

This lesson considers the reasons why it is so hard to eradicate poverty in the world when there are barriers such as conflict and disease to overcome. Your students will then look at the issue of natural disasters and the kind of emergency assistance they require.

### PREPARATION

You will need:

- Copies of **Are we winning the fight against poverty?** activity sheet for each student (answers to 'Are we winning the fight against poverty?': 1b, 2d, 3a, 4a, 5d)
- Copies of **Barriers to tackling poverty: corruption** activity sheet for each student
- Copies of **Immediate action required** activity sheet for each student

### LESSON

Hand out the **Are we winning the fight against poverty?** activity sheet and set your class a quick quiz with questions looking at issues such as life expectancy, numbers of children in primary school and numbers of people receiving treatment for HIV and AIDS.

Explain that while huge strides have been made in the fight against poverty but there is still a way to go. Quickly re-cap the kind of work that is going on around the world to effectively tackle poverty. What type of work is being done? Who is doing it? How is it helping?

## Lesson Five: Assess the barriers to reducing poverty

Ask your students to brainstorm the barriers to combating poverty and feedback. Discuss the bullet points from the previous lesson's homework then introduce the notion that in some cases corruption means aid can sometimes not be used for the purposes it is meant for. Explain that corruption in developing countries can come in many different forms, for example officials taking bribes, politicians stealing money from the state and doctors stealing medicines. Review the material in **Barriers to tackling poverty: corruption** activity sheet relating to claims of corruption in India.

Ask your students to prepare mini-presentations explaining how corruption manifests itself, the work that is done by DFID to help developing countries fight corruption and what is being done to make sure aid is used for the purposes it is meant for. Ask your students to consider why, on the basis of this information, some countries who give aid such as the UK, often give a proportion of aid directly to the governments of less economically developed countries where it is appropriate. Explain that this is often more effective as it helps to make them more responsible and accountable. Ask the class to consider why this might be the case.

Now ask your class to consider problems such as natural disasters which often hit those in poverty the hardest, as they lack sufficient resources to protect and rebuild their communities. To gain a sense of the sort of immediate assistance these types of disaster situations require, students must pair off into small groups (max of five). Then hand out the activity sheet **Immediate action required** and ask the students to prepare a step by step disaster relief plan. Feedback their ideas to the whole class. The remainder

of the class then has a chance to critique their suggestions based on what they have learnt about how actual aid is actioned.

### PLENARY

Name the three emergency actions you would consider to be most important to help people following an earthquake in a poor region.

