

## Lesson Two: Imagine a life lived in poverty

**In this lesson your students can start to imagine and empathise with a life lived in poverty. They will explore practical aspects of every day life in less economically developed countries and contrast and compare this with life in the UK.**

### PREPARATION

You will need:

- Copies of the activity sheet **Poverty Levels Across The World** for each student
- 5 large 1.5 litres bottles full of water
- Several atlases to share across groups of students
- Access to the internet for research work may be required

### LESSON

Ask students about the homework activity, how much water do they think they use on an average day? Explain that the average person needs 2.5 litres of water a day, meaning that the average family of four needs five large bottles of water per day just to stay healthy. Explain that for many people in the developing world, this level of clean water is a luxury they do not have: 1.1 billion people in the world lack access to clean water. Even for those who do have access to clean water, it often means a long walk.

Millions of women and children spend hours every day walking miles just to collect water.

Take five large 1.5 litre bottles of water and invite your students to take turns holding them in order to gauge their weight and the difficulty of carrying them for any length of

time. Ask them to think of their walk to and from school each day and imagine multiplying that distance, combined with the burden of carrying this weight of water. Explain that this is just one of the barriers faced by people experiencing the types of poverty discussed in the last lesson. Ask students what they think can be done to tackle this problem? How do they think organisations are trying to combat it?

Brainstorm as a class what criteria you would use to gauge the poverty levels in a country.

Discuss the types of headings you want to use, such as Income, Life Expectancy. Hand out the **Poverty Levels Across The World** activity sheet to show the maps outlining income and life expectancy. Divide the class into small groups and ask them to use the two maps together with an atlas to identify five countries with the lowest income and the shortest life expectancy. Ask students to produce this information as a table using the headings:

- Country name
- Continent
- % of population on less than \$1 per day.
- Average life expectancy in years.

Ask the class to discuss their ideas and comments. What patterns do they notice in this table? What suggestions do they have for the causes of these patterns?

Choose a country such as Niger, Zambia, Malawi or any other high poverty area and ask students to research in their groups what conditions are like for people in this country. Ask each student to imagine that they are a young person living in that country. Using the information from the

research ask each student to write a diary entry about a day in their life in that country. The diary entry can include information about:

- their living conditions and what may be being done to improve it
- where exactly they live within that country
- the typical activities they must do each day eg do they attend school or work?
- the general state of their health and the health of their family

The diary entry could also cover elements such as what they do for leisure and their aspirations for the future. Remind your students that these are the aspirations of someone who is living in poverty and may be very different from their own.

### PLENARY

Ask students to find out what the life expectancy is for someone living in the UK. Ask them to consider what explanations they might give for this figure, taking into account the other areas such as healthcare and education that they were looking at. Ask them if they think that this life expectancy has always been the same in the UK and what changes have taken place in this country's history to improve on our life expectancy here.

### HOMEWORK TASK

Each student should complete the diary entry.