



### Lesson: No Poverty Lesson 1 of 2



#### ACTIVITY OUTLINE



**Starter: 2 citaciones de Nelson Mandela (bell work)**

**Gran Bretaña –el auge de los bancos de alimentos – multiple choice reading comprehension**

**Una madre soltera inglesa – reading comprehension**

**En el Reino Unido, un millón de niños sufren de hambre durante las vacaciones escolares. Running dictation and discussion**

**Resources:**

**PPT slide 12 (to be printed) for use in running dictation task**



#### CURRICULUM OUTCOMES



**Basic translation work from Spanish into English**

**Extended reading**

**Dictionary work**

**Skimming and scanning a text for gist and key points**

**Group work involving all 4 key skills**

**Basic speaking presentation skills**



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## GLOBAL LEARNING OUTCOMES



Students understand that all humans have the rights outlined in the Universal Declaration of Human Rights (Right to an adequate standard of living)

NO  
POVERTY

Students know that poverty exists to a greater or lesser extent in all countries



Students can explain the difference between absolute and relative poverty

Students can give examples of the structures that cause and perpetuate poverty

Students can describe examples of action to address poverty on a global, national and local level

**SMSC:** Ability to be reflective about their own beliefs and perspective on life, investigating and offering reasoned views about moral and ethical issues.

**British Values:** Mutual respect and tolerance of different beliefs, individual liberty.

## Action



### Live below the line

£5 for 5 days for all food and drink. Could you do it?

The Hunger Project organises this unusual food challenge to stand in solidarity with the 820 million people around the world who are living below the poverty line, and to raise money to help them rise above it.

<https://www.thehungerproject.org.uk/join-the-movement/fundraise/food-challenges/live-below-the-line/>



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