



Lesson: No Poverty Lesson 2 of 2



ACTIVITY OUTLINE



Mapa de la pobreza infantil en el Reino Unido de Gran Bretaña– child poverty in the UK

Spreading the Happiness – simple translation task

Question prompts x 4 to extend the learning and research the theme of poverty in more global terms

Resources:

Dictionaries may be needed.

PPT slide with follow on videos and links, which teachers may wish to use to extend the learning even further.



CURRICULUM OUTCOMES



Interpretation of data and recapping of higher numbers

Translation from English into Spanish and Spanish into English

Dictionary skills

Skimming and scanning a text for key points

Speaking presentation skills



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GLOBAL LEARNING OUTCOMES



NO
POVERTY



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

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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