the line depending on how strongly they agree or disagree or are indifferent to this statement: 'It is wrong to waste food.' To establish their position on the line, each person needs to talk to the person in front of them to find out their opinion, so they can position themselves accordingly.



3. After negotiating permission, ask the children to look in the wastebin after school lunch and see how much is wasted. What is their response?

I'm special

PURPOSE:

Self-affirmation.

YOU WILL NEED:

Slips of paper and pencils.

WHAT TO DO:

Ask the children: "If I were writing a book about children in my class, what would you like me to say about you?" This can be said in Circle Time or written down.

As a variation, in Circle Time, the children could go round one by one, saying: "I like myself because..."

bibliography: fiction

Author	Title	Publisher and date	Topic
Bernard Ashley	<i>Cleversticks</i>	Picture Lions (1993)	self-esteem
Raymond Briggs	<i>The Snowman</i>	Hamish Hamilton (1980)	loss
Anthony Browne	<i>Gorilla</i>	Little Mammoth (1995)	needing a friend, lack of parental care
Anthony Browne	<i>Piggybook</i>	Walker Books (1996)	gender
John Burningham	<i>Grandpa</i>	Picture Puffins (1988)	bereavement
Helen Cooper	<i>The Bear Under the Stairs</i>	Picture Corgi (1994)	fear
Alan Gibbons	<i>A Fight To Belong</i>	Save the Children (1999)	values, justice
Mick Inkpen	<i>Kipper</i>	Picture Knight (1992)	value of home
Susan Jeffers (illustrator), the words of Chief Seattle	<i>Brother Eagle, Sister Sky</i>	Puffin (1993)	conservation, environment, spirituality
Jane Kurtz	<i>Almaz and the Lion</i>	Puffin (1996)	new relationships
David McKee	<i>Not Now Bernard</i>	Red Fox (1996)	not being listened to
Jill Paton Walsh	<i>When Grandma Came</i>	Picture Puffins (1993)	uniqueness and value
Tony Ross	<i>I Want to Be</i>	Collins Picture Lions (1994)	growing up
Maurice Sendak	<i>Where the Wild Things Are</i>	Picture Puffins (1992)	dealing with temper
Dyan Sheldon	<i>The Whale's Song</i>	Red Fox (1998)	conservation, viewpoints, dreams
Martin Wardell/Barbara Firth	<i>Can't You Sleep Little Bear?</i>	Walker Books (1992)	being afraid of the dark
Gene Zion	<i>Harry the Dirty Dog</i>	Bodley Head (1992)	not being recognised

bibliography: non fiction

Author	Title	Publisher and date	Topic
Elizabeth Baird	<i>Me and My Electric</i>	Save the Children/Egmont (1998)	special needs children's stories
Ali Brownlie	<i>Rights and Responsibilities</i> teachers' pack	Save the Children (1998)	children's rights
Michael Foreman	<i>One World</i>	Red Fox (1992)	pollution, environment
Michael Foreman	<i>Dinosaurs and All That Rubbish</i>	Picture Puffin (1993)	pollution
Sue Greig	<i>Our Wide World</i> teachers' pack	Save the Children (1994)	KS1 health, homes, water, food
Sue Greig	<i>Our Changing World</i> teachers' pack	Save the Children (1996)	past, present, future choices
Don Harrison	<i>Child Rights</i> teachers' pack	Save the Children/Unicef (1999)	children's rights
Don Harrison/ Margot Brown	<i>Changing Childhoods</i>	Save the Children (1996)	British children's 20th c. history
VIDEO + notes	<i>Stitching Footballs</i>	Save the Children (1998)	child labour, poverty
Smilke, Moynihan & Des Vignes	<i>One Vision</i> early years pack	Save the Children (1997)	cultural awareness
Ruth Najda/Pat Reid	<i>A Fight To Belong</i> teachers' pack	Save the Children (1999)	values, justice, citizenship

Useful addresses:

Age Exchange
11 Blackheath Village
London SE3 9LA
(0) 20 8318 9105

Development Education Association
3rd floor
29-31 Cowper Street
London EC2A 4AP
(0) 20 7490 8108

Leeds Development Education Centre
151-153 Cardigan Road
Leeds LS6 1LJ
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Letterbox Library
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Leroy House
436 Essex Road
London N1 3QP
(0) 20 7226 1633

Save the Children
Education Unit
17 Grove Lane
London SE5 8RD
(0) 20 7703 5400

Unicef-UK
55 Lincoln's Inn Fields
London WC2A 3NB
(0) 20 7405 5592



key stage
one
children's stories



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children's stories **contents:**

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- 3 **Jadranka's story**
- 4 **Daouda's story**

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Country profiles by Catherine Budgett-Meakin
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Jessica's story

I'm Jessica, I'm ten years old, and I live in London with my mum and older brother Joseph. Daddy doesn't live with us any more because he and Mum used to row a lot. I didn't like it when they argued. When Mum and Dad broke up, it was the worst time in my life. But now there are lots of things I enjoy – like when Dad takes me out.

He picks me up in the morning and we go to the park to feed the squirrels. I might go on the swings, or we just walk and talk. Dad asks me about school and what I've been doing.

At lunchtime, we go for a sandwich or a burger, or Dad takes me to the pub. I really like it there – they have free prawns on the bar. Dad talks with his friends and we play games like hangman. Then, at about five o'clock, he takes me home.

Sometimes, Dad takes Joseph and me to the pictures. The last time we went, we saw the Spice Girls movie.

There are times when I feel sad that Dad doesn't live with us any more. But Mummy and Daddy weren't happy, so it's better this way. Dad is trying to find a new job, so he can help look after Joseph and me. Joseph sings in a choir, and sometimes Dad takes him and picks him up. I know Daddy still loves us.



Unlike the other children's stories, which were written by the authors based on the interviews, this one was written by Jessica herself, for this booklet.



Ciano's story

"Wake up! Wake up!" shouted Ciano's mother. Ciano yawned. Slowly, the little ten year-old boy climbed out of the folding bed that he shared with his younger brother and baby sister. He could hear that the rest of the world had already woken up. The streets of Manila, the capital city of the Philippines, were bustling noisily with people and traffic.

Ciano's family had lived rough for several years, ever since they had been thrown out of their home when they couldn't afford the rent money. They were even poorer now. Ciano was hungry, but there was only one piece of bread for breakfast. His mother broke it into three pieces and handed him one of the tiny bits, leaving the others for his brother and sister. Ciano usually tried to ignore the empty feeling inside his tummy. But this morning he couldn't stop thinking about the meal of fried fish with soy sauce that he'd had nearly two weeks ago.

Ciano was worried about his mother. She had been ill for the past few days and hadn't been able to work. Without the few coins she earned from washing clothes for other people, they'd had nothing to eat. Last night, Ciano had wanted to go out on his own, looking for food or for bits of junk to sell, but his mother had said it was too dangerous. Ciano had waited for his father, but he'd stayed out gambling and hadn't come home. For most of the night, Ciano's baby sister had cried for milk. Sometimes Ciano felt like crying, too. But this morning, as he turned the corner, his spirits rose. He saw a man emptying a box of things into a dustbin. "Perhaps I'll find something there!" Ciano thought.

At school, Ciano found it impossible to take much notice of his lessons. All he could think of was the dustbin and what might be inside it. As soon as classes finished, Ciano rushed out.

When he arrived at the dustbin, he dived into the smelly rubbish, searching for anything useful. As Ciano dug deeper, out flew boxes, cans, old shoes and paper. His heart sank. "There's not much here that's useful," he thought. He was just about to give up when a booming voice made him freeze in terror. "HEY BOY! WHAT ARE YOU UP TO?" Ciano spun round. To his horror, he saw the huge shadow of a policeman. Ciano sped off. He knew every hidden passageway and the policeman was soon left behind.

"Aargh!" Ciano tripped and skidded down the pavement, grazing his forehead. He slowly got to his feet and nursed his sore head. He felt hurt and disappointment mix in with the familiar hungry feeling. He had been so sure he would find something in the bin!

When Ciano got back to the street where they lived, his mother looked pale and tired. He had to do something to help! He called his little brother to him and quietly they hatched a plan. They hurried along a busy road all the way to the church. Ciano hated begging. He felt sick with nerves. Whatever would his mother think?

Soon the wooden church doors opened and people came blinking into the sunlight. Ciano stretched out his hand. "Please," he pleaded, "we're hungry..." His voice only a whisper as a hand reached down with several coins. Then another. And another. Ciano's face brightened into a smile. He could buy milk and bread! Ciano and his brother raced home. He couldn't wait to show his mother the treasure he held so tightly in his hand.



Jadranka's story

My name is Jadranka. I'm 13 years old. My family comes from Sarajevo. Sarajevo is the capital city of a country called Bosnia-Herzegovina. But several years ago, when Bosnia-Herzegovina was part of Yugoslavia, people began fighting over the land and war broke out. In Sarajevo we had a big house with a garden and an orchard of fruit trees, but it was right in the middle of the fighting. There was a lot of shooting and bombing. It was very frightening especially if an attack started while we were outdoors. In the beginning, I used to pray over and over again for it to stop. As the war went on, we all got more used to the danger.

One day, we were told that our part of town was being given to some other people, so we couldn't live there any more. We had to leave our house and move up into the hills around the city. There was too much to carry and we had to leave a lot of things behind. I really miss our house and all my old friends. I don't know where they are or what's happened to them.

I now live in a village called Lukavica, with my mother and my three sisters. Ranka is my older sister. She's training to be a nurse. Dragana is four years younger than me, and Tamara is just a baby. I love her most of all because she's so little. My dad died not long ago. I miss him very much. I wasn't with my family when it happened. I was staying with a foster family in Greece, to be away from the fighting. They were very nice and tried to comfort me, but I felt all alone. When Daddy died, it was the worst time of all.

Mum looks after us now. I help her around the house with cleaning, making the breakfast and washing up. I like taking care of Tamara best of all. I'm also the one who helps Mum the most in the garden. We plant tomatoes, potatoes and onions. It's my job to get rid of the weeds, too. Sometimes I upset Mum by arguing with my sisters. Then I try to make it up with a special surprise, like baking a cake.

I enjoy school very much because I like learning new things. Getting good marks makes me happy. Maths is my favourite subject, and I like Music and Art, too. But I hate History. I can't remember all those names and dates! I don't like the teachers in my new school, either. They aren't as nice as my old teachers. After school, when I've done my homework, I watch TV – I like the soaps – or read. I also love listening to Greek music. Sometimes I go out for a walk with my friends. There's not much else to do here in the countryside.

When I remember sad things, I go to my room. I lie down and listen to music to cheer myself up. It's also nice to sit on the balcony and look at the trees and greenery all around. But this house doesn't feel much like home. We won't be able to stay here very long because it doesn't belong to us. If I could make a wish, I'd want everyone to be able to live in their own homes and never have to leave them. I'd wish that there were no more wars in the world and that everyone could live together in peace.



Daouda's story

My name is Daouda Campaore. I am five years old. I live in West Africa, in a small country called Burkina Faso. The capital city is Ouagadougou. I live 12 km from the city centre, in an area called Ouidi. Ouidi has no running water, so we have to fetch water from a well. There is no electricity either. At night, we use lamps which burn paraffin oil.

I live in a house made of earth bricks with my father, my mother, and my half-sister, Salimata, who is ten years old. My sister's mother lives with us too. In Ouidi, groups of houses are fenced together into enclosed spaces called compounds. We don't have a garden, so my friends and I play in our compound instead. I sometimes eat there as well.

Let me tell you how I spend my day. We wake up at seven o'clock, then I wash my face and eat my breakfast. It's a cereal a bit like porridge and it's called *tô*. Then I go out and play games like hide-and-seek and catch with my friends. My best friend is Aida. She is the same age as me.

At eight o'clock I go back to my house for more breakfast. I eat my *tô* with some peanut butter sauce. It tastes great! Then I have the rest of the morning to play.

When it's noon I go back to the compound to eat with my mother and my sister. My father isn't there because he works as a cook in a hotel. He goes to work early and comes back late at night.

In the afternoon I carry on playing. Eating and playing are what I like best! Aida's mother once gave me a yellow ball. It was my most favourite and special thing. Other children would try to take it from me and I'd fight them to get it back. But one day, I forgot it and left it outside. When I went back later to get it, it was gone! I really miss my ball. Now I have nothing to play with.

At four o'clock, my mother sometimes sends me to buy things so that she can cook our evening meal. After we've eaten, if my father is back in time, I like to play with him for a while. Otherwise, it's time for bed.

On dark nights, Mum sits with me and we talk. She tells me wonderful stories until I fall asleep. If there's moonlight, we might get together with other children in the neighbourhood. We sit in circles and the girls clap their hands while the boys sing and dance. We tell each other riddles, too. This is my favourite game.

When I'm asleep, I sometimes have nightmares. I have bad dreams about camels attacking me, and genies and sorcerers coming to get me. I'm afraid of ghosts, and I don't like being alone in the dark.

Well, that's what my life is like now. Some day I'll be old enough to go to school and then even to go to work. What do you want to do when you grow up? I want to be a businessman. I dream that one day I will have my own motorbike.

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'This pack... will provide teachers with wonderful opportunities to enrich their children's development.'

Nursery World

families pack

In *Families* four children, Jessica from the UK, Ciano from the Philippines, Jadranka from Bosnia - Herzegovina and Daouda from Burkina Faso, tell of their own life experiences and explore what families are all about.

The pack contains a book of classroom based activities, two books of stories, a poster and two sets of full colour family photographs.

Families provides interesting and diverse material for primary school teachers to:

- investigate themes of fairness, justice, children's rights and responsibilities
- develop approaches to citizenship
- discuss issues common to all children in circle time
- compare the differences and similarities between children.

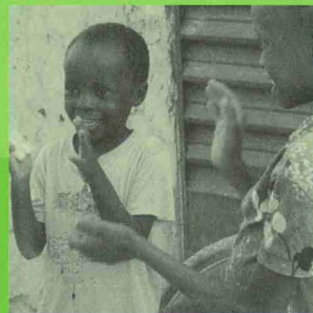
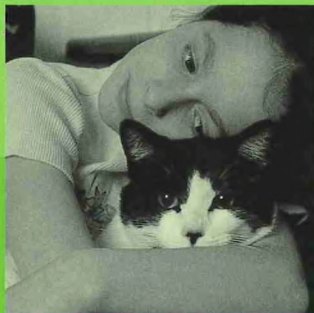


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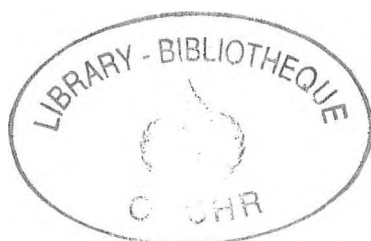
families
pack



key stage
two
children's stories

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Jessica's story

"Jessica! What are you doing? School starts at nine. Do you realise it's nearly 8.45? You're going to be late again!" Jessica had already heard Joe, her 15-year-old brother leave the house a while ago. Now her mother was impatient to be off for work.

As usual, Jessica was in a rush. She'd been up at eight o'clock, but she could never understand how the minutes passed so quickly in the morning. With a sigh, she realised she was heading for another late mark. Jessica checked in the mirror that her school uniform was neat. Usually she wore jeans and a T-shirt – nothing designer like her friends, that wasn't her style. But today was school photograph day, and Miss Acpa, the teacher of Jessica's Year 5 class, had asked everyone if they could all manage to wear uniform.

Jessica liked Miss Acpa. Like many of her friends at her school in London, her teacher's family had originally come from a different country. Miss Acpa was Nigerian. Jessica loved learning about people from other countries and their lives, and Miss Acpa often suggested interesting things for the class to do, such as listening to Nigerian music or performing Nigerian dances. Last week, she had brought some beautiful Nigerian figures carved out of

wood and the class had drawn them. Jessica had enjoyed that especially, because Art was her best subject.

"Jessica! I'll give you till the count of three!" she heard her Mum shout. "One!... Two!..."

"Coming, Mum!" Jessica yelled back. She dashed out of her room and grabbed her coat. Her mother was waiting to lock the door of the flat and had her keys at the ready. They quickly hugged goodbye, and Jessica rushed off to school.

Jessica was out of breath when she dashed up to the school gate. Her close friend, Charlotte, was waiting for her. "Come on!" she urged. "We've only got one minute to spare." They ran into the classroom and flopped into their desks. Amber, their best friend, was already getting her books out. "It's Maths first today," she sighed. "I don't think I've done very well at my homework." Jessica enjoyed Maths, but there was no time for her to give Amber any help. Just one moment later, Miss Acpa arrived and the morning's lessons began.

Breaktime was usually fun. The three girls often got together to play jokes on the boys, or swap books from their Point Horror collections. But this morning it was a serious business. Jessica,



Charlotte and Amber all shared a love of animals and, after Mr Carter had talked to them one assembly about the work of the RSPCA, they'd decided to see if they could help. They'd written to the charity and had been sent an information pack which contained photographs of badly treated animals. The girls couldn't understand how anyone could be so cruel. It horrified Jessica to think that anyone might want to hurt her two gorgeous cats, Fluffy and Hooligan. The friends were deep in discussion when the lessons bell rang, and they made their way back indoors in a grave mood.

The children arrived back in the classroom to see that the chairs had been arranged into a circle. The pupils were well used to Circle Time and settled themselves straight away into their seats. Miss Acpa sat too and, when everyone was quiet, she told them that today they were going to talk about feelings. First, they were to think about happy times...

Jessica's mind began to whizz through all the wonderful things she did with her family and friends. She saw pictures in her mind, like changing channels on TV. Jessica remembered going to the theatre to see plays and a ballet, and how they had visited the ice rink for her last birthday. Next, memories of the fantastic holiday in Cyprus appeared. Then Jessica remembered her favourite time of year –

Christmas. She could feel the excitement of wrapping up presents, putting up decorations, seeing the amazing array of toys at the huge Hamleys shop in Regent Street, and sharing all that wonderful food...

Jessica's thoughts were interrupted by Miss Acpa's voice. "Now, children, I would like you to think about any sad or frightening times you may have had."

Jessica stopped smiling as the pictures in her mind suddenly changed. She tried to block out the awful thoughts that all at once crowded into her head. She tried to make herself think only of the scary spiders in the bathroom. They were frightening enough! Then she forced herself to concentrate on the time Caroline was pretending to be a witch and had lit a fire. A piece of wood had fallen out of it and Jessica had stupidly picked it up. As well as really hurting her, it had left her with a huge blister on her finger... But other thoughts kept crowding into her mind and pushing themselves forward.

Jessica could hear arguments in her head. Arguments between her friends, arguments between her brother Joseph and her Mum, arguments between Joe and herself. She didn't like to think of these things; rows made her so upset! Lastly – and though she tried her hardest not to – she thought of Dad. When he and Mum



had split up, it had been the very worst time of her life. She had hated Dad not being there any more. How many times had she curled up in the big red chair, trying to feel little and secure again, trying to turn the clock back to when everyone was happy together? It had taken her a long time to understand that things don't stay the same forever. But finally it was now all getting a bit better. She still missed Dad, but they got to spend special times together by themselves. They went to the park to feed the squirrels or play on the swings. And then Dad would take her out for lunch – sometimes to the pub where they had free prawns on the bar. Jessica knew that whatever happened, Dad would always love her...

Then Miss Acpa was speaking again, inviting the class to share their thoughts. When it came to Jessica's turn, she told them about her trip to the ice rink, but she kept her thoughts about Dad to herself. For a long time, she hadn't wanted to talk to anybody about Dad leaving. Now, she thought she might quite like to share her feelings – but not with everybody, not yet. Just with the people she could really trust. Maybe Mr Carter at school, or perhaps Amber – and, of course, there was always Mum. Tonight, Jessica decided, she would curl up again in the big red chair. But this time, she wouldn't feel sad. Instead, she'd think of all the happy times and how much her family loved her.



Ciano's story

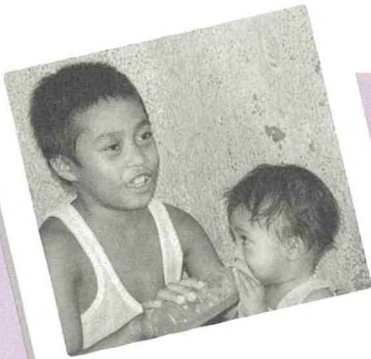
Hello! My name is Ciano. I'm ten years old and I live in the Philippines with my mother, father, grandma, younger brother and baby sister. We used to live in a big house, but my dad lost his job and Mum didn't earn enough for the rent, so we were thrown out. Now we live on a busy street in the capital city of Manila.

Every year, before the rainy season arrives, we build a shack from all sorts of things. Everyone helps out. My brother and I go hunting around town for pieces of board, wood, corrugated iron, old doors, and anything else that might be useful. This year we managed to make a reasonable shelter under a big old tree. I found a piece of old carpet in a skip outside a hotel, which was much better than the board and bits of wood we usually put down for a floor. But no matter what you do, it's always damp and uncomfortable. We huddle together when it rains, listening to the drops batter down and trying to dodge the leaks that pour through the ceiling.

My older sister doesn't live with us any more. She lives with her school teacher, who is helping her to get good grades. I love it when she comes back to visit us. Last time, she brought us some tins of spaghetti and a hamburger each for my brother and me. Best of all, she took us to the cinema to see a really exciting cowboy film. I dreamt about it all night! I

was the hero, shooting all the baddies, and the sheriff gave me a special medal and a huge meal of spaghetti and hamburgers as a reward. I really miss my sister and wish she would come back to live with us again – but I never tell her. I don't want her to think we can't manage.

Here's how I spend a typical day. I start school at seven o'clock, before it gets too hot. It's good to get off the street and have a place to go to. I'm learning to read, so I can enjoy the stories in my friends' comics. After lessons finish, at noon, we might all go for a game of basketball. But if I'm not home soon enough to do my chores, Mum gets cross and shouts at me. I have to fetch water from the tap on the street, wash the dishes, and run errands. When everything's done, I usually take my brother and sister to the Bahay Tuluyan, a drop-in centre for street children, where we can watch TV. The Bahay Tuluyan is my favourite place. I have lots of friends there, and when it's raining we can sit in the warm and talk. Sometimes we go to the Bahay Tuluyan to eat, too, because Mum can't afford food for us every night. But I get embarrassed if we go there too much – it's like begging. When Mum does have things to cook, we eat dinner at around eight o'clock. It's usually fish sauce with boiled sweet potato tops and maybe a bit of rice. Mum's meals get really boring because we nearly always have the same thing.



I'm usually awake until midnight or one in the morning because we can't sleep until the streets get quiet. For the last hour or two before we go to bed, when there aren't so many people around, I often go into town with Mum. We search through bins outside hotels and hospitals to see if we can find anything to eat or useful bits of rubbish that we can sell to the man in the junk shop.

Even though scavenging gives us food or a bit of money, I don't like doing it. If the police see us, they call us names and try to move us on. They're always waiting to beat us with their night-sticks, and they carry guns, too. One evening last year, after we'd just finished building the shack for the rainy season, we were having dinner inside when we heard yelling and shouting. Two policemen were bashing down the shelter a few metres away from ours, and a woman with a baby was screaming at them to stop. One of the policemen hit her hard across the back with his night-stick. My mum screeched, "Get your brother and run to the Bahay Tuluyan now!" Her voice was wobbly and scared. I grabbed my brother's hand and we ran all the way to the corner of the street. When we looked round I saw the policeman pushing my mum backwards. She was holding my baby sister and shouting at them. Then the policemen

raised their night-sticks high above their heads and brought them down on our feeble little shelter. They sent the corrugated iron roof flying, they cracked and splintered the wooden boards on the floor, smashed our plates, and tried to take our folding bed. I stood rooted to the spot and watched, astonished.

My dad goes out gambling a lot, so we don't see much of him. But it happened that just then, he arrived back from his friend's house. Dad yelled at the policemen to leave us alone and lunged at one of them, lashing out at them with his fists. They found it quite easy to catch hold of him and they marched him off to the police station. Dad had to spend several days in a cell – but at least it stopped him from going out and wasting our money. Sometimes late at night, if I hear him coming home, I lie really still in bed and pretend I'm asleep. I know if I'm awake he'll make me go to get cigarettes for him. If he's lost at cards he'll be in a bad mood, so if I don't do it straight away, he gets really angry.

When Mum's in a good mood, it's lovely. She hummed tunes all day today because we found a lot of things when we went scavenging last night. We didn't come across any policemen, and I found a load of bottles – about twelve in all. There were also some aluminium cans,



plastic cups, a chipped pottery vase, and a cardboard box to put everything in. When Mum's happy, I'm happy too. I love her face when she smiles. Sometimes she tells me funny stories about her work at the laundry – like how she keeps losing socks in the wash. She said she found one the other day that was stuck on the bottom of her washing bowl! She didn't know how long it had been there or whose it was! I now use it like a glove puppet and make my baby sister laugh. I don't wear socks, just a pair of old shoes that I found in the dustbins outside the Central Hospital.

Mum fell ill a month ago. Her arms and legs ached, and she had a temperature. She was too poorly to do the laundry or go scavenging, and she lay in the shelter looking terrible. After a couple of days we were all starving, because Mum hadn't been able to earn any money for food. We knew my baby sister was hungry because she was crying all the time. Then Mum started to cry, and that made me feel like crying too. Mum said that it wasn't safe for my brother and I to go scavenging on our own. So we all just huddled together, feeling empty inside and worrying.

Then I thought up a plan. When my mum fell asleep, I grabbed my brother and we sneaked off. We walked all the way to the church, and got there just as the afternoon service was finishing. We sat on the steps and waited for all the people to file out so we could beg from them. I knew Mum would be really ashamed, and I didn't want to do it, but there was nothing else for it. It was horrible having to ask people for money, but some of them were really generous. I couldn't believe it when I counted that we'd got enough for a loaf of bread and some sweetened milk for my baby sister.

When I told Mum she was really angry at first, but then I showed her that we had some food again and she was very glad. She gave me a big hug and told me I was her treasure. I felt so happy and proud! Mum is the most important person in my life. She loves us and takes care of us. When I am older I am going to become a carpenter and build her a proper house with walls and a roof. I hope we will be together always.



Jadranka's story

Jadranka Maksimovic sat curled up in her favourite place, an old armchair on the balcony of the house, overlooking the green mountains all around. She finished the last page of her story, *The Magic Saddlepack*, closed the book, and sighed. She had read the tale many times since she was a little child. Now, at the age of 13, she felt a bit guilty at going back to a 'baby book'. But it brought back memories of the happy times when she and her family still lived in their big house in Sarajevo, the capital city of Bosnia-Herzegovina. Everything had been safe then, before the dreadful war came. Jadranka was at her aunt's house when the first attack had come, and had been too scared to leave the sofa. She'd just sat there, frozen with fear, praying to God to make it stop. She could vividly recall the loud explosions of the shelling and the gunfire, which had become so familiar as the war had gone on. She still trembled when she remembered how their house had been caught right in the middle of all the fighting. If she closed her eyes, she could smell the stench of burning rubble that rose as her world fell about her. But of course, in those days, Father had been there to protect them all. Father. An even greater pain seared through her heart. How much she loved him. But now he was gone.

Walking into the living room, Jadranka reached out to the small table of crosses and saints' pictures her friends had sent her from Greece. For a while, she had been sent away to live with a Greek foster family, to be safe from the fighting. It had been hard for Jadranka to be away from her family at such a troubled time, living all on her own with strangers. But they had been so kind – especially when they had had to break the news to her of her father's death. It had only been just over a year ago, but Jadranka could remember it all so clearly. She felt all over again the bewilderment and isolation, and the dreadful knowledge that she would never see her father again. Her Greek family had tried so hard to comfort her and cheer her up. And when she had returned, they hadn't forgotten her.

Jadranka picked up her favourite icon of Saint Mary. It was so beautiful, so much in contrast to the ugly, unfinished house in which she, her mother and her three sisters were now forced to live. It was so bleak here in the foothills! Even though the small town of Srpsko wasn't far away, there was very little to do in the countryside. Jadranka placed her treasured picture carefully back on the table as she remembered that she had some homework to do – Maths, her favourite subject. Her new school wasn't too bad, even though the



teachers weren't as nice as her old ones. She'd made new friends, too. But how she missed all the old friends she'd grown up with in the city. Where were they now? They were all scattered, and Jadranka had no idea what had happened to them.

Jadranka decided that before she started her homework, she had enough time to bake a cake. It would be her older sister Ranka's birthday in two days' time. Mother had suggested that they should have a small party and invite one or two of the students at Ranka's medical school to come as well. They had all been so proud of Ranka's good examination marks and now she was studying to be a nurse. Jadranka thought her sister was wise and sensible. Even though Jadranka liked to live permanently in jeans and T-shirts, she sometimes went to her sister to ask her advice on clothes. Most of them were still in bags, following their move to this house. Maybe Ranka would help her out with what to wear for the party...

Still, Jadranka herself was beginning to feel grown-up too. She and her younger sister, Dragana, had always had their hair cut short. But recently, their mother had agreed to let Jadranka make some of her own decisions. so she'd started to grow her hair longer. Jadranka

thought her mother was good like that. She let all her girls have a say in family matters. Even her youngest sister Tamara was allowed to join the discussions around the table at mealtimes – and Tamara was little more than a baby!

Jadranka put on one of her favourite Greek music tapes and made her way to the kitchen to prepare the ingredients for the cake. The thought of a family celebration made her smile again. They were the best times of all. The celebration they'd held not so long ago for their family's patron saint's day had been really special – even if very different from all the previous years.

Yes, thought Jadranka, life was still good. She knew that her family had been lucky not to suffer as much as some families. Still, she hoped and prayed that one day the war would be over, and that they would all be able to return to the home they loved. One day, she thought, one day, their people may learn to love each other and live in peace. One day, she thought, the whole world may learn to live together in peace. She hoped with all her heart that one day might be soon.



Daouda's story

Daouda yawned and stretched. Something had woken him. It was not properly light yet and inside the baked-mud house it felt cool. The five year-old boy peered out of the window and saw his dad leaving for work. He often left before Daouda was awake. It was a 12 km journey into the centre of Ouagadougou, Burkina Faso's capital city, to the hotel where he worked as a cook. Daouda sighed and flopped back into his bed. He wished his dad could have the day off and then they could play together. Daouda had so many things to tell him. His mind filled with stories and he drifted back into a light sleep...

Daouda woke with a jolt at the shrill ring of a bicycle bell. His older sister was back from an errand to get some sugar.

"Get up, lazy bones! It's past seven o'clock," she sang. "If you don't hurry up, I'll eat all your *tô*!" Daouda rolled off his mat and threw on his clothes. He didn't want to miss out on the tasty porridge they had for breakfast. Besides, it was Thursday. The older kids didn't go to school on Thursdays or Sundays, so today there would be more children to play with. Daouda gulped down his *tô* like a hungry hyena. But before he could rush through the door, his mum stopped him with a shout.

"Daouda! Fetch me some water, please."

"Oh, all right," Daouda moaned, as usual. But he didn't really mind. None of the houses nearby had running water, so getting water from the well was an essential job. Daouda felt important when he had a full water pot balanced on his head. The water would splash around, sloshing out over the rim, and cooling droplets would land on his face and shoulders.

It wasn't long before Daouda was racing round to Aida's house with his favourite possession – a ball that her mother had given him for a present. But instead of playing catch, the two best friends decided to join in hide-and-seek with the older kids. It was great fun when there were so many of them. Their houses stood in several different compounds, so there were lots of hiding places to choose from – especially if you were small enough to squeeze into tight spaces, like Daouda and Aida!

All too soon it was half-past eight and time for more breakfast. Daouda raced back indoors. Next to playing, he enjoyed eating most of all! He rubbed his stomach contentedly as he tucked into some leftovers from the night before, together with more *tô* – this time with peanut butter sauce. Wonderful!



As Daouda and his sister ran back out to play, their mother smiled. She knew that Daouda's sister would keep a close eye on him. Thank goodness she'd have a bit of peace and quiet so she could get on with her laundry. She chuckled to herself as she remembered the fuss Daouda had made the last time she'd tried to wash his clothes. When she'd announced it was wash day, Daouda's sister had gone straight into the bedroom to get changed. But Daouda had stayed right where he was.

"Oh, mum! Can't I keep my T-shirt on till the end of the day?" he had protested. "It's my favourite one."

"No, you go and take it off right away," his mother had replied, in her sternest voice.

"But I want to wear my yellow T-shirt!" Daouda had groaned, beginning to have a tantrum. He'd waved his arms around and yelled – he had been far too busy to notice his mother getting more and more angry.

"You'll rip your clothes!" she had finally exploded. "And you don't pay for those – your father does!" Daouda had then fallen quiet straight away. He'd felt very ashamed of himself. Daouda's mother knew that he hadn't really

intended to upset her. He'd tried all week to make it up by being especially good. She sighed. Why was he so naughty sometimes? She wondered what he was getting up to now...

Daouda was in the middle of a football match – but having problems. He and Aida were trying their best, but the older children wouldn't pass to them.

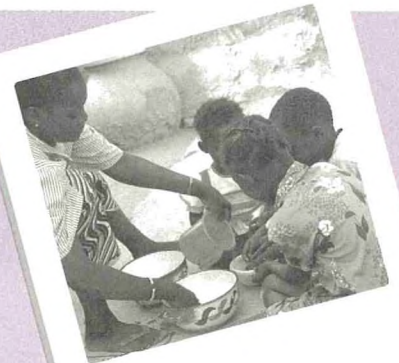
"You're not being fair," complained Daouda, as the ball went shooting past him for the millionth time.

"You're just so small that we don't see you," teased his sister. Daouda stuck his chin in the air.

"We don't really want to play with you in any case," he retorted. "Come on," he called to Aida. "Let's go back to the compound. It's nearly time for lunch, anyway." Daouda didn't need a clock to tell him when mealtimes were. He just relied on his tummy rumbling!

After they'd eaten, Daouda and Aida sat in the compound, letting their lunch go down.

"What do you want to be when you're older?" Aida asked, drawing her daydreams in the dirt with a stick.



"I'm going to be an important businessman," Daouda answered, without any hesitation. I'll buy and sell things from all over the world and I'll have lots of money. I'll be able to buy whatever I want... plenty of rice for my family, and for me – a motorbike!" He sprang to his feet, eyes gleaming, and zoomed off around the compound on an imaginary speed machine. Aida jumped up, revved her pretend engine, and roared off in close pursuit... Crash! She bashed into Daouda as he came to a sudden stop.

"Ow! What's the matter? I've just run you over!" Aida laughed, as she picked herself up and dusted herself off. But Daouda looked upset.

"Where's my ball?" he said quietly. "I had it with me this morning and now it's gone. It was my best thing," he mumbled, with tears welling up in his eyes.

"Don't worry, we'll find it," said Aida, comfortingly. "I'll help you look."

The two friends set about looking for Daouda's prized possession. First they searched the area in and around their compounds. The ball was nowhere to be seen. The two children walked and looked, walked and looked, until without realising they had wandered well away from their

homes. They found themselves on a hot, dusty street bustling with people, cars, lorries and animals. It smelled of ripe fruit, rich spices, rotting vegetables and sweaty animals. There was still no sign of the ball. Aida grew worried.

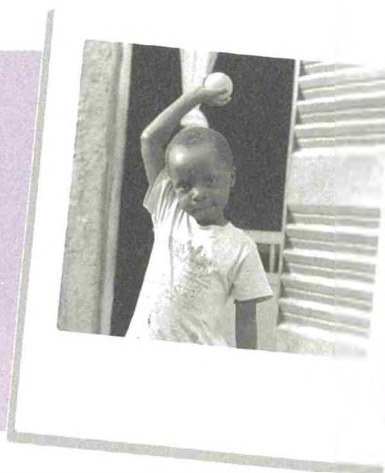
"Let's go home, Daouda," she pleaded. "It's going to be dark soon, and the night spirits might get us!"

Daouda didn't like to admit it, but he was scared of being on his own in the dark. People said there were ghosts and genies who kidnapped and ate small children. Ball or no ball, Daouda decided, it was better to be safe at home, and the two friends hurried back.

Just outside the compound, Daouda met his angry sister.

"Where have you been? I've been looking all over for you!" she yelled. Daouda just hung his head.

"Well now you're finally here, you've got just enough time to go and get the spices Mum needs for dinner," his sister told him. Daouda brightened. He liked going on errands to buy things. It made him feel important – like a real businessman! And maybe he'd find his ball tomorrow, after all.



Dinner was Daouda's favourite, rice and spicy beans, which they ate while the sun was slowly setting and the air grew fresh and cool. "It's going to be just the right kind of night for the clapping games," thought Daouda, and later on the neighbourhood children gathered under the deep blue sky. They sat in circles and the girls clapped out rhythms while the boys danced. As the evening wore on, they made up riddles for each other and swapped scary stories in the moonlight.

Soon it was time for the children to go back to their own compounds. Daouda washed his face and hands and settled himself down next to his mother. He felt content as he told her about his day – carefully not mentioning nearly getting lost. He liked being who he was. The light from the flickering paraffin lamp danced on their faces and made him feel sleepy. And by the time Daouda's father returned home, Daouda was fast asleep.

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