



POVERTY IN OUR WORLD

PRIMARY LESSONS



INFORMATION FOR TEACHERS

This resource is designed to be used in conjunction with the Poverty – Primary PowerPoint. These learning experiences are designed to seek answers, promote thinking and provide a steppingstone to individual, small group, class or whole school action.

Tasks have been separated into suggested Whole Class, Small Group or Individual activities. Teachers may choose to complete all tasks which culminate in the creation of an infographic on poverty or they may wish to pick and choose one or two activities that fit into their classroom environment. Extension and additional activities have also been included.

The accompanying [Poverty – Primary PPT](#) is a lengthy resource that may be best broken down into smaller sections. Suggestions for smaller lessons are:

- Lesson 1 slides 3 – 13
- Lesson 2 slides 14 – 19
- Lesson 3 slides 20 – 25
- Lesson 4 slides 26 - end

Use the Activity box for ideas at the end of each lesson, if following it sequentially.

The Australian Curriculum links provided on the following pages provide some guidance as to what Learning Area components of this resource may be most relevant. Some links are more direct than others and will assist teachers in planning curriculum programs.

Please note we have included some information in the ‘Notes’ section.

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POVERTY- Primary PowerPoint



INTRODUCTION ACTIVITIES

Throughout each of the four lessons complete the following:

- Discuss videos or content covered as a whole class.
- Pair students up and have them sit facing each other, use the EEKK (eye to eye knee to knee) strategy to answer: What surprised you the most in what you saw or heard?
- Complete a 3, 2, 1 (Three things you learnt, two questions you still have and one thing that challenged you)

RELIGIOUS EDUCATION

While there are many Religious Education Curricula around the country, it is not surprising that there are many common themes. Here are the common themes in this resource.

- Living the mission of Jesus
- Loving our neighbours
- Catholic Social Teachings
- Charity and Justice
- Sharing (fair share)

GENERAL CAPABILITIES

INTERCULTURAL UNDERSTANDING:

- Investigate culture and cultural identity
- Analyse how membership of local, regional, national and international groups shapes identities including their own
- Develop respect for cultural diversity
- Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

ETHICAL UNDERSTANDING:

- Explore ethical concepts in context
- Analyse the ethical dimensions of beliefs and the need for action in a range of settings
- Reason and make ethical decisions
- Investigate reasons for clashes of beliefs in issues of personal, social and global importance

PERSONAL AND SOCIAL CAPABILITY

- Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- Contribute to civil society
- Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

CRITICAL AND CREATIVE THINKING

- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.
- Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.
- They apply knowledge gained in one context to clarify another.
- Students identify, consider and assess the logic and reasoning behind choices

CROSS CURRICULAR PRIORITIES

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

- OI.1- The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
- OI.2- Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
- OI.5- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- OI.7- Australians play a significant role in social, cultural, political and economic developments in the Asia region.

ENGLISH**Year 5**

- ACELY1703 - Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

Year 6

- ACELY1709 - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- ACELY1699 - Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view

HUMANITIES: Inquiries and Skills

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges,
- Work in groups to generate responses to issues and challenges
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects
- Locate and collect relevant information and data from primary sources and secondary sources

CIVICS AND CITIZENSHIP

Year 3: Why people participate within communities and how students can actively participate and contribute (ACHASSK072).

Year 5: How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118).

Year 6: The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148).

GEOGRAPHY

Year 3: The location of Australia's neighbouring countries and the diverse characteristics of their places (ACHASSK067)

The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there, and people's perceptions of these places (ACHASSK069)

Year 4: The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

Year 5: Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)

Year 6: Differences in the economic, demographic and social characteristics of countries across the world (ACHASSK139)
Australia's connections with other countries and how these change people and places (ACHASSK141)

ECONOMICS AND BUSINESS

Year 5: The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)

Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)

Year 6: How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)

INDIVIDUAL ASSESSMENT TASK



By the end of this unit, students will have created an infographic about poverty in the world today.

As a minimum they will need to include:

- 3 poverty statistics
- 5 facts relating to poverty
- Ten-word summary of a Caritas Australia case study, including a link to the original story
- A scripture verse that links to poverty
- A prayer they have written
- A list of actions for reducing poverty
- Reflection - including something they have found interesting, something they have found surprising and a question they still have.

This is a cumulative task, to be completed throughout the time of study. After explicit teaching on each of the areas there is time to allow students to work on completing their infographic.

Teachers Note: You may like to change the method of delivery to an oral presentation, an online poster or video recording.

WHOLE CLASS



Complete the Poverty Quiz .


Option 1: [Poverty Quiz PowerPoint](#)


- Have all the students stand up. Explain that they need to place their hands on their heads if they think the answer is 'A', their hands on their shoulders if they think the answer is 'B', and their hands on their waist if they think the answer is 'C'. If students get the answer wrong, they sit down. Were there any students left standing by the end of the quiz?

Option 2: [Poverty Quiz Kahoot](#)

- If devices are available click on the Kahoot Link and complete the quiz in this way.

QUIZ

Approximately how many people are experiencing extreme poverty living on less than \$1.90 a day? 



0

▲ 250 million

◆ 689 million

● 1.5 billion

WHOLE CLASS



- As a class visit the [Sustainable Development website](#) to learn more about the No Poverty goal and what that means.
- Read the Facts and Figures and check out the latest [poverty infographic](#).
- In learning teams of four, record what you believe to be the 7 most important facts and figures.

INDIVIDUAL



- Use your group's 7 most important facts and what you have learnt about poverty already and decide on your 3 statistics and 5 facts for your infographic.

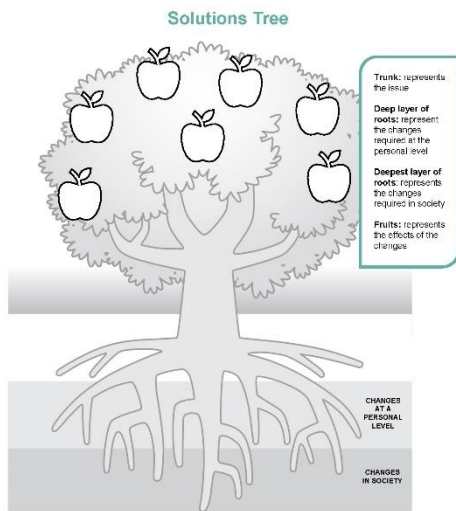
THE GLOBAL GOALS For Sustainable Development



ROOT CAUSES OF POVERTY

There are many causes for poverty in our world today. Use the [Root Causes of Poverty PowerPoint](#) to learn about some of them.

Download Problem and Solutions Tree [template](#).



WHOLE CLASS



- As a whole class take one of the root causes of poverty and complete the [Problems and Solutions Tree](#).

SMALL GROUP



- In learning teams of four, complete a Problems and Solutions Tree on a different cause of poverty.
- Report your findings back to the class.

INDIVIDUAL



- Produce a list of actions that could work towards reducing poverty. Add this to your infographic.

SMALL GROUP



- Watch one of the case studies in learning teams of four: Tawonga, Rattanak or Janaki
- Each member of the learning team then writes one piece of information or fact they remember from the story that they think is important. Go around the group at least twice
- As a team then decide on three that sum up the story best.



INDIVIDUAL



- Take the three ideas that your team came up with and formulate a ten-word summary that best describes the story.
- Add this to your infographic.

SMALL GROUP



- Select four scripture verses from pages 11 and 12.
- Divide the class into groups of four. Assign each student in that group a different verse.
- Students join others in the class who have been assigned the same Scripture verse. These are 'Expert Groups'.
- Each Expert Group explores the Scripture using a Y chart strategy focusing on what it would have 'looked like, sounded like, felt like'. Students also use any prior knowledge they have on the Worlds of the Text (Behind, Of and In Front Of)
- Once completed students then return to their original group.
- In their original group students share their Scripture and what their group discussed.
- What did everyone learn?

NOTES

In the 'looks like' section, students will brainstorm everything that they might see happening in the Scripture verse.

In the 'sounds like' section, students record things that they may hear, such as words, sounds and sound effects.

In the 'feels like' section, students brainstorm all the things they may feel, both physically (tactile) and emotionally.

INDIVIDUAL



Choose the verse that fits best with what you have been learning about poverty. Add it to your Infographic

Deuteronomy 15:10 -11

Give liberally and be ungrudging when you do so, for on this account the LORD your God will bless you in all your work and in all that you undertake. Since there will never cease to be some in need on the earth, I therefore command you, 'Open your hand to the poor and needy neighbour in your land.'

Luke 14:12-14

He said also to the one who had invited him, 'When you give a luncheon or a dinner, do not invite your friends or your brothers or your relatives or rich neighbours, in case they may invite you in return, and you would be repaid. But when you give a banquet, invite the poor, the crippled, the lame, and the blind. And you will be blessed, because they cannot repay you, for you will be repaid at the resurrection of the righteous.'

James 2:1-4

My brothers and sisters, do you with your acts of favouritism really believe in our glorious Lord Jesus Christ? For if a person with gold rings and in fine clothes comes into your assembly, and if a poor person in dirty clothes also comes in, and if you take notice of the one wearing the fine clothes and say, 'Have a seat here, please', while to the one who is poor you say, 'Stand there', or, 'Sit at my feet', have you not made distinctions among yourselves, and become judges with evil thoughts?

Bible translation used: NRSVACE (New Revised Standard Version, Anglicised Catholic Edition)

1 John 3:17-18

How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help?

Little children, let us love, not in word or speech, but in truth and action.

Matthew 25:34-40

Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me." Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

Mark 12:42-44

A poor widow came and put in two small copper coins, which are worth a penny. Then he called his disciples and said to them, 'Truly I tell you, this poor widow has put in more than all those who are contributing to the treasury. For all of them have contributed out of their abundance; but she out of her poverty has put in everything she had, all she had to live on.'

Bible translation used: NRSVACE (New Revised Standard Version, Anglicised Catholic Edition)

NOTES

There are many different types of prayer taught in Catholic Schools. Some of the more common ones are: Blessings, Intercessory, Sorry, Praise and Thanksgiving. Here are some links to information about these prayers that students could learn about in order to write their own prayers around the theme of poverty.

Resources : [Teaching prayer in the classroom](#) , [Intercessions](#), [Blessings](#)

WHOLE CLASS



Take one or more of the prayer types listed above and model and/or co-construct writing a prayer having taught the features of that type of prayer.

INDIVIDUAL



- Write two different prayers, using different prayer types around the theme of poverty.
- Create a PowerPoint slide for each prayer to be added to your class prayer book.
- Add one of your prayers to your infographic.



NOTES

- Refer to Lesson 4 and slides 26 – 40.
- Think, Pair, Square – Students think on their own, pair up with one other student, two pairs join to create a square.

WHOLE CLASS



- Using the Think, Pair, Square strategy, brainstorm a list of possible actions for individuals, small groups, whole class and/or whole school communities to take to help reduce poverty.
- Assign a small group, whole class or whole school idea to a small group.

SMALL GROUP



- Take the assigned small group, whole class or whole school idea and in learning teams of four, create steps to carry out the action.
- Report back to the whole class

INDIVIDUAL

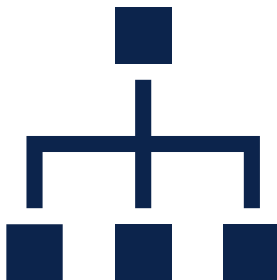
- Take one of the individual actions from the class list that appeals to you and create a list of steps to carry out the action. Record them on a PowerPoint slide or in a Word Document.
- Add 5 – 10 possible actions from the class list including some individual, small group, whole class or whole school ideas and add them to your infographic. Link your own action steps to this list.



WHOLE CLASS



- Review the content covered around the theme of poverty.
- Complete a mind map of topics, themes and activities completed in this unit. This will allow students to draw on a larger bank of knowledge to complete their next individual task.



INDIVIDUAL



- After creating a class mind map of the tasks that have been completed, students take time to reflect and then complete the reflection section on their infographic. It must include something from the unit they have found interesting, something that they found challenging and a question they still have around the theme of poverty. This could be done using a link to a [Voki](#) they create.
- Students complete their infographic.

Religious Education

- Give students one of the images from a case study and complete a See Think Wonder. What do they see, think and wonder?
- Complete the Thinglink (interactive image)Tasks for different case studies:
 - Years 3 & 4 – [Dinia](#), [Janaki](#), [Rattanak](#)
 - Years 5 & 6 – [Dinia](#), [Janaki](#), [Rattanak](#)
- Play the [Poverty Board Game](#)
- Visit the CST (Catholic Social Teaching) toolkit and work through some of the [Preferential Option of the Poor](#) tasks.

English

- Rewrite one of the case studies from a different point of view. For example: Dinia’s story could be written from her daughter - Shaira, a community member or a partner trainer’s perspective
- Using the theme of poverty and ideas that have stemmed from it, write an “I Am” poem [I Am Poetry Template](#)
- Complete a [One Pager](#) on poverty
- Use the [Rapid Fire](#) writing strategy using an image at the beginning and/or end of learning about poverty
- Write or respond to the Further Questions to Consider on the following page
- Using [The Question Matrix](#), create more questions or have students create them.

Further Questions

- Why can't poverty be solved immediately?
- Why is poverty a global issue?
- How does poverty affect the whole world?
- Who is affected by poverty?
- What do you believe is the greatest barrier or challenge to eradicating poverty?
- Who might have the greatest impact on eradicating poverty and why?
- Which groups of people are affected most by poverty?
- Why should I care, I live in Australia?



Janaki teaches other vulnerable women and youth in her community how to sew so they too can be empowered and earn a living. Credit: Richard Wainwright.

+ Thank you ✱



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