

## Topic: Interconnections between the UK and the rest of the world

<b>Lesson:</b> What is poverty?	<b>KS or Year Group:</b> KS3
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – What is poverty?</li><li>2. Resource 2 – ‘I am poor’ statements</li><li>3. Resource 3 – Poverty in the UK v poverty in an LEDC</li></ol>	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Students appreciate that poverty is relative.</li><li>• Students compare poverty in the UK with poverty in an LEDC.</li><li>• Students are able to look critically at sources and evaluate and form balanced views on them.</li></ul>

### National Curriculum

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Key Concepts: 1.3c

Key Processes: 2.1c, 2.2a

Range and Content: 3k

Curriculum Opportunities: 4c, 4h, 4j

### Lesson overview

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Students assess sources to look at poverty in LEDCs (Less Economically Developed Countries) and in the UK. They go on to compare and contrast these sources and thus poverty in the UK and in LEDCs.

### Starter

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- Ask students ‘What is poverty?’
- Show students **Resource 1 – What is poverty?** and ask them which images and which statements show poverty.
- This should help students to consider preconceived notions and ensure that everyone is working along the same lines.
- Ask students to write a definition of poverty. This can then be re-examined in the plenary.

## What is poverty?

### Main activity

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#### Activity 1:

- Prepare **Resource 2 – ‘I am poor’ statements** by cutting it up into separate statements.
- Split the class into small groups (of two or three).
- Give each group one of the ‘I am poor’ statements.
- Ask the groups to respond by either agreeing or disagreeing with the statement (i.e. the person in the statement is or is not actually poor). They should then make notes as to why they responded in that way. In their responses they should also make clear whether the statement relates to the UK or the less developed world.
- Rotate the statements so that each group considers two or three different statements.
- The statements are intentionally brief and mostly made to read as if they are LEDC based. In fact, closer examination shows that they could equally be from the UK.
- **Statement 1** will probably get students picturing shanty towns, but it could be applied to houses in the UK (different processes would occur in order to obtain planning permission and take down illegal dwellings). Recent case studies:
  - ▶ [http://news.sky.com/skynews/Home/World-News/Slumdog-Millionaire-Child-Star-Azharrudin-Ismail-Has-Home-Bulldozed-While-Asleep-In-Garib-Nagar/Article/200905215282136?lid=ARTICLE\\_15282136\\_SlumdogMillionaireChildStarAzharrudinIsmailHasHomeBulldozedWhileAsleepInGaribNagar&pos=searchresults](http://news.sky.com/skynews/Home/World-News/Slumdog-Millionaire-Child-Star-Azharrudin-Ismail-Has-Home-Bulldozed-While-Asleep-In-Garib-Nagar/Article/200905215282136?lid=ARTICLE_15282136_SlumdogMillionaireChildStarAzharrudinIsmailHasHomeBulldozedWhileAsleepInGaribNagar&pos=searchresults)
  - ▶ <http://www.dailymail.co.uk/news/article-564812/2million-Footballers-Wives-mansion-torn-feet-high.html>
- **Statement 2** could be an LEDC example as slums are often built within sight, and sometimes even within the grounds, of more expensive mansions. It could equally be a UK example where people on benefits live alongside more wealthy neighbours.
- **Statement 3** will probably make students picture Africans travelling huge distances for malaria treatments, or similar. It could also be interpreted for the UK, using the ‘postcode’ lottery for access to some cancer treatments or other life-saving drugs. The words ‘long distance’ were picked because people in the UK might have to go a long distance but they can use cars or public transport (even ambulances perhaps). In Africa, most people travel on foot.
- **Statement 4** might make students picture flats in the UK, houses with no gardens or parks that are vandalised and inhabited by gangs. They also might picture shanty settlements with no gardens or outdoor space.
- **Statement 5** could relate to families struggling in the UK, eating ready meals or a poor diet, mums skipping meals to ensure children get fed. Equally it could be families from LEDCs that eat a poor diet, such as grains, or where they may only eat one meal a day.

## What is poverty?

- **Statement 6** could relate to children in an LEDC travelling long distances to school (if they are lucky enough to go at all) or rural communities in the UK whose local school is shut because the community is too small to sustain it.
- **Statement 7** – the majority of people in an LEDC won't have savings, but this can also be applied to the UK where recent financial collapses mean savings are worthless and where pensioners without savings often fall below the poverty line.

### Activity 2:

- Hand out **Resource 3 – Poverty in the UK v poverty in an LEDC**.
- Ask students to complete the table, considering what makes poverty harsher or more extreme in an LEDC than in the UK, such as the climate, infrastructures, welfare options. A specific example could be that if you are unemployed in the UK you receive benefits and alternative employment is usually reachable' in sub Saharan Africa many areas are too rural to sustain the population and young people must relocate long distances to the urban areas to seek employment since there is no welfare state.

### Plenary

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- Revisit the definitions of poverty that were written in the starter and ask students to decide if the same definition can be applied to poverty in an LEDC and in the UK.

### Aim high

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- Differentiation is mainly by outcome. More able students should respond to the statements in Activity 1 and the table in Activity 2 in more depth.

### Assessment

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- Students can use the table from Activity 2 as a template for a written piece comparing poverty in the UK and in an LEDC. They can then add their own opinions on whether it matters where you are and whether poverty is the same the world over.

What is poverty?

## Check the web

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<http://www.socialinclusion.ie/poverty.html>

Good for definitions and indicators of poverty

[http://news.bbc.co.uk/cbbcnews/hi/newsid\\_7640000/newsid\\_7643400/7643428.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_7640000/newsid_7643400/7643428.stm)

Article about child poverty in the UK

<http://www.answers.com/topic/less-economically-developed-country>

LEDC definition

<http://cyberschoolbus.un.org/>

UN site for students and teachers

### Summary of key learning

- Students learn to look critically at sources.
- Students learn what poverty is and how it might be measured.
- Students appreciate that poverty differs around the world.

What is poverty?

## Resource 1 – What is poverty?

Poverty is having no food or shelter.

Poverty is not being able to send your children on a school trip with their peers.



Poverty is being ill and not having access to a doctor.

Poverty is not having a job.



Poverty is not having the latest technology in your home.

Poverty is not having access to education.



## What is poverty?

### Resource 2 – 'I am poor' statements

1. I am poor because I live in a house that was built without planning permission. It could be taken down against my will.

2. I am poor because I have fewer possessions than my peers. I cannot afford to buy the things my neighbours have. It makes me sad and angry that I work hard and still cannot afford the things I see around me.

3. I am poor because I need medical treatment that I cannot access near my home. I must travel a long distance, or move, so that I can get the treatment I need.

4. I am poor because I do not have open space of my own to play in. It means I play in areas that may not be very safe.

5. I am poor because I cannot afford to eat a healthy, filling meal every day.

6. I am poor because I do not have access to education near my home. I must travel a long way before I reach my school.

7. I am poor because I have no savings.

