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GLP KS2 literacy lesson plan Sustainable Development Goal (SDG) 1: No poverty

Learning objectives

- To become aware of the UN 'global goals'/Sustainable Development Goals.
- To explore what 'poverty' means and the impact it can have on people.
- To investigate different causes of poverty around the world.
- To be inspired by projects and people who are helping to reduce poverty.
- To understand how to take small actions to help achieve global goals.
- To listen and respond appropriately to adults and their peers and ask relevant questions to extend their understanding and knowledge.
- To use relevant strategies to build their vocabulary and articulate and justify answers, arguments and opinions.
- To consider and evaluate different viewpoints, attending to and building on the contributions of others.
- To retrieve, record and present information from non-fiction sources.
- To use dictionaries to check the spelling and meaning of words and to use a thesaurus.
- To evaluate and edit by assessing the effectiveness of their own and others' writing.

Materials provided

- Lesson plan
- PowerPoint® presentation (with useful notes under the slides)
- Causes of poverty worksheet
- Extension activities worksheet
- Evaluation sheet

Other materials needed

- SDG cards – these can be made by cutting up the images of the SDGs from this [A3 poster](#) »
- Laptops/tablets
- Dictionaries and thesauruses
- A2 paper
- Coloured pens/pencils

PowerPoint Slides and materials	Timings	Lesson content
<p>Slides 1, 2, 3, 4 SDG cards</p>	<p>10 minutes</p>	<p>Opening activity</p> <ol style="list-style-type: none"> Put the third slide of the PowerPoint, showing the Sustainable Development Goals (SDGs) 'global goals', on the board for pupils to see. Ask the class if anyone has heard of them. With pupils in pairs, hand out one or two of the SDG cards to each pair to discuss what they think the symbols and words mean. Each pair shares briefly what they think. Explain that these are targets or goals that most of the world's governments have signed up to. Previously, from 2000–2015, we had the eight Millennium Development Goals, which were similar but didn't cover as many areas in such detail. These were reviewed in 2015 for countries across the world and, although much had been achieved, there was still a lot to do to make the world a better place! Explain that the lesson today will focus on exploring SDG 1: No poverty. Take a show of hands to see who thinks this goal can be achieved by 2030, and record who voted yes/no – this will be repeated at the end of the session/work to see if any have changed their minds and, if so, why.
<p>Slides 5, 6, 7, 8, 9 A2 piece of paper</p>	<p>30–40 minutes</p>	<p>Discussion time</p> <ol style="list-style-type: none"> The pupils need to be in five small groups. Each group will choose one of the questions below and speak to every other group to collate their views onto a large A2 piece of paper. Before they start the activity, they must decide how to collect the information and how to present it to the rest of the class. They will need to move around – this will be a noisy activity! <p>Questions:</p> <ul style="list-style-type: none"> Do you think you're poor? If yes, why? If no, why not? What do you think poverty means? Does being poor in the UK mean the same as being poor in another country? Give reasons and state which other countries you think of. Does the country you are born in make a difference to how rich or poor you will be? Give reasons for your answer. Which countries are rich? Which countries are poor? Does that mean everyone in that country is rich/poor?

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<p>Laptops/tablets or dictionaries and thesaurus</p> <p>A2 piece of paper</p>	<p>15–20 minutes</p>	<p>5. Each group presents their findings to the rest of the class. Allow time for feedback and discussion – use slides 6 and 7 to clarify definitions of poverty, and refer to the slide notes to help you. Show the short film ‘The Wrong Trainers’. Emphasise the point that poverty exists everywhere, even in the UK, and it is not just about money. Challenge stereotypes that imply that people in poverty are to blame or should feel ashamed.</p> <p>6. In pairs, using laptops/tablets, or dictionaries and thesauruses, students find as many words as possible that are synonyms for poverty – this could be a competition to see who can find the most words in five minutes using any/all of the resources available. Record all the words, even if repeated, on a large piece of A2 paper.</p> <p>(At a later date make a wordle, or build a word wall of all the words found – this could also be an extension activity for children who finish any activity very quickly/need extending.)</p> <p>Discuss the words on slide 9 and compare with the words they found. Ask the pupils to think about which words from the slide, or from their own list, might make someone who is poor feel ashamed or embarrassed. You may want to research, and refer to, The Children’s Commission on Poverty – a piece of research from The Children’s Society, which says that almost seven out of ten children living in poverty in the UK feel ashamed or have been bullied because of the amount of money their family has. Explain that you are going to find out more about what causes poverty and how it can be reduced.</p>
<p>Slide 10</p> <p>Causes of poverty worksheet</p>	<p>30 minutes</p>	<p>What are the causes of poverty?</p> <p>7. Print off the worksheet explaining the main causes of poverty in the world today. Explore these definitions in one of the following ways, depending on your pupils’ knowledge and ability.</p> <ul style="list-style-type: none"> • Allow the pupils, in pairs, to read over the definitions and explain to each other what they have read. (You may choose to allocate certain sections to pairs, to save time and reduce the amount of reading.) Ask pairs to summarise in their own words to the class some of the reasons why people are poor and/or countries are poor.

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		<ul style="list-style-type: none"> • Cut up the sheet to separate the headings from the descriptions and ask the pupils, in small groups, to match them up. • Enlarge and cut up the sheet. Stick each cause up on the wall. Ask the pupils to go around the room, read each one and indicate (by using stickers or marker pens) which ones they were aware of and which ones surprised them. • Read each cause in small groups and discuss which causes they think are most important in the UK and which are most important globally. • To finalise the discussion, refer back to some of the negative words they found that can make people who are poor feel ashamed or stigmatised. Now they know the causes of poverty, how do they feel about that?
<p>Slide 11 Laptops/tablets</p> <p>Paper, coloured pens and pencils</p>	<p>30 minutes</p>	<p>Writing poems</p> <p>8. Visit http://www.devimpact.org/tag/poverty/ on laptops/tablets. Pupils can skim read through the list, choose one of these short stories that inspires them and create either a haiku (5, 7, 5 syllables) or an acrostic of POVERTY. E.g. for the story <i>Uruguay, looking towards the sun</i>, a haiku may be:</p> <p>Uruguay sunshine (5) Beams new life solar power (7) Saves planet and poor (5)</p> <p>Pupils can share the poems with the class, then illustrate and write them up for display.</p> <p>9. Discuss the following questions: How are people making a difference around the world? What kinds of projects are helping to reduce/eradicate poverty?</p> <p>10. Clarify an agreed definition of poverty. Take a vote again to see who thinks poverty can be eradicated by 2030 – any changes?</p> <p>11. If you have time, watch clips of Hans Rosling https://www.gapminder.org/videos/dont-panic-end-poverty/ who shows convincingly that this goal is achievable by 2030.</p>

PowerPoint Slides and materials	Timings	Lesson content
<p>Slides 12, 13</p> <p>Evaluation sheet</p>		<p>Evaluation</p> <p>During the lesson, the teacher will go around interacting with, and observing, the pupils.</p> <p>Either following the lesson, or the next day, the pupils should be given time to reflect on what they have learned and look at the range of work they have produced as individuals and within groups. Using the grid provided they can write a simple sentence to assess how they perceive their learning and then work with a partner (one from the group they were in) to peer assess against the statements.</p> <p>The last column allows the teacher to give an overall comment and to see how well-developed the pupils' self- and peer-assessment skills are!</p>
<p>Slides 14, 15</p> <p>SDG cards</p> <p>Extension activities worksheet</p>		<p>Extension ideas</p> <ul style="list-style-type: none"> • Glue the goals from the first activity onto a big wall display and ask the pupils to put suggestions next to each one as to how they/we can make a difference and help this goal to be reached. (See slide 15 for examples.) • Carry out further research on how poverty is being addressed in the UK and around the world. • Think about people who made a difference in history. (See appendix 1.) • Investigate how SDG 1 and other SDGs can be embedded across the curriculum. (See ideas attached to each SDG in appendix 2.)

A note on dealing with sensitive issues:

You'll be very aware that the children in your class come from different family and social backgrounds and some may be affected by poverty themselves. As the lesson unfolds you might spot individual pupils feeling uncomfortable about the poverty topic and will be aware of the importance for them of avoiding scrutiny, or even shame.

It might help to think about safety for such vulnerable pupils and ensure they know who they can talk to after the lesson if they feel upset by what has been discussed.

It may also be helpful for them to know about times you and/or your family and friends have been affected by poverty so they know this is an experience shared by many of us at some point in our lives.