

# It's Our Right

A project to introduce the  
UN Convention on The  
Rights of the Child to 8-13  
year-olds



Caroline Penn / SAVE THE CHILDREN



UNICEF-UK

Save the Children 

The  
Provision  
Articles

**This book is one of three designed to introduce the UN Convention on the Rights of the Child to 8-13 year olds, and deals with those Articles which cover PROVISION for the child's physical and emotional development.**

"If mankind is to realize the full potential of this planet, and to pursue the dream of a future free from hunger, disease and fear, then it is imperative that we, as adults, recognize the needs of children and acknowledge our responsibility to provide for their survival, for their protection and for their future development."

Message from Nobel Laureates' reunion in Paris, January 1988

The series has been produced, in collaboration, by:

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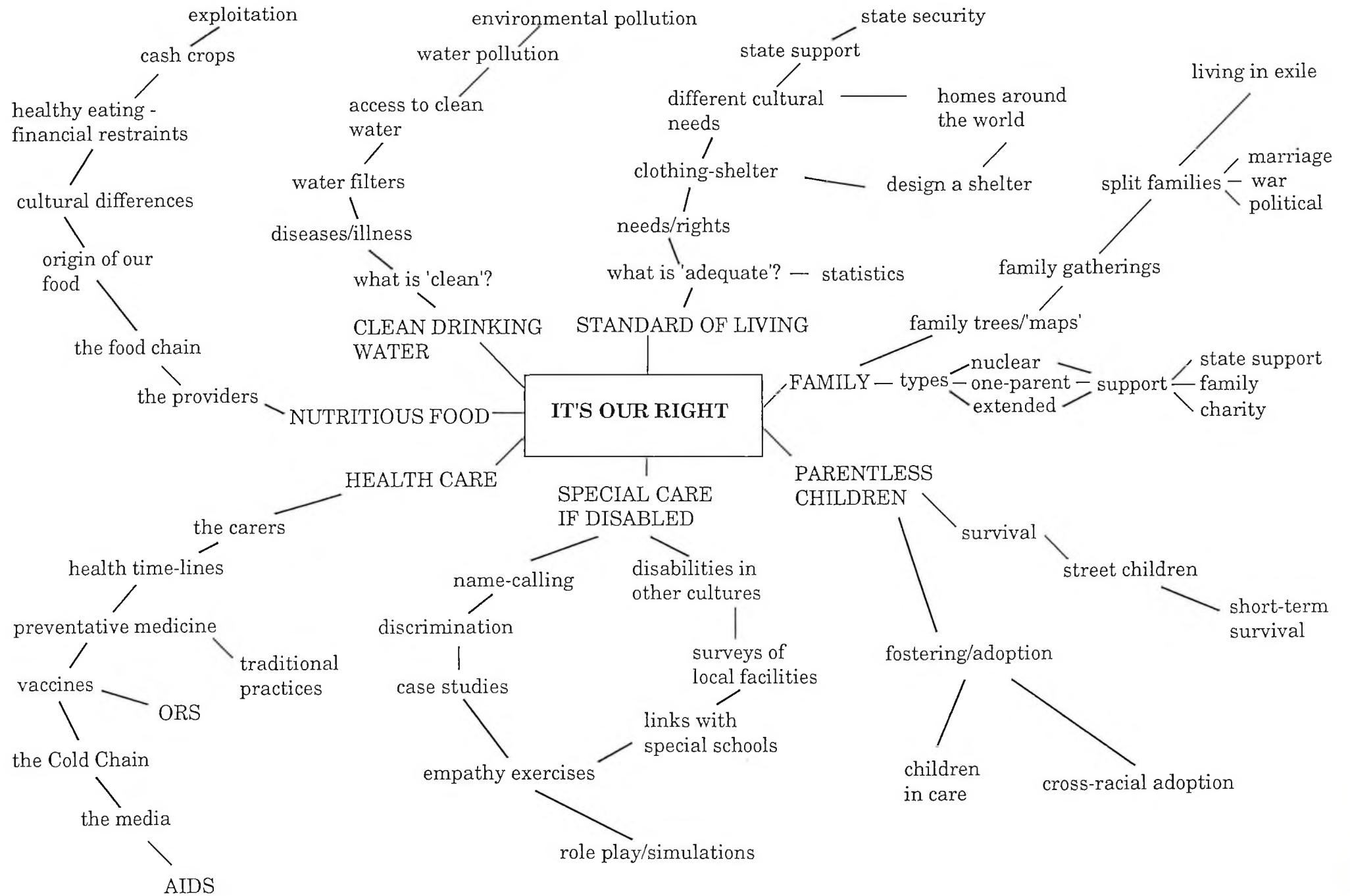


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## INTRODUCTION

November 20th 1989 is a day which children of the world should celebrate; for on that day the United Nations General Assembly formally adopted **The Convention on the Rights of the Child**.

The Convention is made up of 54 Articles, and they are reprinted in full in the **Teachers' Handbook** which accompanies this series of project books.

We have grouped the Articles of the Convention into three categories:

### PARTICIPATION

### PROVISION

### PROTECTION

**'It's Our Right'** is the second of three project books designed to help teachers introduce the articles of the Convention on the Rights of the Child to their pupils, aged 8-13.

**'It's Our Right'** looks at the **Provision** Articles of the Convention. The provision of nutritious food, clean water and health services are the most basic rights of all, the lack of which are causing millions of child deaths a year in the 'third world'.

The activities in **'It's Our Right'** start with examinations of the provision of these rights to the children using the project and then introduces case-studies of the lives of others, both in the UK and overseas.

The topic web on the previous page gives an idea of the wider range of possible areas of study. You may be able to add to it and almost certainly will not want to attempt all of it.

We have attempted in these materials to comply with the requirements of the National Curriculum and have indicated specific relevant Attainment Targets wherever possible in the Teachers' Handbook.

The other titles in this series are:

**'The Whole Child'** which looks at the PARTICIPATION ARTICLES

**'Keep Us Safe'** which looks at the PROTECTION ARTICLES.

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**The complete text on the Convention on the Rights of the Child, together with an unofficial summary, is given in the accompanying Teacher's Handbook.**

**The Articles to which this book specifically refers are the following:**

**Article 5**

States Parties shall respect the responsibilities, rights, and duties of parents or, where applicable, the members of the extended family or community as provided for by the local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

**Article 9**

1. State Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parties on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the

provision of the information would be detrimental to the well-being of the child. State Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

**Article 10**

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. State Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 2, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (*ordre public*), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

**Article 18**

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and

promoting the rights set forth in this Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible.

#### **Article 20**

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care should include, *inter alia*, foster placement, Kafala of Islamic law, adoption, or if necessary, placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

#### **Article 21**

States Parties which recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

- (c) ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;
- (e) promote, where appropriate, the objectives of this article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

#### **Article 23**

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.
2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.
3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.
4. States Parties shall promote in the spirit of international co-operation the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation education and vocational services, with the aim of enabling

States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken to the needs of developing countries.

#### Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:
  - (a) to diminish infant and child mortality,
  - (b) to ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care,
  - (c) to combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution,
  - (d) to ensure appropriate pre- and post-natal health care for mothers,
  - (e) to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of, basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents,
  - (f) to develop preventive health care, guidance for parents, and family planning education and services.
3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.
4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in this

article. In this regard, particular account shall be taken of the needs of developing countries.

#### Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

#### Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.
3. States Parties in accordance with national conditions and within their means shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.
4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements as well as the making of other appropriate arrangements.



# Unit A:

## THE FAMILY AND THE STATE

*"The State's obligation to respect the fact that families have responsibilities and obligations to provide guidance to the child." (Article 5)*

If you have not used either of the other two books in this series then you might like to raise the issue of children's rights by carrying out the following starter activity.

- \* Ask your children to make a list of all the things they feel that children **need** in order to live happy and healthy lives. After discussion children could write their own list of children's **rights**. From these lists you may then wish to focus on those rights that are covered in this book - which we have called the Provision Rights.

The majority of children are born into families and should have no reason to question the role the family will play for the rest of their lives. The family is the source of security and protection - moral, emotional, physical, mental and social. But increasingly, and for a variety of different reasons, children all over the world are being faced with the fear of losing their family.

Teachers will be aware of the variety of 'family' situations represented in their class and will have to exercise sensitivity in selecting and adapting the suggested activities.

- \* A1 starts the children off by thinking about what their needs as children are e.g. food, shelter, warmth, clothes, education, etc. Go on to ask them to indicate who they think is **responsible** for providing for the needs they have listed. You may wish to prompt with questions which lead the children to think beyond their own family, such as, "Who looks after you when you're ill?" (which will probably elicit responses such as "mum" or "doctor" or "hospital").

This will naturally lead on to questions about the children themselves taking responsibilities e.g. for younger siblings, pets, or elderly or disabled relatives or neighbours.

- \* Discuss the question 'What is a family?' in its broadest sense. Mention the different types of family structure: one-parent, nuclear, extended.
- \* A2 describes two types of family - the extended family and the one-parent family. These stories may be read to the children or they could read them for themselves; then discuss the issues raised.
- \* Children could now write about or draw or paint a picture of their own family. They should talk in particular about how members of their family may help each other.
- \* You might like to look at family trees and, to help children understand, draw your own family tree as an example. Alternatively, you could refer to a history book which shows a royal line of succession. Children could draw their own family trees as far as they can and use maps to plot where family members live (they could pin photographs of their family on the map). In some cases the map will be local; in others it will extend to the UK; and many will require a map of the world or a combination of all three.

- \* Go on to talk about family reunions. This could lead to creative writing or drawing about occasions the children can remember when the whole family (or as many as possible) have got together for, perhaps, a wedding or a religious festival such as Christmas or Diwali. Another way of depicting a family gathering would be to make a large collage or montage using drawings and/or photographs.

*"The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship." (Article 10)*

- \* A3 is a case-story of a Kurdish family. Ibrahim and Zeynep Tilkidagi live in Hackney, East London, but their four children are still in the town of Gazi Antep in East Turkey.

The Kurds are a large minority group of at least 12 million living in the mountainous area of Eastern Turkey, Iran and Iraq. For 2,000 years they have maintained that they are an independent cultural group, but neither Turkey nor Iran nor Iraq are prepared to recognise them. There is a long history of repression and persecution of Kurds in all three countries.

Following municipal elections in the Kahramanmarish region last March, which brought back to power a man who Kurds believe was responsible for a massacre of Kurds in 1978, many Kurds decided to leave fearing even fiercer repression.

Kurds come to the UK, not because of any historic link but because, like many people in many parts of the world, they have been brought up with the belief that the UK is a country of justice with a good record of human rights.

Ibrahim and Zeynep are amongst the lucky ones. They escaped to the UK before the government put restrictions on people wishing to come here from Turkey. However, under UK law they have not been granted 'full asylum' which would allow them to bring their children to join them. Instead they have 'exceptional leave to remain' for one year. After a year this will be reviewed and they will almost certainly be granted another term of three years. After this four year period they will then be permitted to bring their children to join them. After seven years they can apply for, and will probably be granted 'indefinite leave to remain'.

- \* After reading the passage children could be asked to imagine that a similar situation existed here and dramatise it. They could imagine what it would be like if a very repressive government did not allow them to express their culture and persecuted their parents so that eventually their parents are forced to flee. The children have been left behind with a relation thinking they will soon be able to join their parents. Then the country to which their parents have gone refuses to let them in.

This exercise will obviously strike a much stronger chord with some children than others. You may already have refugee children in the class, or children belonging to minority groups. (Welsh, Scottish and Irish children may understand the concept of nationalism more easily than an English child.)

*“The principle that parents or guardians have primary responsibility for bringing up their children, and that the State should support them in this task.” (Article 18)*

*“The right of children to benefit from social security” (Article 26)*

The UK state provides a number of services and benefits: health care, unemployment benefit, pensions, child benefit, schooling, facilities for the disabled, housing, family credit and so on.

- \* Add any more services and benefits you can think of and separate the list into those services and benefits which we **all** draw on at some stage in our lives and those which only a **part** of the community will use. This will undoubtedly result in a debate about whether or not **everyone** uses state schooling, medical care and so on. Everyone is entitled to a state pension (provided we live long enough!) and every child in the class will belong to ‘a family’ entitled to if not receiving child benefit.

For more detailed information about state provision, contact your local Citizens Advice Bureau, library or town hall.

- \* A4 is a decision-making role-play exercise based on SCF’s experience in supporting family centres in inner-city neighbourhoods in the UK. Voluntary agencies like SCF work in partnership with families and local authorities to combat discrimination and deprivation which can lead to the infringement of children’s rights. In this example, low income families cannot afford the full costs of childcare, which would allow parents to work or study. The family centre has set up a scheme to subsidise families using childminders which means that selected families only have to meet a quarter of the costs.

The exercise provides 12 family histories, in the form of applications for places on the subsidised childminding scheme. There are only 6 vacancies on the scheme, and the DSS cannot increase the grant to bring in more families. Students work in groups to decide which families they consider to be most in need of this kind of support. They then meet together to share their recommendations and try to reach a consensus. This role-plays the decision-making process in a family centre, where people responsible for running a childcare initiative have to agree about their priorities.

The applications are based on real situations but have been changed to protect people’s privacy.

- \* A5 ‘Benefits’ is a simulation activity about state benefits. This activity is intended to introduce children to the concept of government support for families raising children, as advocated in Article 18. It involves the intensive use of addition, multiplication, subtraction, division and problem-solving skills. It also introduces the concepts of debt and credit, mortgage and rent. It is not competitive.

The time scheme of the game is unspecific; nor are any of the figures, the State Benefits and Additional Family Support, realistic or tabulated in terms of real money although the amounts of the benefit do compare realistically in proportion with other figures in the activity. The game falls into four parts:

**Part 1:** is played on the board on page 18. (This could be enlarged to A3 if your photocopier permits.). Groups of up to six players will need a dice (not provided) and a copy of the FAMILY CARD (page 15) each. Alternatively, children could play in groups of two or three so they can discuss their 'family's' economic situation and help each other with the calculations.

*The dice is only thrown ONCE by each player, or groups of players, along each side of the BOARD.*

Players copy details from the family square on which they have landed on to their FAMILY CARD and then work out their FOOD NEEDS. Then each player throws the dice to land on a HOUSING SQUARE which will determine their 'family's' housing situation. This information too is copied onto their FAMILY CARDS. Similarly with the INCOME SQUARES. At the end of these three turns, each player should make a balance of income minus their food and housing needs. BASIC NECESSITIES are included in the scenario through the simple provision of needing the same number of tokens per person. These need to be worked out and then subtracted from the first balance to make a final balance in the first column.

The fourth turn along the CHANGE SQUARES is crucial as it can tip a 'family' over into severe economic difficulties. Again, players throw the dice once to find out their fortune. Information from the CHANGE SQUARE should be entered on the *right hand side* of the FAMILY CARD, headed CHANGES. Mathematical calculations will probably be needed as each piece of information on the left hand side is adjusted.

At the end of this turn players should again assess their economic situation. Are they better or worse off than they were?

**Part 2:** in which the board is no longer needed.

Players should now each receive a copy of the BENEFITS SHEET (page 16). Each can now see which Benefits they are entitled to and do the necessary calculations to see how their 'family's' economic situation is affected. The players in each group should now consider each 'family's' situation. The fortunes of each family should range from those who are in credit to those who are in a desperate situation. Those players whose 'families' are in need can now apply to receive ADDITIONAL FAMILY SUPPORT (page 17) and should be given the form. This form is deliberately designed to be rather complicated and involves transferring information from the other two sheets as this tends to be the nature of such forms; so be prepared for outbreaks of frustration!

The game cannot proceed until all members of a group applying for Additional Family Support have completed their form so you may wish to do this part of the game in a separate session where other work is available for those not filling in forms.

*Choose one person in each group to receive the forms as they are completed and note the order in which they are handed in.*

**Part 3:** may commence when all ADDITIONAL FAMILY SUPPORT claim forms have been completed.

*Players must understand that they have a total of 80 tokens (not provided) to allocate to the families making a claim.*

Groups discuss each case in the order in which the form was handed in, together with the relevant FAMILY CARD and CLAIM YOUR BENEFITS CARD. After discussion they decide how many tokens to allocate to each family. It is possible that they will have run out of tokens before they have met each 'family's' need.

When all the ADDITIONAL FAMILY SUPPORT tokens have been allocated the group again considers each 'family's' situation; are all the 'families' clear of debt by the end of this part of the game? What other possibilities do any of the 'families' have for improving their situation? More importantly, what will become of the children?

**Part 4:** when each group has allocated its Additional Family Support tokens the following points could be discussed:

1. Could any of the 'families' who got into debt have avoided it? e.g. could a second adult go out to work?
2. BENEFITS - were the Benefits available sufficient, large enough, and fairly distributed? Should different amounts be made to meet different people's need? e.g. the continuing arguments over whether all families should receive Child Benefit.
3. CLAIMING ADDITIONAL FAMILY SUPPORT - what did those claiming this think of the forms? How did they feel about the whole process of applying for extra support, particularly when there are some families who don't need to?
4. Do you think that the state is doing enough to help poor families with children? What else could or should they do? Children could be reminded that in many countries there is no state-organised child-care provision. Either the extended family takes responsibility (see A2) or the child may become a street child (See Unit B).
5. Could those who aren't in need help those who are? e.g. providing voluntary services of childcare or with a disabled family member.

\* A6 is a selection of edited quotes made by people who participated in a discussion programme about Telethons which took place in "Network", a BBC1 broadcast on 23/01/90. There is a wide range of opinion which you could use to initiate a debate on charity aid in general.

\* A7 is a set of four statements made by a variety of people in a village in Cameroon. Each one was asked what they felt about the old people in their community. Children could carry out a similar survey in their own community and compare the results.

**Make a list of all your needs and write them down in the left-hand column. Then decide who provides these needs for you and write that in the right-hand column.**

**My needs are**

**This is who is responsible for providing each one.**

## TWO FAMILIES

Momodou is 13 years old. She lives with her family in a village called Drammeh Gahjan in Senegal in West Africa. Momodou is off to collect water for her elderly aunt, Safou. Safou lives in the same village as Momodou: in fact the whole family live in the village - her mother and father, her brothers and sister, her grandmothers (both her mother's mother and her father's mother), her grandfather and a large number of cousins, aunts & uncles, great aunts and great uncles. Everyone in the family helps everyone else - most of them work on the land helping to grow the crops and the old people help by looking after the babies and young children. If one member of the family is ill and in hospital, at least one other member of the family would be expected to stay with them in the hospital in order to look after them.



This is quite common in many African countries where families stay together wherever possible. No-one is ever left to fend for themselves - not even if someone had no living family of their own. This is called an extended family. Sometimes a man may introduce you to his 'brother' who may not be related to him at all, and whom he has met only once.

### Here is quite a different story:

Barry originally came from Dorset in SW England, but now he lives in Newcastle, over 300 miles away. He and his wife had to move north seven years ago because of Barry's job; and they were expecting their first baby.



Tragically, last year, Barry's wife died and now he has to look after his little boy, David, and go out to work as well. Barry has managed so far by arranging for a childminder to look after David after school until he gets home from work each day. The trouble is that they live a very long way from the rest of their family who could otherwise help. Barry can never go out in the evenings because there is no-one to baby-sit; and if David is ill, Barry has to take time off work to look after him and he doesn't get paid for the time. Barry and David would move back to Dorset to be nearer Barry's mother and father, but he knows that it would be very difficult to get a job there and things would then be worse.

David, too, wishes he could be nearer his grandparents. He only sees them at Christmas time because the journey is so long and Barry's old van isn't very reliable. Granny and Grandpa are not very well off and the train fare is very expensive. Barry is very lonely. He loves David very much, but he needs to get out more to meet new friends. He can't see any solution to the problem so he gets very depressed.

**What do you think Barry should do? Discuss your ideas in a group.  
Compare David's situation with that of Momodou's.**

## A FAMILY TORN APART - THE TILKIDAGI FAMILY

It is already a year since Ali Haydar (12), Melek (11), Serdar (8) and Zerrin (7) have seen their parents, Ibrahim and Zeynep Tilkidagi.

Ibrahim and Zeynep Tilkidagi fled from their home in Eastern Turkey in April 1989. They are refugees and have been granted 'exceptional leave to remain' in the UK which does not allow them to bring their children to join them.

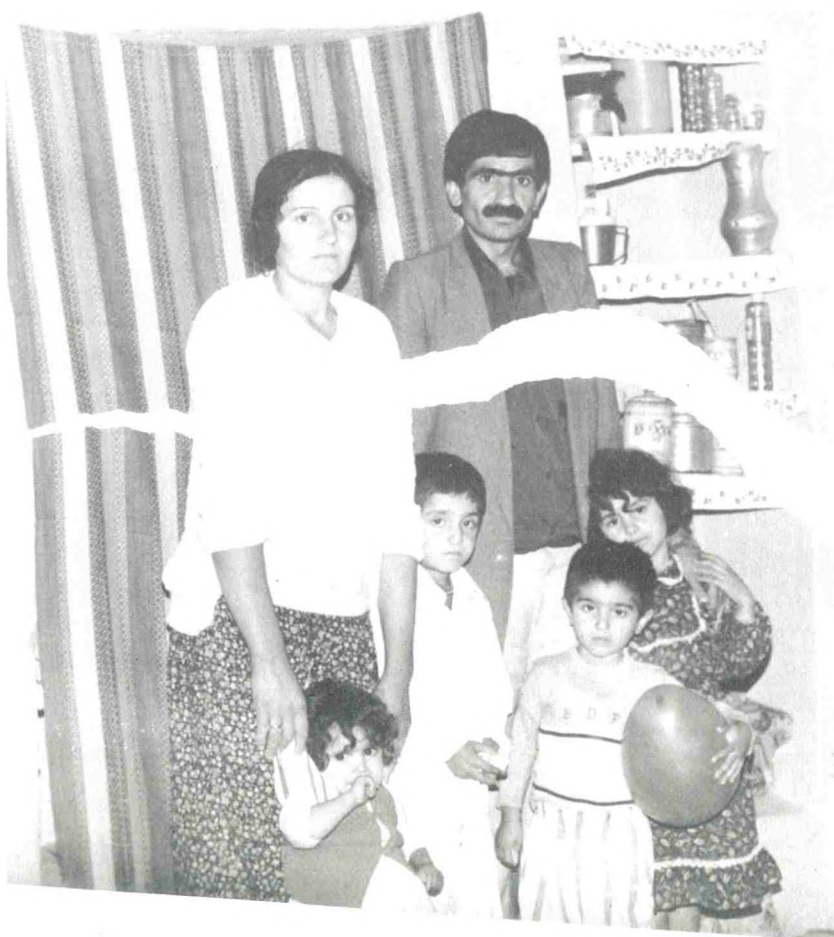
Ibrahim earned a living for the family by selling socks and underwear from a street stall, and he was also a member of a forbidden political group. He was imprisoned for 2 years for this and during this time he was beaten and tortured. Even after his release he, and other members of his family, were constantly harassed by the police. If any Kurdish nationalist posters were illegally fly-posted in the town he was suspected and taken in by the police. They would beat him up and try to make him confess.

Eventually the situation became unbearable. Even Ali Hayder, Ibrahim's eldest son, was being stopped in the street and questioned about his father.

In March 1989 Ibrahim and Zeynep decided they would have to leave Turkey. They could not afford tickets for their four children and left them with Ibrahim's mother. They hoped they would soon be able to bring them to the UK. However, only after they have been in the UK for 4 years, will they be allowed to bring their children to join them.

Meanwhile, Ali Hayder, Melek, Serdar, and Zerrin are living with their grandmother who is over 80 years old. She cannot cope with 4 young children and has cut off the girls' long hair to make life easier.

Once a month Ibrahim and Zeynep 'phone a neighbour and speak to their children. The children cry over the 'phone.....4 years is a long time to a child.





**Application No 1. Jane**

**Reason for application:** Jane is 15 and is still at school. She has a six-month old baby and lives with her parents and two younger sisters, aged 13 and 12. Looking after the baby causes friction in the family because Jane's mother and her sisters have to take turns to take time off work or school and Jane's father does not approve. Jane needs the grant to pay for a childminder so that she can finish her schooling.

**Application No 2. Ann**

**Reason for application:** Ann is separated from her husband who is regularly in and out of prison. She has two children and works part-time as a cleaner on a very low income. The eldest child, aged 4, lives with Ann's mother, and Michael, aged 2 attends a council day-care centre. Michael has hearing and speech difficulties and Ann needs the grant to pay for a childminder for him so that he can get the individual help he needs.

**Application No 3. Rita**

**Reason for application:** Rita is a teacher and a single parent of an eight-month old baby. She has a mortgage to pay and would dearly like to return to work, but with rising interest rates and the money she would have to pay a private childminder if she did, she would be worse off than she is, even though the LEA desperately need more teachers and would give her a job straight away.

**Application No 4. Fiona and Mark**

**Reason for application:** They have two children aged 3 and 6. Mark works full time and Fiona wants to resume her career as a designer, but job opportunities mean that she would have to work out of town for 2 or 3 days every week. With their expensive mortgage, two cars and the older child at an expensive fee-paying school, they can't afford a live-in childminder.

**Application No 5. George**

**Reason for application:** George has recently been widowed and he is left with two children, aged 4 and 7. He has always been in full employment but has no savings. For the past three months he has been on special leave, but he must return to his job soon or he will lose it. He desperately needs help to look after the children so that he can go back to work.

**Application No 6. Sue and Frank**

**Reason for application:** Frank is a mechanic with his own small car repair business. He and Sue have four children aged 11, 8, 3 and one month. The older children go to school: the 3 year-old has Down's Syndrome and needs constant attention. Whilst there were just the three children, Sue could cope with the 3 year-old but now that a new baby has arrived, she is finding it more and more difficult. Frank is unable to help much because he has to work long hours to make ends meet as it is. They need a grant to give them some help with a part-time childminder.

**Application No 7. Harry and Linda**

**Reason for application:** Harry, Linda and their baby Sarah live in one room in a Bed and Breakfast hotel in London. Harry has asthma which means he cannot work. The room they live in is cramped and unpleasant: this only makes Harry's asthma worse. The B & B hotel is not a good place for Sarah to grow up in because there is nowhere for her to play. If Harry and Linda could find help to look after Sarah who is two and a half then Linda could go out to work to earn a bit of money and they could improve their situation.

**Application No 8. Ali and Zerrin**

**Reason for application:** This family (mother, father and one child aged 3) is a refugee family. They are Kurds from Turkey. Since arriving in the UK a year ago, they have lived in one room. Because they do not speak very good English, they have not had a chance to meet other people and their child is growing up knowing nothing at all about the world outside the four walls of their small room. They need help to enable them to get out and make friends.

**Application No 9. George and Mary**

**Reason for application:** Both George and Mary are disabled: they are both deaf and George is also confined to a wheelchair. Their little girl is three and a half and George and Mary are very anxious for her to mix with other children who are not deaf, otherwise they are afraid that her own speech will be affected because she is so unused to talking. They need help.

**Application No 10. Trudy**

**Reason for application:** Trudy is recently divorced from her husband and she has a little boy, Mark, who is two. She is anxious for Mark to join a child-care scheme so that he can learn to relate to other children. It would also mean that Trudy could return to work.

**Application No 11. Helen**

**Reason for application:** Helen was a student at University. She interrupted her degree course to have a baby. Now she would like help with the child so that she can resume her studies which would ultimately help her to get a good job.

**Application No 12. Jeff and Wendy**

**Reason for application:** This couple are both working full time and have a little girl of four. They have a small house and are struggling to make it look nice and to keep up the payments on the mortgage. Luckily so far, Wendy's mother has been able to look after the little girl during the day, but she is getting old and Jeff and Wendy are worried that the strain is getting too much for her. They would like some help so that they can carry on working and be able to look after Wendy's mother as well.

**FAMILY CARD**

**FILL IN THIS SIDE OF THE SHEET FIRST**

This information is about family.....

**Food needs**

Adults and children over 12 need 10 tokens

A child between 5 and 12 needs 6 tokens

A child under 5 needs 4 tokens

**No. in family**

**Food needs**

Adults \_\_\_\_\_ x10 = \_\_\_\_\_ tokens  
 Children (over 12) \_\_\_\_\_ x10 = \_\_\_\_\_ tokens  
 Children (5-12) \_\_\_\_\_ x 6 = \_\_\_\_\_ tokens  
 Children (under 5) \_\_\_\_\_ x 4 = \_\_\_\_\_ tokens

**TOTAL FOOD NEEDS**      **TOKENS**  +

**CHANGES**

Adults \_\_\_ x10 = \_\_\_ tokens  
 Children \_\_\_ x10 = \_\_\_ tokens  
 \_\_\_ x 6 = \_\_\_ tokens  
 \_\_\_ x 4 = \_\_\_ tokens

**TOKENS**

**Housing**

The rent/mortgage is      **TOKENS**

**TOTAL TOKENS NEEDED FOR FOOD AND HOUSING**      **TOKENS**

**TOKENS**

**TOKENS**

**Income** (work out your income by assessing how many working adults there are in the family, and whether tokens are deducted for childcare).

**Income**      **TOKENS**  -

**Food and housing**      **TOKENS**

**BALANCE**

**Basic necessities**

(You need 5 tokens per person)  
 \_\_\_\_\_ people x 5 =      **TOKENS**

**Subtract this from your earlier balance**  
**FINAL BALANCE**

**ARE YOU IN DEBT OR CREDIT?**

**TOKENS**

**TOKENS**

**BALANCE**

**TOKENS**

**FINAL BALANCE**

**ARE YOU IN DEBT OR CREDIT?**

Whether the family is in debt or credit you can still claim your **BENEFITS**  
 If the family is in debt you can claim your **BENEFITS** and fill out a form to claim **ADDITIONAL FAMILY SUPPORT**.

## CLAIM YOUR BENEFITS

Benefits are available to all who are entitled to them, sometimes regardless of income.

Read through this list of benefits and see which ones your family is entitled to.. Use the column at the side of this page to total them up.

### CHILD BENEFIT

For every child in the family under 16 years claim 3 tokens and for any child between 16 and 19 still at school or college.

First child _____	Fourth child _____	Total <input style="width: 80px; height: 25px;" type="text"/>
Second child _____	Fifth child _____	
Third child _____	Sixth child _____	

### SINGLE PARENT BENEFIT

If your family has a single parent they can claim.  
 One parent Benefit of 3 tokens *for one child only.*

### DISABILITY BENEFIT

Claim 3 tokens per disabled person

First person	_____
Second person	_____

Total

### PENSION

If there is a pensioner in your family claim 12 tokens.

### HOUSING BENEFIT

Your family can only claim this Benefit if they pay rent,  
*not if they have a mortgage.*

If your family's income is 40 tokens or less they can claim half their rent, which is \_\_\_\_\_ ÷ 2

TOTAL BENEFIT TOKENS

NOW ADD THE TOTAL BENEFIT TOKENS TO YOUR FAMILY'S BALANCE

DEBT/CREDIT BALANCE \_\_\_\_\_

BENEFIT \_\_\_\_\_

FAMILY'S NEW BALANCE

If the family is in debt take an **ADDITIONAL FAMILY SUPPORT** form.

**ADDITIONAL FAMILY SUPPORT - claim form**

This form is to be completed by the female partner of the family.

Surname \_\_\_\_\_ Other Names \_\_\_\_\_

Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

Your National Insurance (NI) Number

Child Benefit is paid for children under 16 and those between 16 and 18 who are still in full time education.

**Additional Family Support** does not include Child Benefit but we want to be sure that you are receiving your full benefits.

Complete the following:

Child's Name	Date of Birth	Is Child Benefit being claimed for this child?	
1st child		<input type="checkbox"/> Yes	<input type="checkbox"/> No
2nd child		<input type="checkbox"/> Yes	<input type="checkbox"/> No
3rd child		<input type="checkbox"/> Yes	<input type="checkbox"/> No
4th child		<input type="checkbox"/> Yes	<input type="checkbox"/> No
5th child		<input type="checkbox"/> Yes	<input type="checkbox"/> No
6th child		<input type="checkbox"/> Yes	<input type="checkbox"/> No

**What Other Benefits are you Claiming?** **Amount (tokens)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_













4. \_\_\_\_\_

What is your income? \_\_\_\_\_

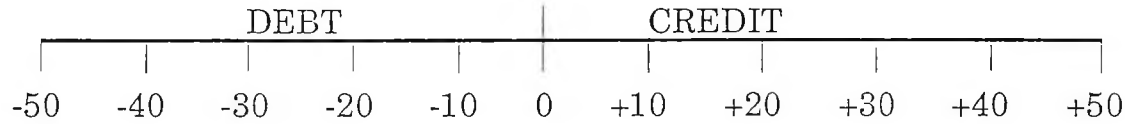
What is your partner's income? \_\_\_\_\_

What is your family's total income including benefits? \_\_\_\_\_

How much **Additional Family Support** do you need?

<p>Have you worked out your family's <b>FOOD NEEDS?</b></p>	<p>One bedroom flat Rent 18 tokens</p> 	<p>Four bedroomed house. Mortgage 30 tokens</p> 	<p>Two bedroomed flat. Mortgage 20 tokens.</p> 	<p>Two bedroomed flat. Rent 22 tokens</p> 	<p>Three bedroomed house. Mortgage 25 tokens</p> 	<p>Bedsit. Rent 12 tokens</p> 	<p><b>INCOME</b> All squares give income for 1 adult. Families can only take income for 2nd adult if applicable.</p>
<p><b>ACCOMMODATION</b></p>							
<p><b>FAMILY 6</b> 1 adult 1 child age 16months</p> 	<p style="font-size: 2em; font-weight: bold;">BENEFITS</p> <p style="font-size: 1.2em; font-weight: bold;">FAMILY</p> <p style="font-size: 1.2em; font-weight: bold;">INCOME</p> <p style="font-size: 1.2em; font-weight: bold;">CHANGES</p>						<p>1 adult - 80 tokens If single parent deduct 10 tokens for childcare for children under 5.</p>
<p><b>FAMILY 5</b> 2 adults 1 grandparent 1 child age 10</p> 							<p>1 adult - 50 tokens 2nd adult - 40-tokens. Deduct 10 tokens for childcare for children under 5.</p>
<p><b>FAMILY 4</b> 2 adults 5 children age 4,7,10,14,17 - not at school</p> 							<p>1 adult - 46 tokens If single parent deduct 10 tokens for childcare for children under 5.</p>
<p><b>FAMILY 3</b> 1 adult 3 children age 4, 7 (disabled, goes to day-centre) 13</p> 							<p>1 adult - 60 tokens 2nd adult - 25 tokens Deduct 10 tokens for childcare for children under 5.</p>
<p><b>FAMILY 2</b> 1 adult 1 child aged 6</p> 							<p>1 adult - 40 tokens Childcare provided free.</p>
<p><b>FAMILY 1</b> 2 adults 2 children age 2 and 4</p> 							<p>1 adult - 50 tokens 2nd adult - 30 tokens. Deduct 10 tokens for childcare for children under 5.</p>
<p><b>START HERE NOW COLLECT YOUR BENEFITS</b></p>							<p>A disabled pension-aged relative comes to live with you. Increase food need. One adult works part-time. Reduce income by 15.</p>

*ARTICLE 18: Parents and guardians have primary responsibility for bringing up their children, and the State should support them in this task.*



## QUOTES FROM RECIPIENTS OF TELETHON MONEY

Telethons paper over the cracks of the Welfare State

We, disabled people, see our problems as coming mainly from people's attitudes, the environment and social systems that actually keep us fairly oppressed.

Telethons use images of people in need without going into the causes which have created the need.

I don't think it wrong for people to just give.

The easiest way to get money is to show negative sympathetic images.

If there weren't Telethons the public wouldn't know how much needs to be done.

If you're starving to death you don't care where the money's coming from as long as you get the next meal in your stomach.

People are being educated into thinking that we, disabled people, must be the receivers; not that we must integrate them into our society and give them a job, which is what we want.

Telethons should deal with the cause of the homeless, the children in need.

Charity is getting alongside somebody and helping them to work through their problem and for them to have their own say.

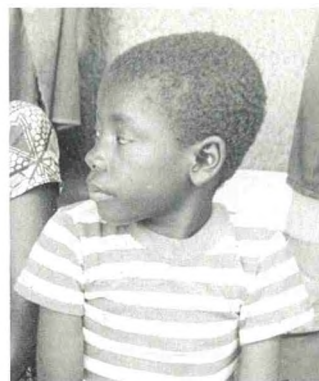
Telethons perpetuate the need for charity.

If we had justice and rights we wouldn't need charity.

## VIEWS ON OLD AGE FROM CAMEROON

When I leave school, I will go and work in the city. But I shall build my house in the village and when I am old I will come back to live here. Here I know I shall be looked after well by all the small children around. In the city you can be just left all alone.

schoolboy



Source: UNICEF / Maggie Murray-Lee

Modern society is made for the young, not for the old..... Many things have changed. When these old people were young, there were no clubs or cinemas to go to and they don't understand why we like to go. They think we are immoral! Old people retard progress.

Teenage girl



Source: UNICEF / E. & M. Bernheim

I have eight children. I was shocked when I went to Sweden and saw an old peoples' home. When I am old, my children will look after me. In my village the extended family looks after each other and helps look after other families in the village. I am helping my mother-in-law to build her house; I also help her on her farm.

Married woman in her thirties



Source: UNICEF / Matheson

Old age is one of the periods a man enjoys best of all in his life. But he can only enjoy it if his children are well-off; then he can go off to meet his friends, come back to a good meal and sit around and talk about the past.

Old man



Source: UNICEF / Arild Vollan



## Unit B:

### PARENTLESS CHILDREN

*"The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action." (Article 9)*

*"The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them." (Article 20)*

*"The State's obligation to ensure that adoption is allowed only when it is in the best interest of the child." (Article 21)*

- \* B1 is an extract from William Golding's 'Lord of the Flies' and may be used to stimulate discussion about how children cope without adult help. Other reading may be used instead of this or to supplement it (see resources section). The situation in which the boys find themselves could be adapted and turned into a drama activity.
- \* B2 is an account of one boy living without his parents or other adults in Uganda. Could this happen in the UK? Use this opportunity to explore the issues of runaways and/or homeless youngsters in our cities.

In the UK no child should become a street child. Children may be taken into care, they may be fostered, or they may be adopted.

- \* B3 is a series of statements from children in care. Ask the children to pick out the three statements they feel best sum up what it might be like living in care, and then explain their choices to the rest of the group.

Fostering is an alternative to institutional care and is usually short-term. At any time the child may return to its family, if there is one.

- \* B4 is an account of a private fostering agreement. Ronke's story illustrates the role that the SCF-supported African Families Advisory Service (AFAS) can play in advising parents who make private fostering arrangements for their children, and also in helping social workers to become more aware of the particular needs of minority groups. It highlights several potential problems which you can discuss e.g. should a social worker advise Mrs Alade to encourage her daughter to return to Yorkshire, or insist on keeping her in London? Trans-racial fostering or adoption in general is a very controversial issue in the UK where many local authorities will not allow it at all.
- \* B5 gives three points of view from young black people who were fostered or adopted by white families.

## EXTRACT FROM 'LORD OF THE FLIES'

Ralph cleared his throat.

"Well then."

All at once he found he could talk fluently and explain what he had to say. He passed a hand through his fair hair and spoke.

"We're on an island. We've been on the mountain-top and seen water all round. We saw no houses, no smoke, no footprints, no boats, no people. We're on an uninhabited island with no other people on it."

Jack broke in.

"All the same you need an army - for hunting. Hunting pigs -"

"Yes. There are pigs on the island."

All three of them tried to convey the sense of the pink live thing struggling in the creepers.

"We saw -"

"Squealing -"

"It broke away -"

"Before I could kill it - but - next time!"

Jack slammed his knife into a trunk and looked round challengingly.

The meeting settled down again.

"So you see," said Ralph, "we need hunters to get us meat. And another thing."

He lifted the shell on his knees and looked round the sunslashed faces.

"There aren't any grown-ups. We shall have to look after ourselves."

The meeting hummed and was silent.

"And another thing. We can't have everybody talking at once. We'll have to have 'Hands up' like at school."

He held the conch before his face and glanced round the group.

"Then I'll give him the conch."

"Conch?"

"That's what this shell's called. I'll give the conch to the next person to speak. He can hold it when he's speaking."

"But -"

"Look -"

"And he won't be interrupted. Except by me."

Jack was on his feet.

"We'll have rules!" he cried excitedly. "Lots of rules! Then when anyone breaks 'em -"

"Whee-oh!"



## CHARLES'S STORY

Hi! My name is Charles Senyange and I am 12, nearly 13. I live with about twenty other boys in an old wagon in the railway yard in Kampala, a city in Uganda. I have to live there because my parents were killed by soldiers three years ago and I ran away and hid here.

We all sleep on the floor of the wagon on newspapers, but I also have some empty cardboard boxes and a bed sheet which I have to keep hidden in a safe place during the day or they would be stolen.

I do have a very good friend and we help to look after each other. His name is Musa Umani and we keep each other warm at night when it gets very cold in the wagon.

In the morning I usually go straight to the city market about 10 minutes walk away. It is here that all the lorries arrive with loads of goods to sell. I often pick up loose bananas from the floor where they have fallen and sell them. Sometimes I sell soap which I buy cheaply from one of the lorry drivers.

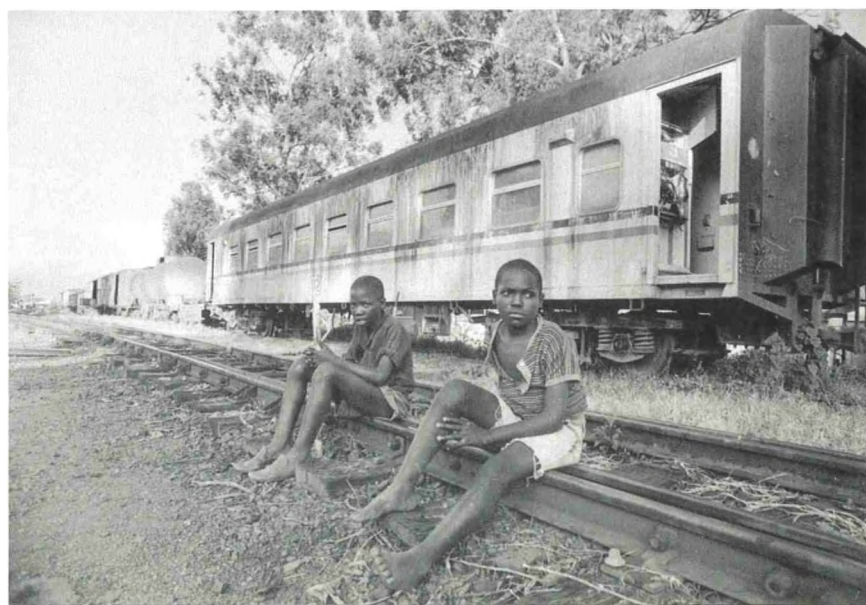
For my breakfast, which I buy from the hot food stalls in the market, I have black coffee with sugar, and some cassava with beans. For lunch I may have matoke and rice. When I have earned a lot I may buy some meat.

I have one pair of shorts and one shirt which I wash once a week in the river with a bit of soap. I also have a pair of shoes - I found them on the rubbish pile.

The police don't like boys like me working in the market. They think we're going to make trouble. Sometimes they come and chase us away so we have to be on the look-out for them. If they catch us they sometimes take us to the police station and beat us, or they may send us to Naguru, a boys' home. I don't like Naguru because we are treated just like prisoners; we can't walk or go out, and besides, I don't like the food there.

I like my life in the wagon and working in the market - it's a lot better than going to school. I went to school when I was younger and that's where I learned to speak English.

When I get older I hope to have my own stall at the market and make enough money to rent a house.



Source: SCF/Caroline Penn

## STATEMENTS FROM CHILDREN IN CARE

Our life was so regulated it was almost like a prison.

I never has to make a decision.

If you've been brought up in a normal family, you learn about budgeting and shopping - they tried telling me a few things just before I left.

After you've been hurt a few times you start putting a brick wall up in front of you.

Care is a stigma it's like a prison sentence but it's not the child's fault if it has been abused or its parents couldn't cope with it.

It's very important to make kids in care more independent.

There's a tremendous pressure to conform.

Social workers use such complicated language. I used to say "oh, fine" when I didn't have a clue.

People are made to feel ashamed of being in care; no-one seems to realise that most people aren't troublemakers.

When I first left care, it was exciting. I could do as I liked for the first time. But I was used to people around all the time and then I was terribly lonely.

In 18 years I lived in two children's homes and with five or six foster parents, each expecting me to adapt to their way of life.

They put us through all this, then they ask us to be normal.



## RONKE'S STORY

Ronke Alade was born in Nigeria and soon afterwards, the family moved to London where Mr Alade started a course in accountancy. Mrs Alade started to study nursing and she worked part-time. Ronke went to a London junior school.

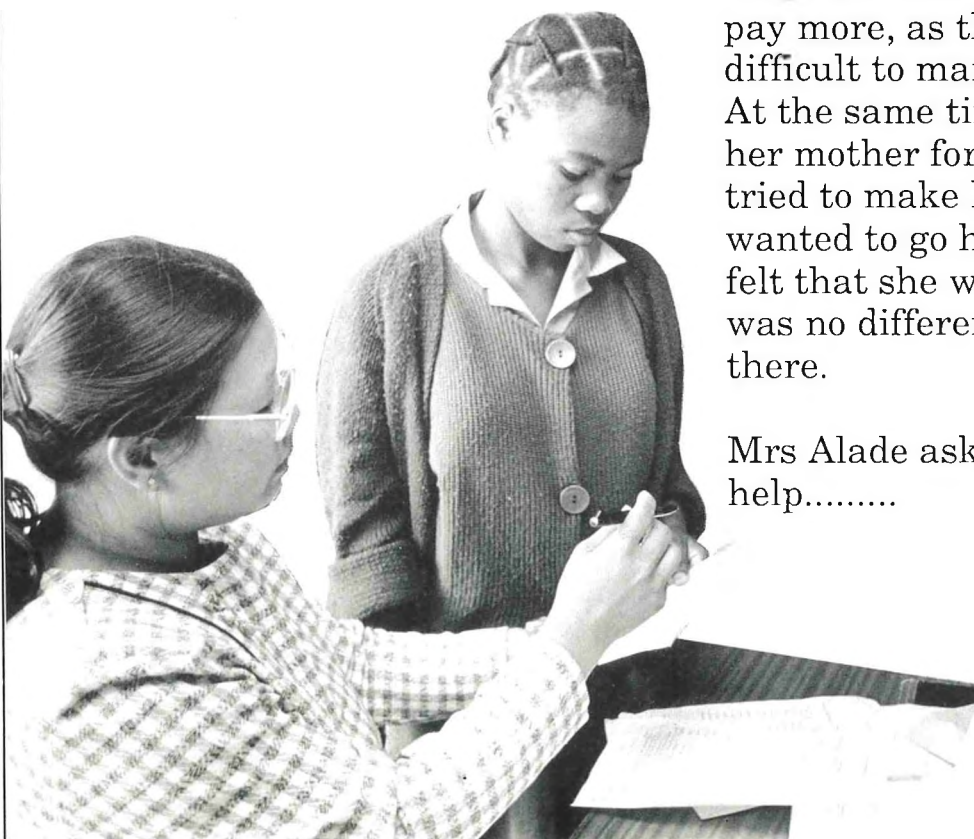
Two years later Mr and Mrs Alade separated and Ronke continued to live with her mother. After a while Mrs Alade found it too difficult to cope with Ronke and a job so through friends she contacted Mrs and Mrs Bennett who had no children of their own and who were willing to let Ronke stay with them. Mr and Mrs Bennett were retired and lived in a little village in Yorkshire. Ronke attended the local school there and Mrs Alade paid the Bennetts a small sum for maintenance and to provide clothes.

A friend advised Mrs Alade that Ronke should return to London for her secondary schooling, as her daughter might grow distant from her; but Mrs Alade travelled to Yorkshire and felt that Ronke was happy and doing well at school, so she left her there.

Ronke started secondary school in Yorkshire; she was the only black girl for miles around.

Then the Bennetts asked Mrs Alade to pay more, as they were finding it difficult to manage on their pension. At the same time Ronke came to visit her mother for Christmas. Mrs Alade tried to make her stay, but Ronke wanted to go home to Yorkshire - she felt that she was a Yorkshire girl and was no different from anyone else there.

Mrs Alade asked a social worker for help.....



Source: SCF/Liba Taylor

**BLACK CHILD - WHITE FAMILY -  
Points of view from black children who were fostered or adopted by  
white families.**

**DAVID**

*David's mother is English and his father is Nigerian (Yoruba).*

'It's obvious to me that my foster parents wouldn't have been able to bring me up as a black person. No one ever mentioned anything to me about being black all the time I was in care. I was always taught in my growing up that black was bad, and that because I spoke nicely white people would accept me as being one of them - it doesn't matter about my skin colour, that doesn't matter, blot that out. That is the attitude I was given - and still get.

I think that a lot of my problems when I was a youngster were down to my colour. The reason why I exaggerated my personality when I was a kid was to be noticed as a person, not as they thought I was. I think this was because I didn't know anything about being black. People used to call me black bastard, coon, wog and all this kind of stuff, and I didn't know why. Not at that age. My foster parents didn't do a lot for me as far as black consciousness goes - that's one thing they did absolutely nothing for. They definitely didn't encourage it. They'd make comments that 'everyone's the same' which isn't true. Everyone's different and that needs to be emphasised to us when

we're younger otherwise we reject what makes us different and that gets us into a terrible problem when we're older. The worst problem I had in care was an identity problem which nobody who was around at the time could help me with. I feel that black kids should go into black families.'

**SHARON**

*Sharon's father is Jamaican and her mother is Irish.*

'I didn't realise I was black when I was with my foster parents. The whole area was white. I went to nursery school but there weren't any other black kids there. I didn't realise I was any different. It was never discussed.

After I went to live with my Dad, that's when I found out I wasn't quite white at all. One of my cousins put her arm next to mine and said: 'You're not white, you're black' and I couldn't cope with it. I was about six. We did get a lot of stick, where we lived in south London when I came back from living with my foster parents. That's when I found I wasn't white and the kids used to call me 'black bastard'. We just tried to be like them but they wouldn't accept us. I think black children should go to black families from the start. The younger the better. I think social services are set up to

provide the best care and I don't think a black child going to live in a white family is the best care for a black child because a black child never came from a white family in the first place. As for children of mixed parentage well that's a bit difficult. Some people might say they'd rather be fostered with a mixed parentage family, or a black family or some even a white family ... I'd say we ought to be fostered with black people.'

**ROSIE**

*Rosie's natural mother was white and her father was of Caribbean or Afro-American origin. She was 11 at the time of this interview.*

'I just realised I was black, no one told me - I was about two. I don't think it matters having white parents. I think it's just the same. Just different colours. I'm not unhappy to be black, in fact I'm proud of my colour. I'm quite intelligent but I'm good at sports things ... I don't think that's anything to do with being black though. There's only two white children in the class but they don't get picked on. I don't know whether I'd rather have black parents - it depends on what they're like. I don't think it matters.

I'm not a half-caste. I'm a whole person. I'm black.'

## Unit C:

### CHILDREN WITH DISABILITIES

*"The right of disabled children to special care and training designed to help them to achieve greatest possible self-reliance and to lead a full and active life in society."  
(Article 23)*

One of the major problems that people with disabilities face is the attitude of the general public, and the lack of consideration that goes into planning which would assure that their needs were also met.

- \* Consider these two statements made by participants in a BBC programme about Telethons (see A7).

"We disabled people see our problems as coming mainly from people's attitudes, the environment and social systems that actually keep us fairly oppressed."

"People are being educated into thinking that we, disabled people, must be the receivers; not that we must integrate them into our society and give them a job, which is what we want."

Voluntary initiatives in the UK like the SCF-supported Sparky playbus project provide facilities for able-bodied children and children with disabilities to play together. This project also provides disability awareness-training with children and teachers to challenge and find ways of changing negative attitudes and behaviour towards people with disabilities.

- \* C1 is a comic strip story about name calling. It could be used to stimulate discussion about the cruelty of name calling, especially where a disability is concerned.
- \* C2 is a delightful children's story especially written for the Year of the Child in 1979 and appears in one of a series of ten books published by Blackwells. The children could make up their own versions of the story of the boy with two eyes or perhaps illustrate this one in cartoon or picture form.

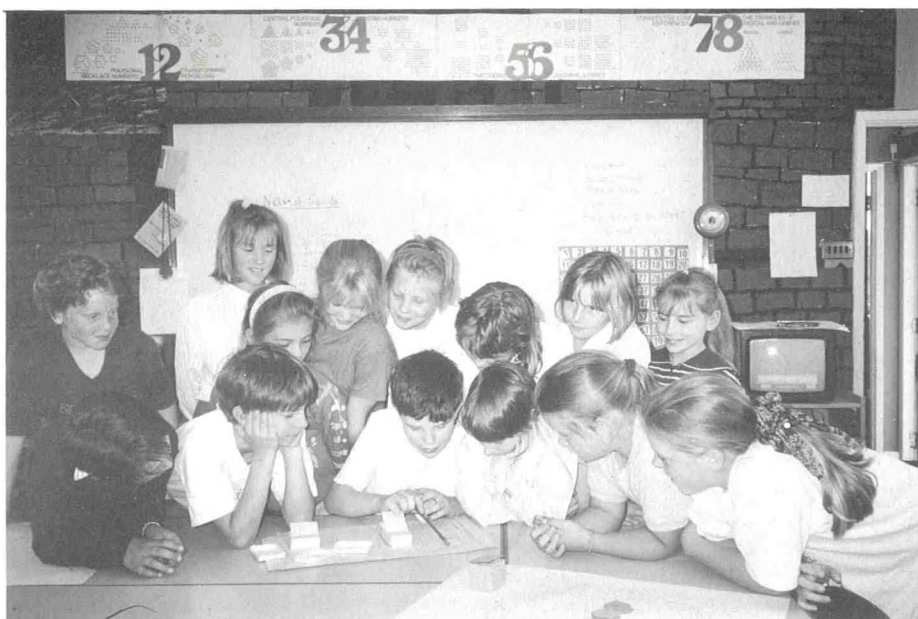
Teachers may remember a publicity poster compiled by the Downs Syndrome Association which depicted a photograph of a little boy showing the typical physical characteristics of Downs Syndrome. The caption was along these lines: "Years ago he would have been called an idiot or a moron: some people call him a mongol - others call it Downs Syndrome. We just call him Jimmy." This is one example of how to promote a positive attitude toward people with disabilities - see if you and your children can find more - or, better still, design some of your own.

- \* C3 is Martina's story - about a girl born with Down's Syndrome. It gives a positive account of what such children can achieve given the appropriate stimulation and a positive attitude by the carers.
- \* C4 is Gopamma's story, the story of a girl in an Indian village who became disabled at the age of two through polio, caused by unclean drinking water and inadequate knowledge of preventative health care. This is also the story of Gopamma's right to a full life in her community and being helped to walk again. The Arthik Samata Mandal organisation in Andhra Pradesh built the hospital where Gopamma is receiving

medical treatment. This is a local initiative, supported by international voluntary aid including assistance from SCF.

- \* Survey your local environment for facilities for people with different disabilities. Children could record everything they do, and everywhere they go, in a day or a week, and consider whether or not people with different disabilities could do the same things.
- \* If there is a local school for children with disabilities in your area, arrange an exchange visit. Talk to the teachers or care workers about their children's needs. Use what you have discovered to create a class project to invent or adapt toys and playthings for children who are blind, or deaf or mentally disabled.

*Children at Sparsholt school created their own versions of 'Benefits' after using this activity in Unit A.*



*Source: Pat Francis*



*Source: Pat Francis*



# Watch your Language





## THE BOY WITH TWO EYES

Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us - except for one thing - they have only one eye. But it is a very special eye. With their one eye they can see in the dark. They can see far, far away; and they can see straight through walls.

Women on this planet have children - just like on Earth.

One day a strange child was born. He had two eyes! His mother and father were very upset.

The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said, "Nothing can be done."



As the child grew up, he had more and more problems. Since he couldn't see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He couldn't see long distances, so he had to have a special telescope. Then he could see the stars and other planets. Sometimes when he walked home from school he felt very lonely. "Other children see things I can't see," he thought. "I must be able to see things they don't see."

And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before...like red...and yellow...and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops. Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes and their fiery breath.

One day he met a girl. They fell in love and got married. She didn't mind that he had two eyes. And then he found that he didn't mind either. He had now become very famous. People came from all over the planet to hear him talk.

Eventually they had a son. The child was just like all the other children on the planet. He had only one eye.

## MARTINA'S STORY

Martina is Swedish and she was born with Down's Syndrome. People born with this disability usually have recognisable physical characteristics, like a blunt nose and slanting eyes. There is also some degree of learning difficulty.

Martina was fortunate. Although her mother was advised to put her into permanent residential care, and 'forget about her' she brought her home and dedicated herself to teaching her to speak, using music as a teaching aid.

Berit, Martina's mother was so successful that Martina was allowed to attend a day-care centre with 'normal' children. In fact she was able to attend both primary and secondary school with all the other children in her neighbourhood.

Even so, some adults have been reluctant to accept that a child with a mental disability could have a place in 'normal' society even when they have seen her joining in with all her class's activities and playing the piano at a school concert.

Berit knows the dangers of stereotyping children.

"We put labels on people. We put them into categories like 'mentally retarded'. I think it is very dangerous to do that - because behind every person with a mental disability is a human being. And all human beings are unique."



It used to be common policy to put children like Marina into an institution and not even give her the chance to learn anything. Asked what her greatest pleasures are, Martina replies,

"Music - and having people accept me as I am. I am what I am, quite simply and no one else."

## GOPAMMA'S STORY

Gopamma is eight years old and walks with crutches. She has recently had two operations and will shortly have a third. But Gopamma is thrilled at her new mobility because at the age of two she caught polio and for six years she was unable to walk.

Gopamma caught polio from the polluted water in her village in India. Villagers still drink this water, they have no choice as there is no other supply.

But Gopamma need never have caught polio in the first place if her parents had known about immunising their children. Polio is a totally preventable disease. A few pence pays for the polio vaccine, which is given by mouth, and which most children in the UK receive soon after birth as a matter of course.

Immunisation is not so automatic in many countries of the world, even though the price of preventing illnesses is only a fraction of the cost of expensive drugs, doctors and operations which are needed once people are ill.

In countries like India vaccination campaigns are reducing the possibility of children dying or being disabled by polio or measles, tetanus or tuberculosis, diphtheria or whooping cough. Gopamma's parents have had her younger brothers and sisters immunised now but Gopamma will never be fully mobile.

Gopamma can remember the years when she had to sit and watch the other children playing and going to school and is grateful for the chance she has been given to walk again. When she grows up she wants to be a teacher who spreads the word about immunisation so that other children will not have to suffer as she did.



## Unit D

### NUTRITIOUS FOOD

*"States should take appropriate measures to combat disease and malnutrition through the provision of adequate **nutritious foods** and clean drinking water, taking into consideration the danger and risks of environmental pollution." (Article 24 (c) )*

Many teachers will already be familiar with 'food' as a topic and, as such, there is wealth of resource material available. (Some of it is listed in our resource section.) This Unit, therefore, will concentrate on the **provision** of nutritious food which, of course, depends upon such factors as a) the food being available; b) the providers having enough money to purchase the food and c) the providers making the right choice of nutritious food.

A good starter activity is to make a collection of labels from tins and packets of food. Make a wall display and link the labels with their countries of origin on a large world map.

- \* D1 - Who provides your food? The obvious answer will be 'mum' or 'dad' etc, but of course the food chain is a lot longer than this. This is an activity based on the banana trade. The instructions are given on the pupil's page. This activity is taken from 'Whose Gold - Geest and the Banana Trade' produced by the Latin American Bureau.
- \* D2 is a selection of commonly heard statements about food. Children could read the statements through in groups. How many were they already aware of? How many of the statements are true for children in the class? The empty balloon is for the children to add any other food rule/taboo that they know of or which is personal to them. A display could be made of the children's own 'food bubbles'.
- \* D3 uses a visual presentation to emphasise the four main messages currently being emphasised by nutritionists. They could be turned into a drama activity by asking the children to make up scripts for TV commercials based on the messages.
- \* D4 is an activity about healthy eating and financial restraints. It can be played in groups or pairs. Each child has a menu card (photocopied from page 41) to fill in with their choice of food for one day. The activity can be played in a variety of ways, but for the first time through we suggest that they play without any financial restrictions. In other words, allow them to have free choice of any food they wish to buy. There is no limit to the amount of food in the 'shop' - i.e. more than one child can purchase the same article.

Add up how much each child has spent and then add up the points allocated to each item of food. At this stage, the children may be relating the number of points to the health value of the food: they may also be relating it to the price.

Do the activity a second time, allocating each child £3.50 for the day. You may decide to use play money or calculators to help them keep their accounts, depending on their age and ability. The object of this activity is to accumulate a minimum of 100 points at the end of the day (and, of course, not over-spend!)

Another variation of the activity (perhaps with older children) is to include the 'chance' cards on page 42. This will vary the amount of money allocated to each child (although they must still strive to obtain 100 points per day). This should highlight the fact that less nutritious food is generally cheaper to buy and cause cries of "it's not fair" which

will elicit discussion about people who don't have much to spend on food. (It may be interesting to note that the actual amount of state benefit which is calculated to be spent on food for a child is more like 45p per day - not £3.50!)

Use a feed-back session to discuss the results of the game.

- \* D5 is the story of Lucia from Negros. The following information about cash-cropping may help you and your children:

Sugar was a cash crop for Negros. This means that all the good land on the island was used for growing sugar-cane for sale to developed countries. Negros used to sell all its sugar to the United States of America who occupied the Phillipines from 1901 to 1935. Because all the land was used for growing sugar, all food eaten by those on the island had to be imported.

It was demand for sugar from countries like the USA and the UK and Europe that made countries like the Phillipines, Jamaica, Brazil and some African countries give up food production for their own people and start growing sugar for export.

The developed countries control world markets and set the prices for basic commodities like sugar, tea and coffee. The land on which the commodities are grown is often owned by or is directly producing crops for multinational companies of the USA or UK. This means that profits from the sale of crops goes to large landowners, like Mr Nolan, or large companies. The workers are often virtually slaves and badly paid.

Sugar cane is one of the oldest cash crops. In some countries they have been growing it for two hundred years. But following the sinking of ships bringing sugar to the UK in the First World War the UK started to produce sugar from homegrown sugar beet. The USA started to grow its own sugar cane, and then discovered how to produce artificial sweeteners, like Nutrasweet, from homegrown maize. Sugar from countries like Negros wasn't needed any more. For these reasons in 1984 the world market price for sugar slumped. This brought great hardship to all those countries who had depended on it as their main means of earning foreign exchange. This they could use to pay their debts and buy goods from the industrial countries.

In 1980 the price for sugar was 28.66 US cents 1lb.

In 1984 the price for sugar was 3.52 US cents 1lb.

Now these countries require our help to improve the standard of living of families like that of Lucia de la Cruz. These families, from no fault of their own, have known nothing but their menial poorly paid work on the sugar plantations which northern agricultural policies have now made redundant.

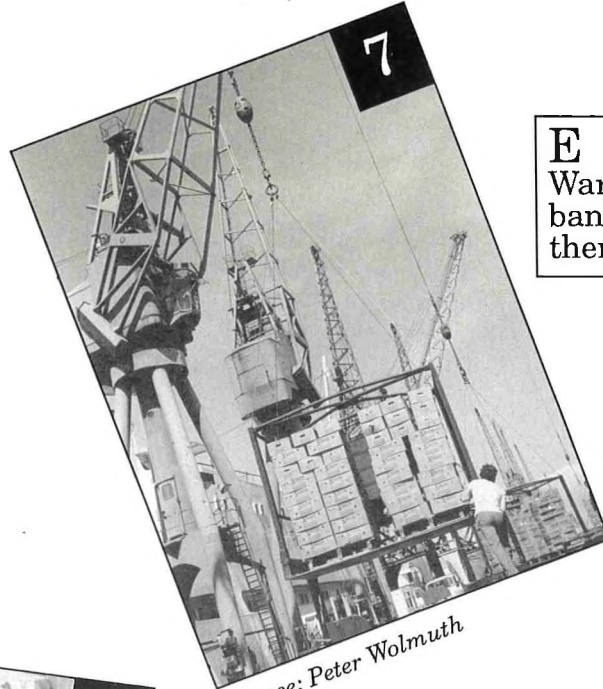
Other major cash crops produced by less developed countries for the industrialised countries, under similar conditions to those described for Negros, are tea, coffee and bananas.

Lucia's story is about how the decline in demand from developed countries for sugar produced from sugar cane, grown as a cash crop in many countries in the less developed world, has affected the lives of the workers who depended on the crop for their livelihood.

- \* D6 is a ranking exercise, based on the story of Lucia which can be used in two ways.
- \* D7 is the tale of the Speckled Red Hen - a retelling of a traditional story that vividly illustrates the dilemma many cash-crop societies are in. It easily lends itself to dramatisation while presenting certain issues in a form children can readily understand.

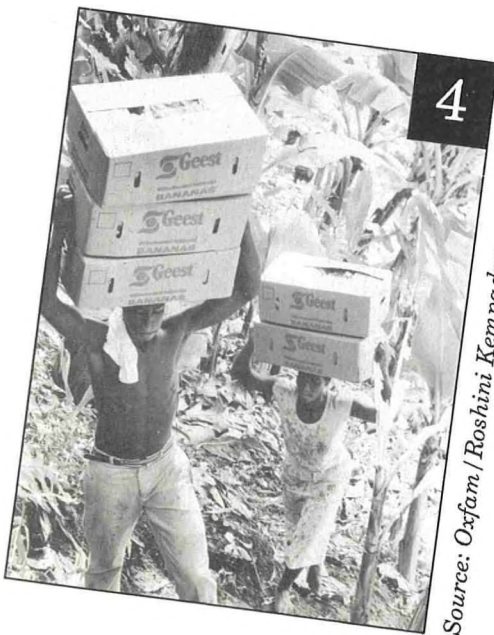
## ON THE BANANA TRAIL - Who does what in the banana trade?

1. With a partner, look at the photos and read the boxes of information. They give you clues about how the banana trade works. See if you can match the photos with the boxes.
2. Next, on a sheet of paper, list the boxes and photos in the right order. For example, if you think box C and photo 6 go together and come first in the banana trade, write C6 at the top of your list.



Source: Peter Wolmuth

**E**  
Warehouse workers weigh the bananas, label them and pack them into boxes again.



Source: Oxfam / Roshini Kempadoo

**A**  
Drivers take the bananas in refrigerated lorries to one of Geest's ripening centres. These are special warehouses where the bananas are kept at the right temperature.

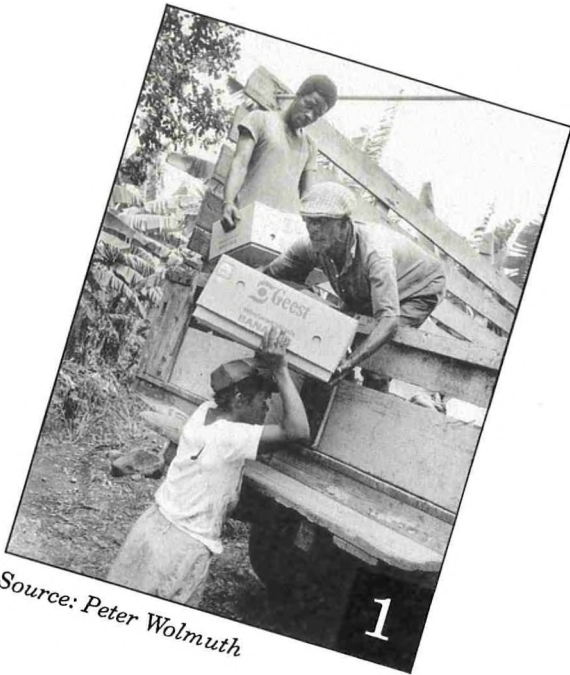


Source: Jennifer Hurstfield

**D**  
The bananas are then delivered to supermarkets, shops and fruit stalls around Britain



**B**  
Trucks collect the boxes of bananas and take them from the farms to the main port for loading onto one of Geest's ships.



Source: Peter Wolmuth



Source: Jennifer Hurstfield

**F**  
When the bananas are nearly ripe, farmers pack them into boxes and they are carried to the nearest road.



Source: Jennifer Hurstfield

**G**  
After 8 days, the ships dock at Barry in South Wales and dockworkers unload the bananas.



Source: Jennifer Hurstfield

**C**  
Geest bananas are grown in the Windward Islands in the Caribbean. It takes up to nine months of farming between planting and picking the bananas.

**Talking Point**

1. What new things have you learned about the food chain and the banana trade in particular? Did any of it surprise you?
2. Now you have had a quick look at the banana trade, what new questions would you like to ask about it?

# OH, I DON'T EAT THAT BECAUSE.....

My mum won't let me eat sweets

I don't eat fatty foods because they're bad for me

I don't eat strawberries because they bring me out in a rash

I'm a Muslim so I don't eat pork or drink alcohol

I'm a Sikh so I don't eat beef

I'm a Hindu so I don't eat beef

I don't eat steak 'cos I can't afford it!

I'm a Rastafarian so I don't eat pork or drink alcohol

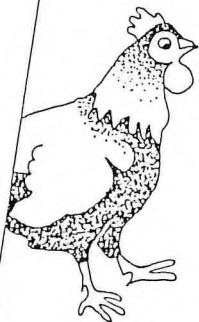
I'm a Buddhist and I don't eat meat

I'm a Jew and I don't eat pork

We only eat organically grown foods

END APARTHEID  
BOYCOTT SOUTH AFRICAN FRUIT

ANIMALS HAVE A RIGHT TO LIFE TOO - GIVE UP MEAT NOW



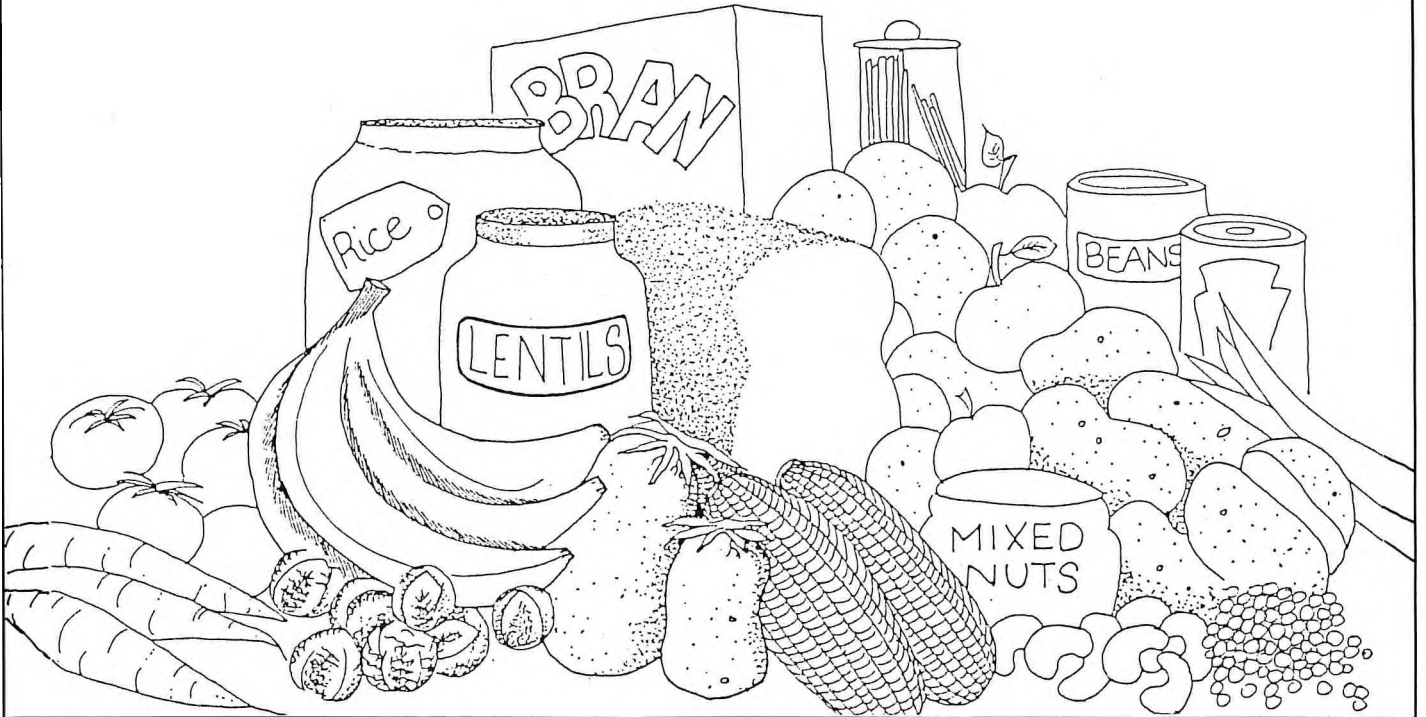
END BATTERY FARMING

TEA PLANTATION WORKERS ARE EXPLOITED  
BOYCOTT XYZ TEA

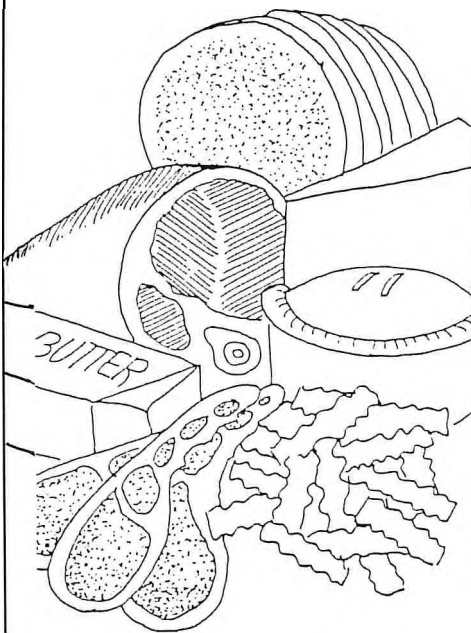
# FOUR MESSAGES WE ARE GIVEN TO IMPROVE OUR HEALTH THROUGH OUR DIET

## Eat more fibre

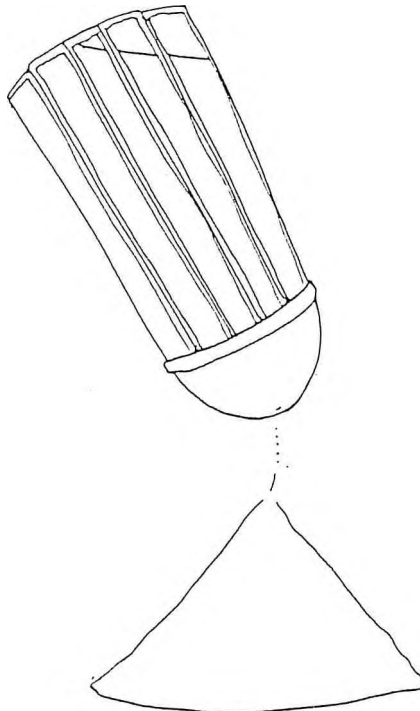
It helps move food through your system quickly - keeping it clean



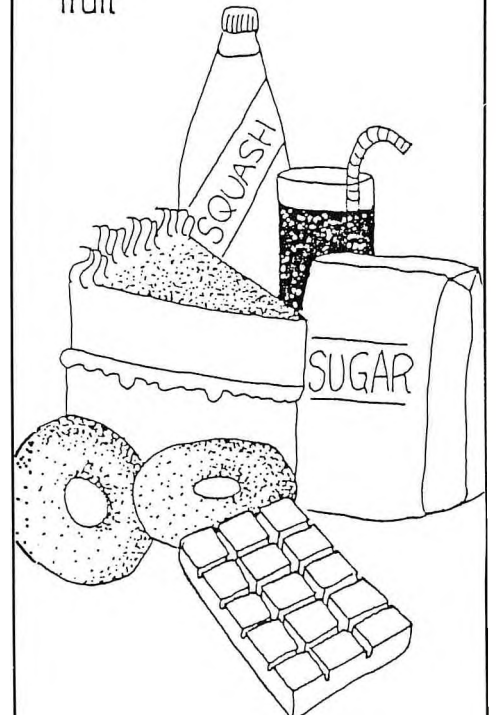
**Eat less fats**  
and lessen the risk of  
heart disease



**Eat less salt**  
you don't need to add it.  
Most processed foods  
already contain salt



**Eat less sugar**  
it's bad for your teeth and  
your weight - get your  
energy calories from fresh  
fruit



FOOD, HEALTH AND MONEY



ITEM	COST	POINTS	ITEM	COST	POINTS
Sugar pops cereal	30p a bowl	3	Bran cereal	30p a bowl	10
Fizzy pop drink	20p	1	Spaghetti rings	15p	2
Brown bread	10p a slice	10	White bread	5p a slice	7
Semi-skimmed milk	15p a glass	10	Carrots	15p	15
Bag of crisps	15p	1	Leg of chicken	£1.20	12
Cabbage or salad	15p	20	Hamburger	£1.20	4
Beef steak	£1.50	6	Apple	10p	10
Bar of chocolate	20p	2	Fresh fish	£1.00	6
Baked potato with cheese	80p	15	Packet nuts and raisins	30p	10

**Menu card**

**Breakfast**

**Lunch**

**Tea/Supper**



**Menu card**

**Breakfast**

**Lunch**

**Tea/Supper**



**Menu card**

**Breakfast**

**Lunch**

**Tea/Supper**



**Menu card**

**Breakfast**

**Lunch**

**Tea/Supper**



## CHANCE CARDS

You have **£3.50** to spend. Have a nice day!

You bought some comics for **£1.00** so you only have **£2.50** to spend.

You lost **50p** down the drain, so you only have **£3.00** to spend.

You must pay back **£1.50** which you owe to your dad so you only have **£2.00** to spend.

Your gran gave you **50p** so you now have **£4.00** to spend.

You balance your finances well today - you have **£3.50** to spend.

You were given **£5.00** for your birthday, so now you have **£8.50** to spend!

The rent was due, so mum only gave you **£1.00** to spend today.

## Lucia from Negros

Lucia de la Cruz is nearly five years old. She lives with her family on a sugar plantation, a hacienda, on the island of Negros in the Phillipines.

Life is very uncertain for Lucia and her family because just over two years ago her father, Ramon, lost his job. Ramon worked for Mr Nolan, the owner of the sugar plantation. But in 1984 the price Mr Nolan could get for his sugar fell so low that it was not worth harvesting it. On the island of Negros where 200,000 workers and their families depended on the sugar plantations it was a disaster. If there was no work there was no money with which to buy food, and people, particularly children, starved.



Source: UNICEF/Jim Wright

The de la Cruz family never had enough to eat even during the good years of sugar production. Generations of the family had lived and worked on the plantation, producing sugar for Mr Nolan.

They depended on him for everything. They live on his land, but with no electricity. Lucia's older sister, Helena, spends a couple of hours a day collecting water from the tap which is used by 50 other families.



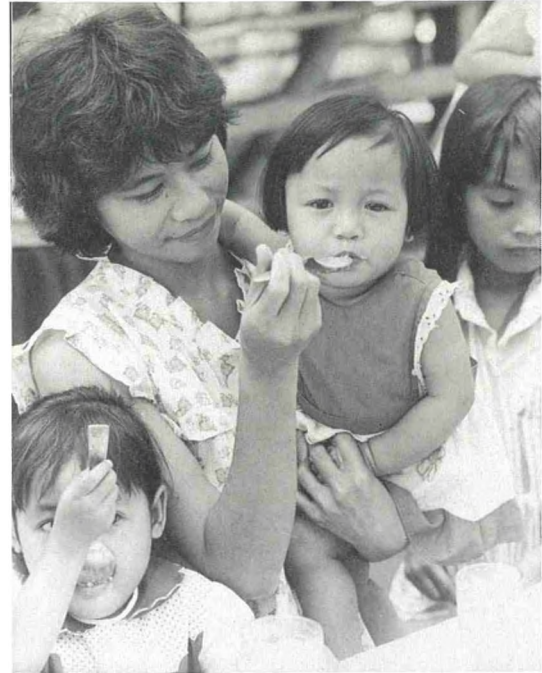
Source: UNICEF/Jim Wright

Mr Nolan never paid good wages and the family was always in debt because they had to buy all their food from the shop Mr Nolan ran. Every year there was no work from May to September so debts would be run up at the shop.

Lucia's mother, Marilyn, tried to grow some vegetables on the little strip of land round the house, but there was never enough to feed the family. During the season of no work the family lived on one meal a day of rice gruel and salt. Helena and her brother Juan only occasionally went to school. Usually they were needed to help at home or to earn a few extra pence working in the cane fields.

In November 1985 Lucia became so undernourished her parents thought that she would die, as so many other young children died at this time.

Fortunately UNICEF the Government, the Churches and other organisations mounted a campaign to feed the 140,000 children on Negros who UNICEF identified as being malnourished and vulnerable to disease.



Source: UNICEF / Jim Wright



Source: UNICEF / Jim Wright

A supplementary feeding programme was started based in local communities. Local women, including Marilyn, everyday prepare a special high nutrition food of mung beans, rice, milk and vitamin A which is fed to all young children. All young children are weighed every month to make sure that they are receiving enough nourishment.

But supplementary feeding isn't a long term solution to feeding thousands of people who have no source of income or food.

Schools and parents were provided with garden tools and vegetable seeds: okra and different kinds of beans and cabbage, and taught basic

gardening techniques. Trained agricultural workers, and Ramon has become one, travel round telling people how to increase the amount of crops they can grow on a small piece of land without using artificial fertilizers or pesticides.



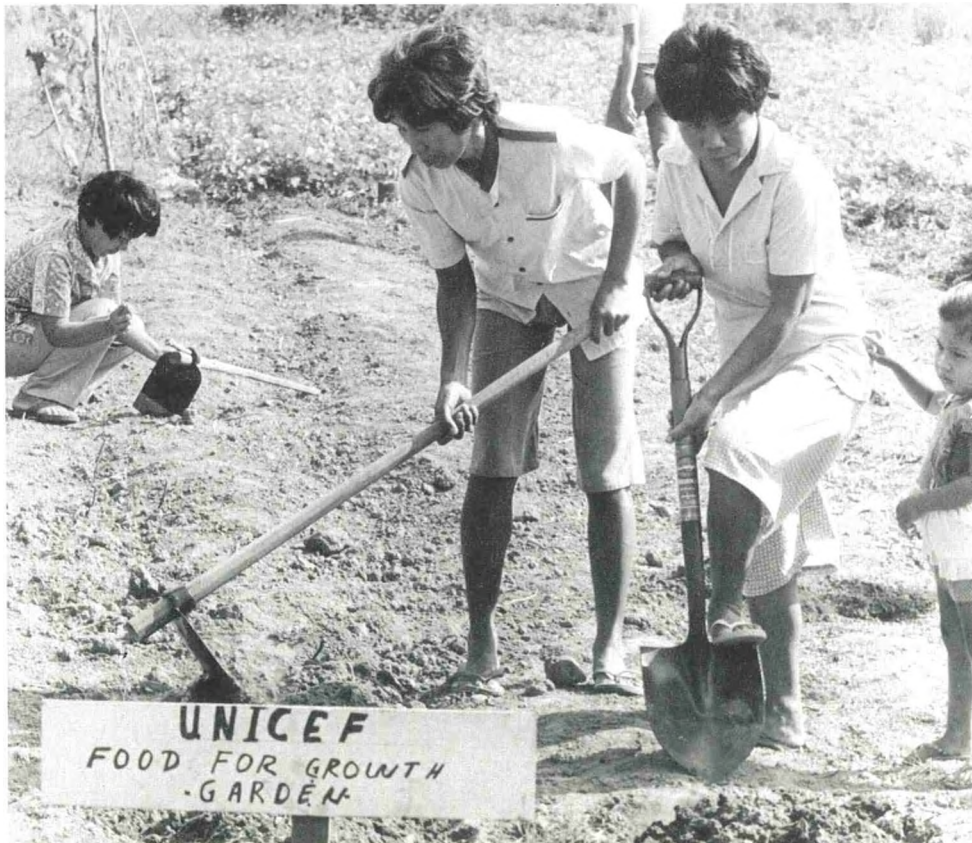
The aim is for families to produce enough food for their daily needs.

But there are problems. The former plantation workers do not own any land. The land they live on belongs to people like Mr Nolan who are reluctant to let people use some of their land for food production. However, the government of Corazon Aquino has announced that all plantation owners must allocate 10% of their land to their workers to plant food crops.

With help these workers could become independent. If they have enough land some of them could become large scale farmers producing food for their community. Others could raise livestock to supply milk, meat and eggs. With training others could become craftsmen and start small businesses. To help communities become independent needs money and training which can be provided both by their government and the rich industrialised countries of the North.



Source: UNICEF / Jim Wright



Source: UNICEF / Jim Wright

## RANKING EXERCISE

**Below are 10 statements about the story of Lucia. They can be used in two ways:**

- a) Group the statements according to whether they are true or false;**
- b) Some of these statements suggest solutions to the problem. Pick them out and discuss them.**

1. All the people of Negros suffered because of the island's history.
2. It was Mr Nolan's responsibility to make sure his own workers did not go hungry.
3. Usually laws have to be made to correct injustices.
4. Lucia would have died if it had not been for the work of UNICEF and other organisations.
5. It does not matter that Mr Nolan did not do anything to help his workers because there was UNICEF, the government and the churches.
6. It was the government's duty to step in and make plantation owners give some of their land to the workers.
7. There was no organisation on Negros to accept responsibility for the children's right to food until UNICEF, the churches and the government stepped in.
8. When it no longer required Negros' sugar crop the USA should have helped Negros to provide a living for its people.
9. The people of Negros were hungry and there was little they could do about it.
10. A government is responsible for the health and welfare of its country's children.

## The Tale of the Speckled Red Hen

Once upon a time there was a little red hen. She lived on a pleasant farm and ate the food she grew there. One day the little red hen found a grain of wheat. She thought she would plant it and grow more grain for herself.

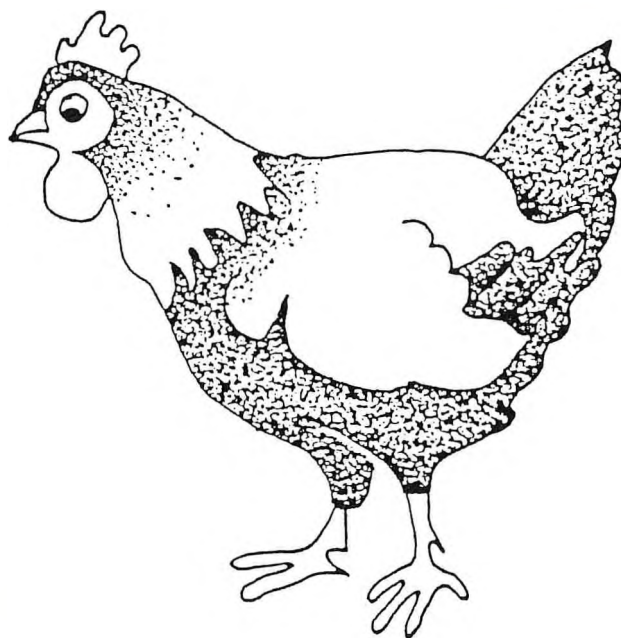
"Who will help me plant this grain of wheat?" asked the little red hen.

"Not I," said the duck, "but I'll sell you some coffee bushes. You'll make lots of money if you grow coffee instead of wheat."

"Not I," said the pig, "but I'll buy the coffee from you when you've grown it."

"Not I," said the rat, "but I'll lend you the money you need to start with."

So the little red hen planted the farm with coffee instead of wheat.



"Who will help me to grow this coffee?" asked the little red hen.

"Not I," said the duck, "but I'll sell you some fertilizer to help it to grow."

"Not I," said the pig, "but I'll sell you some pesticides to keep it free from disease."

"Not I," said the rat, "but I'll lend you the money to buy the fertilizer and the pesticides you need."

So the little red hen worked long and hard. She spread the fertilizer and sprayed the insecticide on her coffee bushes. Even though it was costing her so much more than it would have done to grow wheat for herself, she kept thinking of the money she would get for it. Then came harvest time:

"Who will help me to sell my coffee?" asked the little red hen.

"Not I," said the duck, "but you'll need my factory to roast and pack it."

"Not I," said the pig, "everyone's growing coffee now and the price has hit rock bottom."

"Not I," said the rat, "but you have to repay all your debts now."

So the little red hen realised that she had made a mistake growing coffee instead of wheat, because she was deep in debt and had nothing to eat.

"Who will help me to find something to eat?" asked the little red hen.

"Not I," said the duck, "you haven't any money to pay for it."

"Not I," said the pig, "there's not enough to go round since everyone started to grow coffee."

"Not I," said the rat, "but I'll take your land instead of the money you owe me and perhaps I'll let you stay and work for me."

# Unit E

## CLEAN WATER

*"States should take appropriate measures to combat disease and malnutrition through the provision of adequate nutritious foods and **clean drinking water**, taking into consideration the danger and risks of environmental pollution." (Article 24 (c) )*

As with food, 'water' is such a wide topic area that we have again concentrated on one aspect - the child's right to **clean** water.

- \* Brainstorm or discuss which sources of water are clean and safe to drink and which are not.
- \* E1 starts children off with some suggestions e.g. tap water, puddles in the playground, stream water, etc.
- \* What happens when you drink dirty water? You may find these facts useful:

**Water-borne diseases** e.g. diarrhoea, cholera, typhoid, polio, are spread by drinking or washing hands, food, or utensils in contaminated water.

**Water-washed diseases** e.g. leprosy, yaws, scabies, roundworm, are spread by poor personal hygiene, insufficient water for washing and lack of facilities for proper disposal of human waste.

**Water-based diseases** e.g. bilharzia, is transmitted by a vector (carrier) which spends part of its life-cycle in water. Contact with infected water allows the parasite to enter humans through the skin or mouth.

**Diseases with water-related vectors** e.g. malaria, sleeping sickness, river blindness, are passed through infection-carrying insects breeding in stagnant water.

**Faecal disposal diseases** e.g. hookworm, are caused by organisms breeding in excrement when sanitation is inadequate.

- \* E2 is a comic strip story from a free Zimbabwean magazine which is designed to teach children about water hygiene. You may want to reproduce only half the story and ask the children to continue it before showing them the rest of the story.
- \* What do we do in this country to ensure that the water we drink is as safe as possible? Look at reservoirs, filtration plants, etc. If we are not sure that our water is safe to drink out of the tap, what can we do? (Buy bottled water or a filter, boil drinking water etc.)
- \* Children could experiment with making their own filters. A good container to use is a clear plastic lemonade bottle with the bottom cut off and turned upside down. The children can experiment with layers of different materials such as sand, gravel, nylon tights, coffee filter paper, and so on to see which makes the best filter. Pour dirty water through the wide end of the bottle through the filtering material and collect from the narrow end in a beaker.  
**N.B. DO NOT TRY DRINKING THE WATER TO TEST IT!**

Access to clean drinking water is a problem in many countries.

- \* Here we recommend using the game 'Butimba', which appears in the UNICEF book 'Clean Water - a Right for All' (see Resources section). Butimba is an activity which involves the use of extensive addition and multiplication sums to determine how much time a family in the East African village of Butimba spends collecting water during two dry seasons and two wet seasons.
- \* Also, a showing of the video, 'Orkendi', is recommended. See the resources section for details.

To quote again from Article 24.....

*"States should take appropriate measures to combat disease..... taking into consideration the danger and risks of environmental pollution."*

Water pollution is becoming a serious problem in UK. Our inland waterways and coastal waters are being polluted by agriculture, industry and the disposal of domestic sewage. We can no longer take the purity of our drinking water for granted, as the people of Camelford in Cornwall learnt to their cost.

- \* E3 is an activity based on the real-life event in 1988 when the drinking water in Cornwall was polluted by accident. The information is taken from news reports at the time.

Give groups of children the page of statements. These ten statements, which are not reproduced in the correct order, tell the story, although there is more than one way to put the story together. It is suggested that the children separate the statements by cutting along the dotted lines. They can then manipulate the statements to form what they feel is the most likely story.

### **WHAT HAPPENED**

A relief lorry driver accidentally disposed of aluminium sulphate into a tank in which lay processed water at an unstaffed treatment works at Lowermoor, near Camelford. Figures show that drinking supplies immediately after the accident had been contaminated by aluminium between 3,100 to 6,000 times the World Health Organisation maximum safety limits. People using the water complained of skin rashes, diarrhoea, hair turning green and mouth ulcers. Some said their children were hyperactive. Nine months later some people were still suffering the effects of the incident.

The main pipes were flushed out, killing 61,000 fish in the Allen and Camel rivers. The water authority have taken out new safety measures to ensure that an accident of this kind could not happen again. These measures include sealing and labelling tanks which contain processed water in unattended water plants, so that no-one can open them unintentionally. *(It is alarming to note that the water at Camelford was subsequently polluted for a second time some months later! - Ed)*

Several villages in the areas affected by this incident reopened old village wells until they were sure that the water was safe. The government has said that no long-term effects to people's health is likely from this contamination. Other experts argue that long-term effects are difficult to predict. For example, aluminium is being linked to Alzheimer's Disease, the effects of which often do not appear for many years.

When the groups are finished they should discuss the following:

1. Why do you think people did not realise immediately that the water they were drinking was polluted?
2. How did they eventually realise that their water was polluted?
3. What did the water authority do with the polluted water?
4. What safety measures do you think the Water Authority took to ensure that this kind of accident wouldn't happen again?
5. What would you do if you thought your drinking water was polluted?

\* E4 is a poem about how factory pollution killed fish in the Juru river near Penang, Malaysia. Kuala Juru, the fishing village at the mouth of the river, became very poor as a result. This poem is based on the plight of the villagers who protested at length to the state authorities about river pollution being caused by the factories in the nearby industrial estate.

\* The children could write poems of their own about pollution. An acrostic form may provide a useful structure.

\* E5 is a role play activity which could be carried out on the subject of river pollution. For it to be done effectively children will need to have done some research into the agricultural and industrial pollution of our waterways. UNICEF's book 'Clean Water - a right for all' has a chapter on UK water pollution. (see Resources)

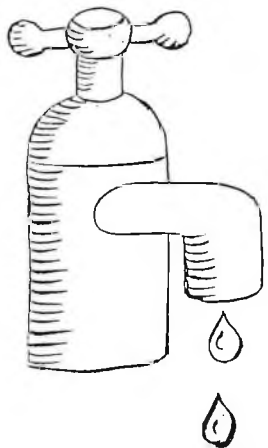
If you would like more information about water pollution contact Greenpeace whose address is in our resources section.

\* Survey other ways in which your local environment presents hazards to growing children e.g. exhaust fumes, agricultural spraying, factory emissions, litter or refuse.

\* Collect information on the Greenhouse Effect and make a display in school. The children could design posters about environmental pollution either locally or internationally. Obtain permission to display them in a public place (e.g. the library, high street building society, town hall, Citizens Advice Bureau, etc).

## CAN YOU DRINK THIS WATER?

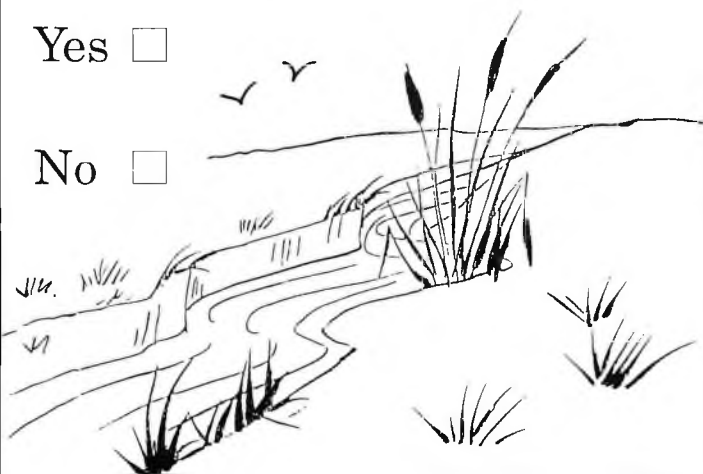
1. The Tap?

Yes No 

2. A puddle in the playground?

Yes No 

3. A stream?

Yes No 

Can you think of any more?

4.

5.

6.

# TSITSI AND THE MYSTERY ILLNESS

Tsitsi's village has been hit by a mystery illness, making many people sick. Her mother tells her that bad spirits have entered the village and sends Tsitsi away to stay with her aunt. There, Tsitsi talks to cousin Save, a trained nurse.

SO WHAT'S BEEN HAPPENING IN YOUR VILLAGE?

EVERYONE WAS WELL UNTIL TWO WEEKS AGO, THEN THEY GOT SICK.

WHAT'S THE SICKNESS LIKE?

YOU GET STOMACH ACHE THEN DIARRHOEA

WHERE DO YOU GET YOUR WATER FROM?

WE USE A BORE HOLE, BUT IT BROKE ABOUT THREE WEEKS AGO, SO WE GO TO A POND NEARBY.

Tsitsi describes the pond the villagers now use. Can you spot 5 things which make the water unsafe?

DID THE SICKNESS START AFTER YOU USED THE POND?

YES, A FEW DAYS AFTER. DO YOU THINK THE WATER IS MAKING PEOPLE ILL?

Tsitsi wants to go back and tell everyone to stop using dirty water. But Save says she must first learn more about keeping water clean. She takes Tsitsi on a walk through the village.

WHAT'S THAT CLIP FOR?

OH! IT'S A SPECIAL CLIP USED ONLY FOR DIPPING IN THE POT.

WHAT ARE THE SHOES FOR?

TO STOP WORMS GETTING INTO HER FEET AND MAKING HER SICK.

WHO LOOKS AFTER IT?

WE TAKE IT IN TURNS

WHY DO YOU USE MATS?

BABIES LIKE TO PLAY IN THE DIRT. THEY DON'T KNOW ABOUT WORMS AND THINGS THAT MAKE THEM SICK.

ISN'T THAT COVER WASTE OF TIME?

NO, IT STOPS DIRT FROM FALLING DOWN THE WALL.

Tsitsi thanks Save for showing her around. Tomorrow she must return and tell everyone about the water. Look at the pictures again. Can you spot 8 ways in which Save's villagers make sure they stay healthy.



### WATER POLLUTION IN NORTH CORNWALL

Below are ten statements which tell a story about a real-life pollution incident in 1988. Cut along the dotted lines to separate the statements then decide on the best order for the statements.

✂  
-----  
As a result thousands of fish were killed in these rivers.

✂  
-----  
Investigations were carried out to find out what was causing these symptoms.

✂  
-----  
The driver thought that the tank contained untreated water.

✂  
-----  
The Water Board now have new safety measures. This is to ensure that this kind of accident will not happen again.

✂  
-----  
In July 1988 the drinking water in North Cornwall was polluted.

✂  
-----  
It was discovered that the drinking water supply had been polluted.

✂  
-----  
Shortly afterwards local people started complaining of skin rashes, diarrhoea and mouth ulcers.

✂  
-----  
It was three months before the drinking water was returned to normal.

✂  
-----  
This happened because a relief lorry driver accidentally dumped 20 tonnes of aluminium sulphate into a tank of clean, treated water at a water treatment works.

✂  
-----  
The Water Board flushed the water out of the tank and mains pipes into surrounding rivers.

## DEATH OF A VILLAGE

The fish  
in the river  
poisoned by  
progress's vomit  
are dying.....  
and nobody cares



*smaller catches for  
inshore fishermen*

The birds  
that feed on the fish  
in the river  
poisoned by  
progress's excrement  
are dying.....  
and nobody cares



*trawlers are a threat to  
fishermen's livelihood*

And so  
a once-proud village  
sustained  
for centuries  
by the richness  
of this river  
dies.....  
and nobody cares

We blind mice  
We blind mice  
see what we've done  
see what we've done  
we all ran after  
Progress's wife  
she cut off our heads  
with Development's knife  
have you ever seen  
such fools in your life  
as we blind mice?

*fishing nets and  
equipment damaged by  
trawlers*



## POLLUTION - A ROLE PLAY ACTIVITY

**OBJECTIVES** - To help children to appreciate the importance of water in the local environment.

1. Establish a village creating roles:
  - factory workers working up river (just over half the children).
  - some farm workers working on farms down river from the factory.
  - villagers
2. Set up a factory. The factory workers can operate machines by mime with their own sounds, appropriate music or perhaps a 'sound effects' recording.  
Set up farmers miming their daily tasks.

### POINTS TO DISCUSS:

- a) what the factory makes (select an owner and a few managers).
  - b) what type of farms - farmworkers' duties (select a few farmers)
3. Some of the village children fall sick after swimming in the river.
  4. A Health Inspector visits the village to determine the cause of the sickness. Someone is polluting the river. Is it the factory or the farmers? The Health Inspector and a representative from the Water Authority visit the factory and farms to see what waste products are being allowed to drain into the river. Role play what they find.



Source: Greenpeace/Greig

5. Factory workers and farm labourers meet separately to discuss what to do, as do factory owners and farmers.

### POINTS TO CONSIDER:

#### Factory Owner

- a) costs of improvements to prevent pollution.
- b) the effects of costs on production and customers.
- c) his or her responsibility to the environment and other people.

#### Villagers

- a) fear for their jobs.
- b) health risk to people and animals.

#### Farmers

- a) the way they use pesticides and fertilizers.
- b) whether to build new silos.

6. Farm labourers and factory workers approach their management and owner to complain. Spokespersons can be elected to state their cases.
7. Managers and owners will need time to discuss the problems. Villagers may observe.
8. Teacher (in role as director of the board of managers) may suggest that all factory workers are sacked if they complain.
9. A full meeting should follow when this announcement can be made. Villagers should express their views and any possible solutions to the dilemma.  
Teachers be ready to step out of role to calm the situation!



Source: Greenpeace/Greig

# Unit F

## Health Care and Education

*“The right of children to attain the highest level of health possible and to have access to health and medical services, with special emphasis on primary and preventative health care and the reduction of infant mortality. The State’s obligation to work towards the abolition of harmful traditional practices.” (Article 24)*

- \* Ask children “Who looks after you when you’re ill?” (The answers the children give will probably start with the family and go on to state provision). Then ask them “How can we keep healthy so we shouldn’t need to go to the doctor very often?”

Preventing ill health can involve trying to change people’s social and economic circumstances. These are often the underlying causes of drinking contaminated water or having an inadequate intake of proteins. All the way through these activities, children could be guided towards asking “why” questions like: “Why are some children not vaccinated?” or “Why do some children continue to suffer from diarrhoea?” This approach can lead to discussion and understanding of the importance of preventative rather than curative health care.

Nowhere is preventative health care more needed than in the so-called “Third World” where doctors can be few and far between, and any kind of medical attention and drugs are also in short supply. The task for government Ministries of Health and for international voluntary agencies is to increase preventative services like immunisation while at the same time involving people as far as possible in their own health care. This can be done through health education initiatives at local level and in the setting up of drugs funds where people pay small amounts for medicines which enable clinics to buy more supplies and so ideally become self-financing.

- \* F1 is a health time line which the children can use to research their own medical history (with help from their parents). Children could make their own medical time-lines, or design and fill in a health chart showing their childhood illnesses, injuries and treatments. This topic could also be an emotive one for personal descriptive writing.

Along with the development of regular immunisation services will hopefully come at least some of the preventative child health care services your children may identify in F1. If they just imagine that for some women in some countries none of these check-ups and preventative measures ever take place then the scale of the work undertaken by SCF, UNICEF and their partners can begin to be realised.

- \* F2 is a pictorial representation of the Cold Chain. Children may not realise that vaccines have to be kept at very low temperatures if they are to remain effective. This fact alone has posed many problems in countries with high temperatures and little infrastructure for the delivery and use of vaccines. Solar panels, camels and donkeys have all been used in the effort to bring this low-cost, highly effective protective form of health care to people living in remote villages. This information sheet shows the Cold Chain - the way in which vaccines are put in place for an immunisation programme.

- \* F3 is a sheet showing how ORS - Oral Rehydration Salts - are mixed. ORS is one of the greatest, and simplest medical breakthroughs of the 20th Century. Every year millions of children under five die of dehydration caused by severe diarrhoea. Diarrhoea is largely caused by drinking dirty water or eating food which has been contaminated by flies or been touched by someone with unclean hands. The children could experiment by mixing up their own ORS.
- \* Carry out a survey and draw a map of the local area around school/home and indicate the provision of doctors, health centres, clinics, dentists and hospitals. Do the children feel that the local facilities for health care are adequate?
- \* A greater emphasis is being placed on prevention rather than cure. Look for examples of public health education locally and in the media.

Education about the HIV virus and how to avoid infection have given health educators the biggest challenge they are ever likely to meet. For there is no cure for AIDS and prevention means dramatic changes in personal behaviour for peoples of most cultures. There is an ever increasing range and variety of education packages being produced to teach young people about HIV and AIDS, also awareness raising media campaigns. You may wish to integrate education about the HIV virus into this part of your work.



- \* This picture comes from a leaflet which was part of a campaign to help Asian women in the UK to make full use of the National Health Service.

The leaflet informed an expectant mother that the ante-natal clinic will:

(i) check her baby is developing properly; (ii) make sure she is well; (iii) give her advice about diet and exercise; (iv) give her extra iron and vitamins as necessary; (v) check that her medicines are safe; (vi) arrange where her baby will be born; (vii) invite her to parentcraft classes to learn more; (viii) listen to her questions or worries. Also, working women have the right to go to the clinic without losing pay.

- \* Ask the children to think of all the reasons why it is important for a woman who is expecting a baby to go to a clinic and why they think that people who have settled in UK from other countries might not make use of health services.
- \* Identify local facilities provided for pregnant women, infants and growing children. Are they adequate?
- \* Children could work in small groups to discuss how they would improve the cleanliness, appearance and safety of local areas in which young children are growing up. Children living in the same small area could be grouped together to discuss their street or neighbourhood; part of the school and local shopping areas/precincts could also be considered.
- \* Having drawn up a list of 'good and bad' features of the area, and maybe drawn a sketch map of the area, children could then do some field research in or out of school time. To be sure that all the possibilities are considered by all the groups, a brainstorm could take place either before or after the group discussions to bring out ideas of what is and is not 'acceptable' in the environment.

For the field research, emphasise the importance of observation - looking for things which are unsanitary, dangerous to young children, the disabled, old people; similarly points which are inconvenient for mothers, the disabled and the elderly.

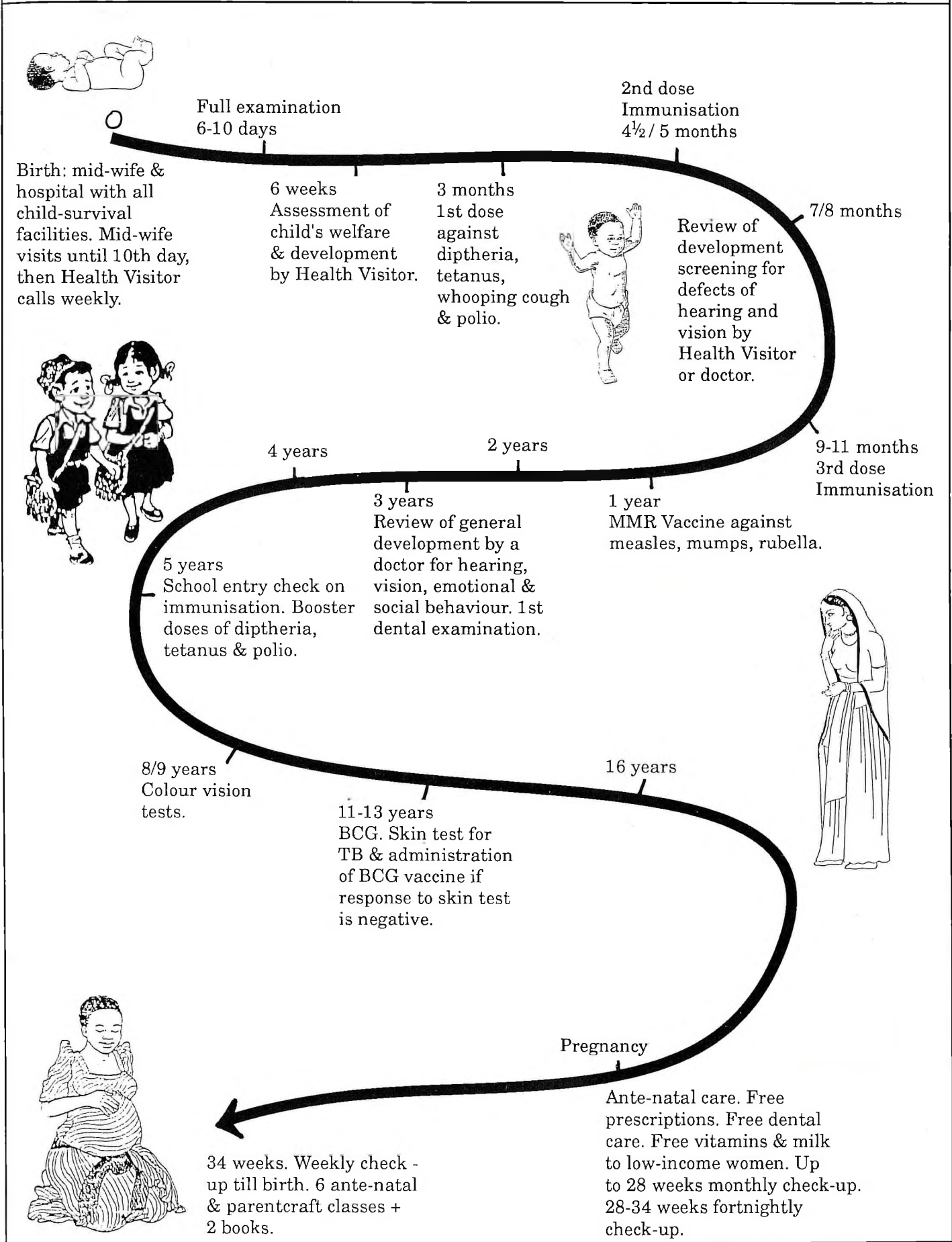
Following the field research, the groups need to consider what needs to be done, who would be the best people to do it (themselves, the local community, the council), and how can they activate these groups. The class may then plan and organise one particular campaign which they all agree is a priority.

Article 24 states that harmful traditional practices need to be abolished, but by no means are all traditional practices harmful.

- \* F4 is a story from southern Africa and shows the effectiveness of traditional medicine. Teachers may wish to use the whole story (see 'Sources section'). You may also wish to discuss the fact that many of our essential drugs originate from plants and that some of the alarm at the destruction of the rainforests is that they are a potential source of further life-saving substances.

**Note:** Information on infant mortality rates from around the world is provided in the UNICEF report 'State of the World's Children' - see resources section.

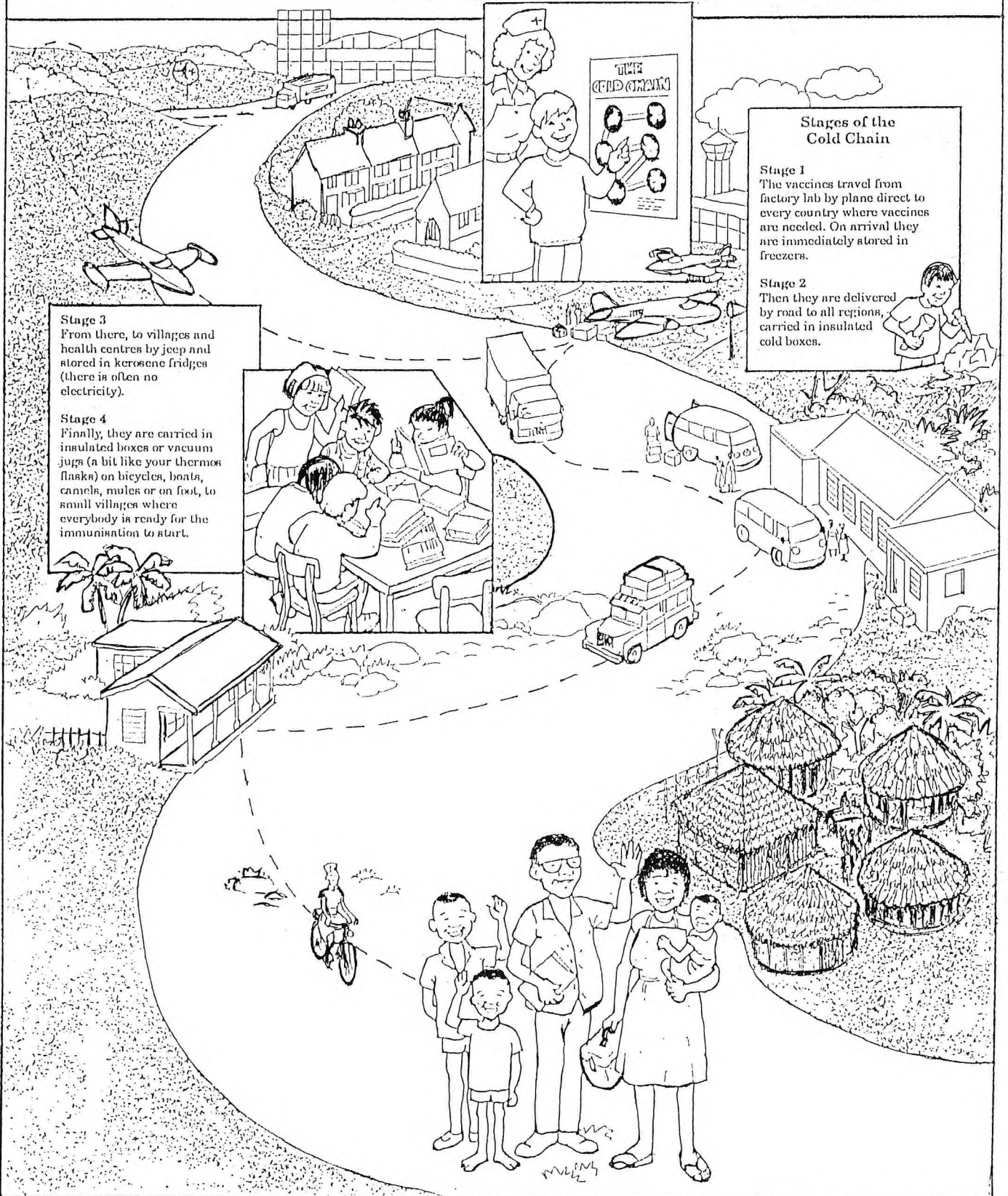
# PREVENTATIVE CHILD HEALTH SERVICES IN THE UK



## THE COLD CHAIN

In Britain, people do not usually die from polio, tuberculosis, diphtheria, whooping cough or tetanus. Sadly, only a few hours flight away from Africa, Asia and Latin America, five million children die from these diseases each year, and many others are left handicapped for life. But this can be stopped...

Soon after your birth your mother probably took you to a health centre, where you were given injections to protect you from these dangerous illnesses. This precious liquid, called a *vaccine*, must be kept cold (below 8°C) at all times and must never warm up. This is not always easy, especially in hot countries where roads are difficult, fridges a luxury and electricity not always on tap.





**ORAL REHYDRATION SALTS - THE LIFE SAVER**

Kamali's son Sharad has severe diarrhoea. He is becoming dehydrated, but Kamali knows what to do.

She takes a scoop of sugar.....



a pinch of salt.....

and half a litre of water.



She gives Sharad the drink every time he passes watery stools. It tastes like salty tears.



Soon Sharad is well.

## AN EXTRACT FROM 'NO WITCHCRAFT FOR SALE'

Teddy came staggering into the kitchen with his fists to his eyes, shrieking with pain. Gideon dropped the pot full of hot soup that he was holding, rushed to the child and forced aside his fingers.

"A snake!" he exclaimed. Teddy had been on his scooter. A tree-snake, hanging by its tail from the roof, had spat full into his eyes. Mrs Farquhar came running when she heard the commotion.

"He'll go blind," she sobbed, holding Teddy close against her. "Gideon, he'll go blind!"



Already the eyes, with perhaps half an hour's sight in them, were swollen up to the size of fists.

Gideon said: "Wait a minute, missus, I'll get some medicine."

Mrs Farquhar stood by the window, holding the terrified, sobbing little boy in her arms. It was not more than a few minutes before she saw Gideon come bounding back, and in his hand he held a plant.

"Do not be afraid, missus," said Gideon, "this will cure Little Yellow Head's eyes."

He stripped the leaves from the plant, leaving a small white fleshy root. He put the root in his mouth, chewed it vigorously, then held the spittle there while he took the child forcibly from Mrs Farquhar. He gripped Teddy down between his knees, and pressed the balls of his thumbs into the swollen eyes, so that the child screamed and Mrs Farquhar cried out in protest: "Gideon, Gideon!" But Gideon took no notice. He knelt over the writhing child, pushing back the puffy lids till chinks of eyeball showed, and then he spat hard, again and again, into first one eye and then the other. He finally lifted Teddy gently into his mother's arms, and said, "His eyes will get better."

# Unit G

## STANDARD OF LIVING

*"The right of children to benefit from an adequate standard of living, the primary responsibility of the parents to provide this even when one or both no longer live(s) with the child and the State's duty to ensure that this responsibility is first fulfillable and then fulfilled." (Article 27)*

The whole of this book is, of course, about providing an adequate standard of living for all children. This Unit, however, asks the question 'What is an adequate standard of living?' and uses just two examples (clothes and shelter) to help children to understand the concept. During the first suggested activity the children may well come up with a different set of 'needs' and teachers will need to adapt accordingly. Topics such as food, water and health care are dealt with in more detail in Units D, E and F.

- \* What is an 'adequate standard of living'? Discuss and brainstorm the question.
- \* Make a list (rather like that suggested at the beginning of Unit A) of the things necessary to maintain an adequate standard of living. This is likely to be more specific than the children's list of needs;

e.g.	Needs	Adequate standard of living
	clothes	a list of all necessary clothing (according to climate of course)
	shelter	number of rooms, details of furniture, standard of comfort etc.
	food and so on.	one? two? three? meals a day - or more?

- \* Carry out surveys of the children's needs; e.g. How much do your parents spend on clothes for you per week? How many pairs of shoes do you own? Make a list of all the things in your wardrobe today. Make a list of everything you eat in one day.

**Note:** In order to allow for the wide variety of socio-economic situations in your class you may wish to suggest this activity as homework the results of which can be kept private. The drawing on G1 could then be used to represent the consensus of opinion in the class about what represents essential items of clothing.

- \* G1 is a sheet on which the children can list essential items of clothing for, say, one day in the summer and one day in the winter in this country. The figure is deliberately androgynous.
- \* Pack a suitcase with everything you think you would need if you were suddenly told that you were going away but you didn't know where. What would you put in and what would you leave out? Why?
- \* Discuss why we need shelter and look at the variety of shelters in different parts of the world which are designed to suite the various climates and local conditions.
- \* The children could construct their own models of basic shelters given a variety of climatic conditions. If you have the space (and the nerve!) build some of the designs.

*Children at a school in Oxfordshire build their own shelter.*



*Source: Oxford DE Unit / Tony Dunkley*

- \* The above exercise may be carried out using scrap materials, but could just as easily involve the need to purchase building materials or tools in which case the children might go on to look at the cost of housing in various parts of the country.
- \* G2 gives the actual average price of a 3 bedroomed semi-detached house in different parts of the country. (Accurate for June 1990)
- \* What are the differences between a shelter and your 'home'? What things would you want to put in your shelter to make it 'homely' - in other words, to make sure you enjoyed an adequate standard of living?
- \* G3 describes the living conditions of two girls in Zimbabwe. It could help the children understand that standards of living are **relative** to a) income and b) cultural expectations. After reading the descriptions children could write a similar comparison for two imaginary children living in the UK.
- \* G4 is another example of appropriate housing, this time from Malaysia. Different countries have developed different styles and ways of building their houses. Climate, the materials available and the traditional way of life all play a part when a house is designed. Have a look at how houses vary in different parts of the UK, Europe and the world.



Source: Oxford DE Unit / Tony Dunkley

\* Here is a chart showing the percentage of households with goods listed in 1975 and 1985. What does this tell you about how we measure the standard of living in the UK?



\* G5 is the story of Veronica Millwood and describes her living conditions in one room in an inner city. **Note:** If you haven't yet done the 'Benefits' activity in Unit A you may wish to use it here.

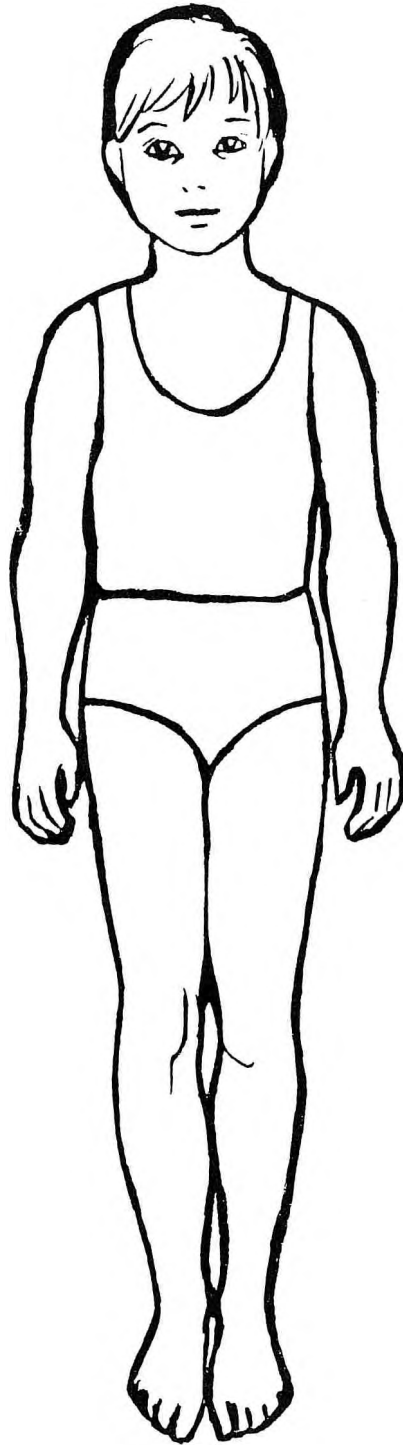
\* G6 is a comparative study of 'living without' in Britain and in Brazil. There are some questions on the page.

\* G7 is an article about homeless families in bed and breakfast accommodation which first appeared in The Food Magazine in 1988. Use it with older children to stimulate discussion if you wish.

What clothing do you need for: one day in summer?  
one day in winter?

SUMMER

WINTER

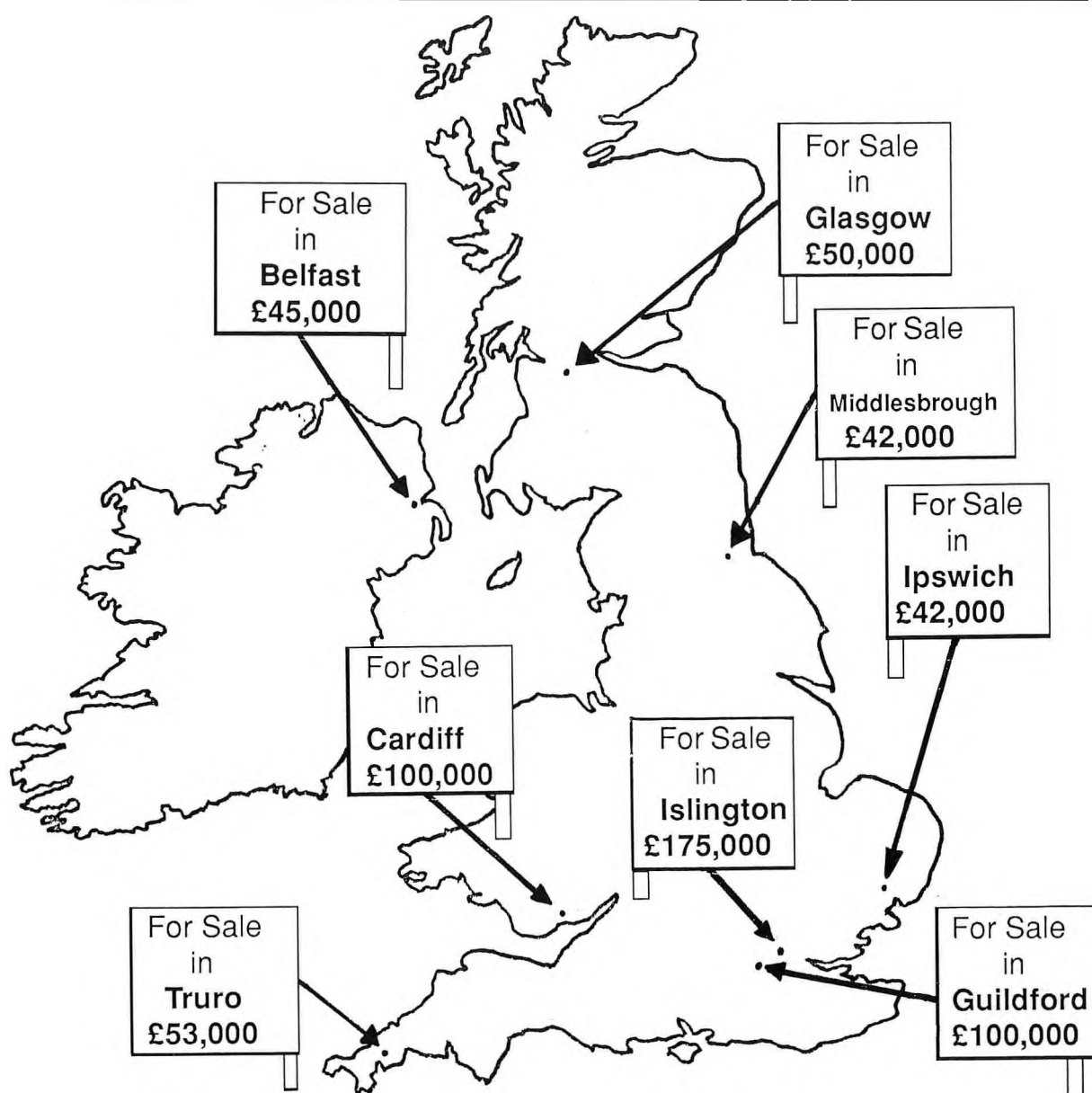




## GRUNT, GRABBIT & RUN ESTATE AGENTS

offer this  
**Attractive 3-bedroom semi  
near to town centre.**

Any offers?.....



So where would you choose to buy?

What else, apart from price, determine where you live?

## JOJO AND KUMBIRAI LIVE IN ZIMBABWE

In every country you will find people with different standards of living. Think for a minute. What do we mean by 'standard of living'? Do we mean owning lots of luxury goods or are there things which are more important; like a pleasant atmosphere in your home, enough food, friends around you?

### Read these two descriptions of life in Zimbabwe.

Zimbabwe is often called a 'developing country' and here too, people live in different ways.

Jojo and Kumbirai are both 11 years old.

Jojo lives in Zimbabwe's capital city, Harare, which is like any other capital city with skyscrapers, luxurious hotels, department stores, cinemas and cafes.

Kumbirai lives in a rural part of Zimbabwe, the Zambezi Valley, where her family are farmers.



Source: UNICEF / Helena Gezelius



Source: UNICEF / Helena Gezelius

Jojo's parents are both government officials working in Harare. The family lives in a very big house, in fact, it's so big they don't use all the rooms, nor do they have very much furniture. Even though there are lots of rooms Jojo, prefers to share a bedroom with her younger sister. Jojo rides to school on her bicycle. She loves reading stories by Enid Blyton, particularly since the family left their village and came to Harare and her school friends live too far away for her to play with regularly. Sometimes Jojo feels a bit lonely.



Kumbirai's family are farmers. They grow maize, the staple crop of Zimbabwe. Kumbirai's father has two wives, which means he is quite well off.

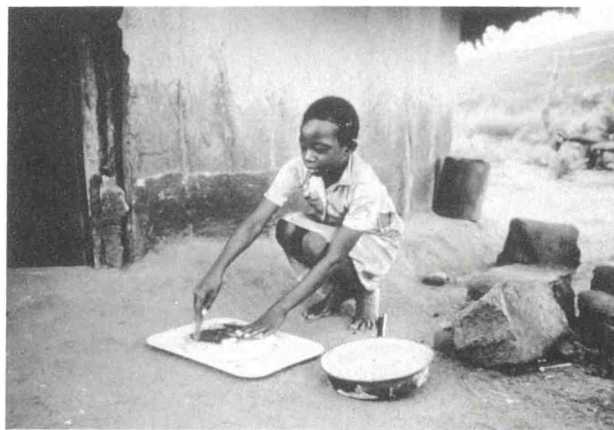
Kumbirai lives with her extended family in four huts; three round ones, a bigger rectangular one and an outdoor bathroom.



Source: UNICEF/Helena Gezelius

The huts are built by her family in the traditional style with poles, mud walls and thatched roofs - the huts stay cool even when the temperature is 40 degrees C. Jumbirai and her sisters have their own hut. Look at the size of the hut in the photo - they have lots of fun together and plenty of space to play.

Kumbirai walks to school with her friends. The children enjoy school and are keen to learn. Kumbirai helps her mother with some of the household chores, but still she finds time to play games like 'mothers and fathers' and hopscotch.



Source: UNICEF/Helena Gezelius

**Compare the stories and the pictures of the girls taken near their homes.**

**At first glance did you think that Jojo is 'better off' than Kumbirai because of the big house, the car and the other things you recognised?**

**What do you think now?**

**Is there that much difference in their 'standards of living'?**

## HOUSING IN MALAYSIA

Look at this picture of a traditional house in Malaysia, and then read the statements made by Mr Lim Jee Yuan, a Malaysian housing expert.

"The traditional Malay house, which allows good ventilation and protection from the heat, was more suitable than the Western style houses now being built in parts of Malaysia."

"We should make our towns more like the country, not the country more like the towns."

"The modern Western style housing estate is usually very hot. It wastes a lot of space for roads and car parking. Also the plan of housing estates does not encourage people to be friendly and help each other."

### COCONUT TREES

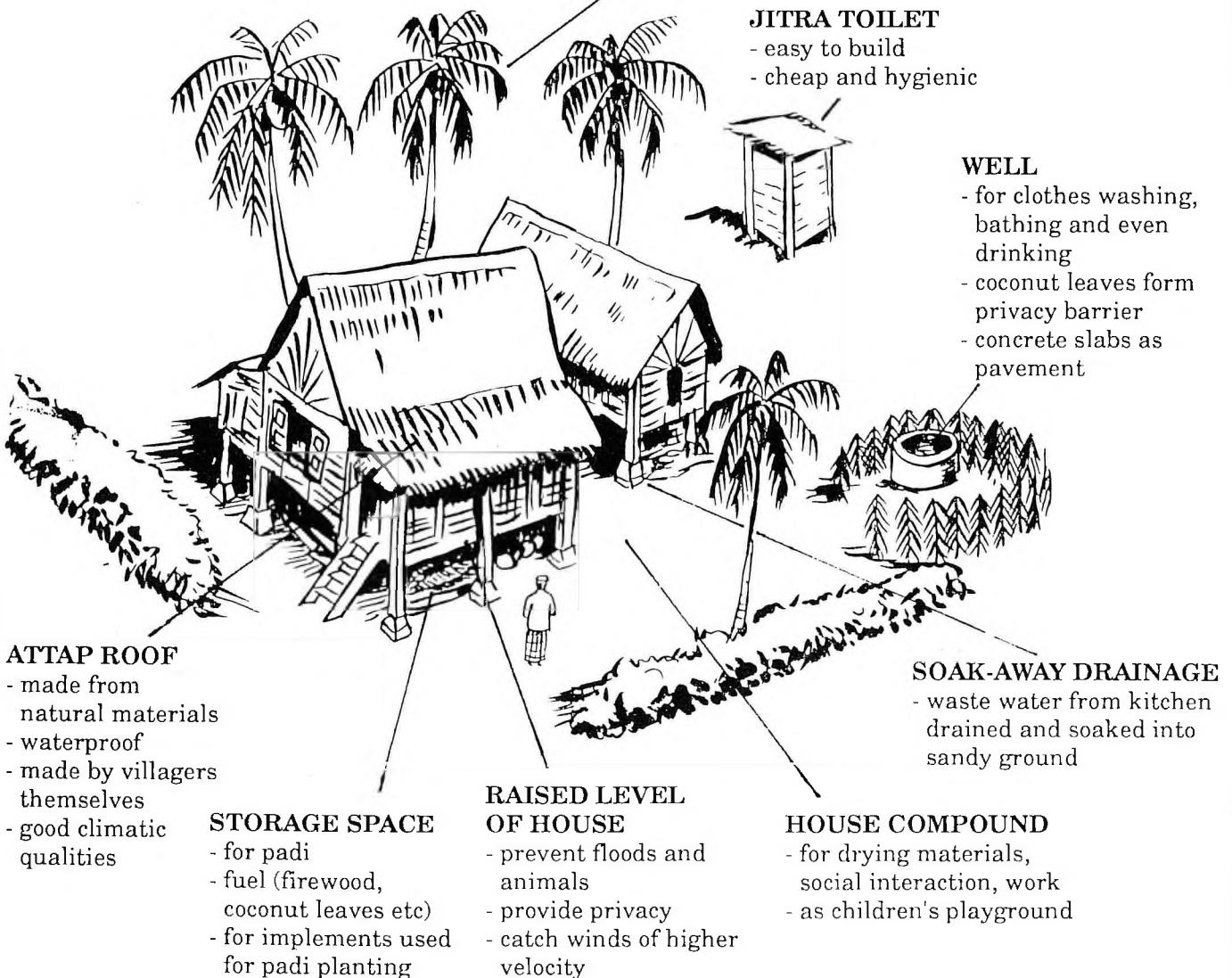
- for shading
- food, making implements
- and as fuel

### JITRA TOILET

- easy to build
- cheap and hygienic

### WELL

- for clothes washing, bathing and even drinking
- coconut leaves form privacy barrier
- concrete slabs as pavement



### ATTAP ROOF

- made from natural materials
- waterproof
- made by villagers themselves
- good climatic qualities

### STORAGE SPACE

- for padi
- fuel (firewood, coconut leaves etc)
- for implements used for padi planting

### RAISED LEVEL OF HOUSE

- prevent floods and animals
- provide privacy
- catch winds of higher velocity

### SOAK-AWAY DRAINAGE

- waste water from kitchen drained and soaked into sandy ground

### HOUSE COMPOUND

- for drying materials, social interaction, work
- as children's playground

## VERONICA'S STORY

Veronica Millwood is nine. She has lived all her life with her father and mother in one room in the basement of an old house in one of our big cities. The one room has to be a living room and a bedroom for Veronica and her parents. They share a kitchen and a bathroom with two other families.

Her parents have made Veronica a little corner of her own at one end of the room. She has shelves round the bed for her toys and books and space for her large dolls house; but she never has the chance to be really on her own.

At night it is difficult for her to sleep because of the TV and her parents talking and moving around in the room. Her father works late, and almost every night she wakes up when he comes home. Sometimes at the weekends her parents have friends round for the evening. Veronica likes the fun and the chatter, but she's very tired long before everyone goes home!

Sharing the kitchen and bathroom causes problems. The three families have to take it in turn to cook their meals. 'Sometimes it's 8 o'clock or 8.30 before you're serving dinner at night,' says Veronica's mother, 'which is difficult when you've got someone to get to bed, to get to school.'

On Sunday evening Veronica has a bath and washes her hair, ready for school the next day. Often, she has to wait for the water to heat up after someone else has had a bath. 'As a result,' her mother says, 'Veronica goes to bed late and she's tired the next morning.' Veronica's parents are worried that her schoolwork will suffer because of the problems at home.

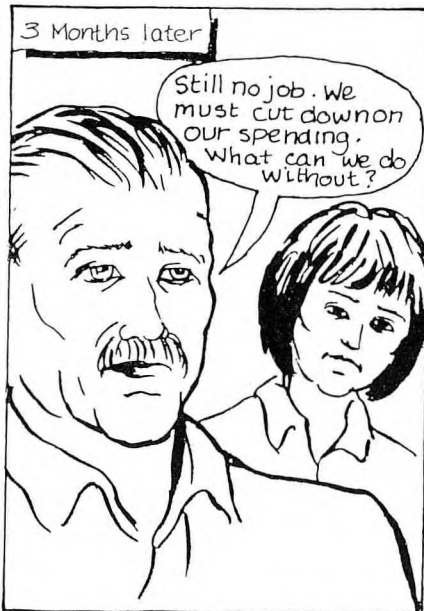
Veronica's mother and father have been renting the room for 10 years now, since they were first married. It was poorly furnished, with no curtains and only a very small carpet; and it was cold and damp, but the rent was cheap and they thought they wouldn't be there long.

At the same time they put their names down on the waiting list for a council house. Ten years later they are still waiting.

The Millwoods dream of having a place of their own. "Privacy would be number one on the list, as it's what we miss the most," said Veronica's father. "We just want somewhere with our own front door," says her mother, "so we can close that door and we're in there ourselves, just as a family. That would make life a lot happier all round."



# LIVING WITHOUT IN BRITAIN



## LIVING WITHOUT IN BRAZIL



Source: Oxfam / C Pearson

This family lives in Brazil. They have very little money. They live here without a lot of the things that we take for granted. Compare this picture with the page 'Living Without in Britain'!

### In Britain

1. Which things do **you** think the Carters could do without?
2. Which things should they definitely **not** do without?
3. Put Bill Carter's list in order of how important they are to the family.

### In Brazil

1. Look carefully at the picture. Write down all the family possessions you can see.
2. How many things on the Carter's list have this family got?
3. What things do you think all families need?

## WE ALL HAVE A GOOD STANDARD OF LIVING IN THIS COUNTRY DON'T WE?

With more than 1000,000 families now officially homeless, a new report asks what impact 'bed and breakfast' accommodation has on diets and health.

Issy Cole-Hamilton reports.

**I feel I'm going to collapse. If I don't go to my sister's I won't get a square meal all week.'**

The association between poverty, hunger and disease is not just a feature of distant famine in Ethiopia, but an everyday reality among the cheap hotels of our inner cities. An estimated quarter of a million people were registered as homeless by local authorities in 1986 - twice the number registered in 1979 - yet little has been published on how hard it is to eat healthily when you are homeless.

In a new study of nearly 60 young mothers living in bed and breakfast hotels, almost a third said that because of lack of money they went without food themselves. One in ten said they could not afford enough food for their children. One woman said she sometimes went without food for a couple of days.

A lack of storage facilities - or hotel rules forbidding mothers from keeping food in their rooms - meant that everything had to be bought in small quantities. And a lack of cooking facilities meant that mothers had to buy food ready-cooked from cafes and take-away restaurants. All this increased their food expenditure.

Nearly half the women did not have a fridge, either in their own room or elsewhere. Ten did not even have a cupboard in the bedroom where food could be kept. While some tried to keep food cool on the windowsill, six said they couldn't keep food at all. Two women with babies of three and four months, who wanted to start weaning, felt that they were unable to start giving them solid food, because there was nowhere to keep it. Under the Association of London Authorities' Code of Practice,

there should be one full set of kitchen equipment available for every five people, not more than one floor away. One full set includes an oven, four burners, a grill, a sink, a fridge and storage facilities. In this survey only four women had facilities which satisfied the ALA code.

Only five of the 57 families in this survey had exclusive use of a kitchen. 22 had no kitchen they could use at all. The rest shared a kitchen with at least three other families and many shared with larger numbers. Two thirds of the kitchens were two or more floors away, and many of the women were concerned about having to carry hot food, pots and pans up and down the stairs.

Those women without access to a kitchen did not necessarily have facilities in their rooms. One out of every ten women had no means of preparing even a hot drink; there was no kitchen and not even a kettle in their room. One woman had neither kitchen nor kettle, and lived in a hotel which did not permit food in the rooms. She admitted she kept cereal for her baby and mixed the powdered milk with hot water from the tap.

Mothers were especially concerned about their children. Of the 46 women with children, 33 said that they did not feel they could give their children the food they wanted to.

Midwives tried to encourage new mothers to breast-feed rather than bottle feed. 'Bottle feeding has a high risk of gastroenteritis', explained a Manchester midwife. 'A mother

can sterilise the bottle and then put it down for a minute in the lounge. Another child may touch the bottle teat, infect it, and the mother gives it to the baby without noticing. That would not happen if she were living in a flat on her own.'

The report, drawn up jointly by the London Food Commission, SHAC (The London Housing Aid Centre), Maternity Alliance and Shelter, urges the relevant authorities to take action. Specifically it calls on local authorities, district health authorities and central government to:

- \* Ensure that food and health policies specifically address the needs of homeless families living in bed and breakfast hotels, recognising them as a group of people at nutritional risk.
- \* Give all people being housed in bed and breakfast hotels written information about what standards they should expect and how to complain if the accommodation is below standard.
- \* Draw up guidelines for minimum standards within bed and breakfast hotels to include:
  - ~ safe, well equipped kitchens with adequate food storage;
  - ~ safety standards for cooking equipment in hotel bedrooms;
  - ~ quality standards for breakfasts provided by hotels.
- \* Monitor local food shops, cafes and take-away restaurants and encourage them to sell healthy food
- \* Ensure that welfare benefits include the extra cost of a healthy diet, where cooking facilities are non-existent or limited; and the extra cost of special equipment such as slow cookers and well insulated kettles which can be safely used and easily stored.

## Sources

- A3 (Page 12) Our thanks to Mr and Mrs Tilkidagi and the Halkevi Kurdish and Turkish Community Centre, London
- A7 (Page 20) from interviews by Malcolm Green, 1978
- B1 (Page 22) From 'Lord of the Flies' by William Golding'
- B2 (Page 23) From 'Children in Cities' ed. Jackie Chapman, in the course of preparation
- B5 (Page 26) From 'Childright' October 1989 Number 60
- C2 (Page 31) 'The Boy With Two Eyes' by Ediciones Elciones pub. Basil Blackwell
- C3 (Page 32) From 'Stolen Childhood' a Channel 4 booklet prepared to accompany a series of programmes about the Rights of the Child broadcast Oct/Nov 1989
- C4 (Page 33) From 'Stolen Childhood' op. cit.
- D3 (Page 39) From 'We are What we Eat' pub. UNICEF-UK 1988
- D4 (Page 40) ditto
- D6 (Page 46) ditto
- D7 (Page 47) ditto
- E2 (Page 52) From 'Clean Water - a Right for All' pub. UNICEF-UK 1989
- E3 (Page 53) ditto
- E4 (Page 54) 'Kuala Juru - Death of a Village' in Bones and Feathers, poems by Cecil Rajendra, pub Heinemann, 1978. Pictures from Friends of the Earth Malaysia
- F3 (Page 61) From 'Clean Water - a right for all' pub. UNICEF-UK 1989
- F4 (Page 62) From 'No Witchcraft for Sale'. Collected African Stories Vol 1 pub. Triad Panther
- G3 (Page 68) Information taken from 'Growing up in Zimbabwe' - slide kit from UNICEF-UK
- G4 (Page 70) Voices from Overseas No. 1 Voices from Kedah, Malaysia Ed. Don Harrison and Og Thomas pub. ODEU
- G5 (Page 71) From 'Doorways' pub. SCF
- G6 (Page 72) From 'So you call this living?' by Peter Clayton and Bill Pick pub. Nelson 1986
- G7 ((page 74) Article first published in 'The Food Magazine' 1988

## RESOURCES LIST

### Homes and Families

- 'How do people live?' pub. Macdonald
- 'Homes around the world' from 'My First Library' series' - pub. Macdonald Educational
- 'Doorways Pack' pub. SCF
- 'Patterns of Living - City Life' pub. Macmillan/SCF
- 'Patterns of Living - Village Life' pub. Macmillan/SCF
- 'Children need: Families, Food, Health Care, Homes, Water' (SCF series) pub. Wayland
- 'How it feels to be adopted' by Jill Kremetz pub. Gollancz

### Health

- 'Dialogue for Development' pub. SCIAF (information and statistics for teachers on development issues with a section about water and health)
- 'Disease and World Health by Nance Lui Fyson' pub. Batsford
- 'A Simple Cure', 'Accidents' and 'I Can Do It To' - 'Child-to-Child Readers' pub. Longmans
- 'We are what we eat' pub. UNICEF-UK

### Water

- 'Exploring a theme: Water' pub. Christian Education Movement
- 'Focus on Water' pub. Christian Aid
- 'Clean Water' pub. UNICEF-UK
- 'The Water of Life' pub. SCIAF
- 'Water, Water Everywhere' (photosheet) pub. CWDE
- 'Natural Disasters - Acts of God or Acts of Man' pub. Earthscan
- 'Words on Water' (an anthology of children's poems)
- 'Dirty Water' - 'Child-to-Child Readers' pub. Longmans

- 'Caring about Water' pub. Christian Aid
- 'Orkendi' (15 min video) available for loan from Christian Aid or Scottish DEC
- 'For Want of Water' (video) available for loan from UNICEF-UK
- 'Sweetwater Safari' (video) available for loan from UNICEF-UK
- 'The ODA and Water Connection' (22 min video) pub. Viscom Ltd
- 'The Water Game' (Computer software for use with BBC micro) available from CWDE
- 'Clean Water - Good Health' (slide set about clean water in Nicaragua) pub. Oxfam

### The environment

- Earthwatch 2086 - pub WWF
- 'A Common Purpose - Environmental Education and the School Curriculum' pub. WWF-UK

### Food

- 'Agribusiness' (Fact sheet no 10) and 'Cash Crops' (Fact Sheet no 11) - pub. Third World First
- 'Feeding the World' by Nance Lui Fyson pub. Batsford
- 'Food' pub. ILEA
- 'Food for Free' pub. Fontana
- 'Food Matters' pub. Birmingham DEC
- 'Healthy Eating' pub. OU and Health Education Council
- 'Nutritional Guidelines' pub. ILEA
- 'Our Daily Bread - Food and Standards of Living 14th Century to Present Day' pub. Penguin Education.
- 'Living Today' - free booklets available from any branch of Sainsbury's (esp No 1 - 'Your food and health', No 2 'Understanding food labels' and No 6 'Facts about food additives').
- 'Focus on Resources' series (tea, coffee, sugar, etc.) pub. Wayland



'Food for Life' by Olivia Bennett pub. Macmillan Education

'Good Food' (Child-to-Child Reader written for African primary schools) pub. Longman

'The Little Cooks - Recipes from around the world' pub. UNICEF-UK

'Food for thought - starter activities' (one of 12 project packs in 'The World Tomorrow' project) pub. Hants DEC

'Teaching Development Issues - good (Section 3) pub. Manchester DEC

'Whose Gold? - Geest and the Banana Trade' pub. Latin America Bureau

'The World in a Supermarket Bag' pub. Oxfam  
'Banana Split' (filmstrip about banana production on the Dominican Republic)

'World Food Resources' by George Borgstorm pub. Intertext Books

'The Food Chain' - a game of choice by Michael Allaby pub. Andre Deutsch

### Stories

'Bringing the Rain to Kapiti Plain' (illustrated rhyming story) by Verna Aardena, pub. Macmillan

'Water Boy' (illustrated story) pub. Methuen

'Jyoti's Journey' by Helen Ganly pub. Deutsch (a picture book depicting a child's journey from India to Britain and life in a small flat in the city).

'Nowhere to Play' by Jurusa pub. A & C Black (based on the true story of life in the Barrio of a Venezuelan city)

'Chico the Street Boy' by Evelyn Ping pub. Grosvenor (the story of a young Brazilian boy living in one of Rio's shanty towns)

'Journey to Jo'burg' by Beverley Naidoo pub. Armada (a South African story)

'Una and Grubstreet' by P. Andrew

'The Thursday Kidnapping' by A. Forest } about child stealing

'Squib' by Nina Bawden - pub Collins

'The Pinballs' by Betsy Byars pub. Cornerstone

'The Great Gilly Hopkins' by Katherine Paterson - pub. Macmillan

'The Secret Garden' by Frances H Burnett pub. Armada

'Thursday's Child' by Noel Streatfield pub. Armada/Collins

} deprived children

'Nobody's Family is Going to Change' by Louise Fitzhugh pub. Armada

'The Ready-made Family' by A Forest - pub Collins

} single parent families

'I am David' by Anne Holm pub. Macmillan

'My Mate Shofiq' by Jan Needle pub. Armada

'Across the Barricades' by Joan Lingard pub. Hamish Hamilton

'Dirty Water'

'Good Food'

'A Simple Cure'

'Accidents'

'I Can Do It Too'

} Child-to-Child Readers pub. Longmans  
(graded readers written for African

'Zeynep - That Really Happened To Me' by Zeynep Hasbudak and Brian Simons pub. Alfard (The story of a deported Turkish family)

'Don't Forget Tom' by Hans Larsen pub. A & C Black

'Michael' by Raanhild Tanaan pub. Lion

'Mark's Wheelchair Adventures' by Carmilla Jessel pub. Methuen

## USEFUL ADDRESSES

Christian Aid  
35-41 Lower March  
London SE1 7RL  
071 620 4444

Christian Aid (Scotland)  
41 George IV Bridge  
Edinburgh EH1 1EL  
031 220 1254

CWDE  
Regents College  
Inner Circle  
Regents Park  
London NW1 4NS  
071 487 7410

Friends of the Earth  
26-28 Underwood Street  
London N1 7JQ  
071 490 1555

Friends of the Earth (Scotland)  
15 Windsor Street  
Edinburgh EH7 5LA  
031 557 3432

Greenpeace  
31-33 Islington Green  
London N1 8XWE  
071 354 5100

SCIAF  
5 Oswald Street  
Glasgow G14 7QR

UNICEF-UK  
55 Lincoln's Inn Fields  
London WC2A 3NB  
071 405 5592

Water Aid  
1 Queen Anne's Gate  
London SW1H 9BT  
071 2228111

WWF-UK  
Panda House  
Weyside Park  
Godalming  
Surrey GU7 1XR  
0483 426444

Latin American Bureau  
1 Amwell Street  
London EC1R 1UL  
01 278 2829

Third World First  
232 Cowley Rd  
Oxford OX4 1UH  
0865 245678

Birmingham DEC  
Gillett Centre  
Selly Oak Colleges  
Bristol Rd  
Birmingham B29 6LE  
021 472 3255

Hants DEC  
Mid-Hants Teachers' Centre  
Elm Rd  
Winchester  
Hants SO22 5AG  
0952 56106

Manchester DEC  
c/o Manchester Polytechnic  
801 Wilmslow Rd  
Manchester M20 8RG  
061 445 2495

Oxfam  
264 Banbury Rd  
Oxford OX2 7DX  
0865 246777

Oxford Development Education Unit  
Westminster College  
Oxford OX2 9AT  
0865 791610

Save the Children  
Mary Datchelor House  
17 Grove Lane  
London SE5 8RD  
071 703 5400



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- **The  
Whole  
Child**  
(The Participation Articles)

- **It's  
Our  
Right**  
(The Provision Articles)

- **Keep  
Us  
Safe**  
(The Protection Articles)

- **Teachers  
Handbook**



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