



Lesson: No Poverty Lesson 1 of 2



ACTIVITY OUTLINE



Starter: 2 citations de Nelson Mandela (bell work)

Grande-Bretagne: l'essor des banques alimentaires – multiple choice reading comprehension

Une mère célibataire anglaise – reading comprehension

Au Royaume-Uni, un million d'enfants souffrent de la faim pendant les vacances scolaires – running dictation and discussion



CURRICULUM OUTCOMES



Basic translation work from French into English

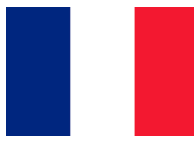
Extended reading

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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