

## Sustainable Development Goal 1: What is enough?

### Topic

Global poverty and reflecting on material and non-material needs

### Aims

- To raise awareness of the phenomenon of poverty around the globe
- To reflect on material and non-material needs
- To develop vocabulary around the topic of poverty
- To develop speaking skills through a discussion

### Age group and level

Teens B1

### Time

60–90 minutes

### Materials

SDG1: What is enough? student worksheet

### Introduction

This lesson plan is adapted from the British Council publication *Integrating global issues in the creative English language classroom*, which offers classroom activities that focus on the United Nations 17 Sustainable Development Goals (SDGs). This lesson plan focuses on Goal 1: Ending poverty, and is based on an activity from chapter 2 of the publication. In it, students will focus on key vocabulary around the topic of poverty, discuss statistics around global poverty, discuss the meaning of wealth and well-being, and consider what they need to live a poverty-free life. Finally, the students will produce a poster and present their ideas.

### Procedure

#### 1 Lead-in (5 minutes)

- If you can, show a photo of Mahatma Gandhi (you could search for an image online). Then write the following quote on the board: 'Earth provides enough for every man's need, but not every man's greed.'
- Ask students if they know what the quote means. They might not be familiar with the word 'greed' – ask if they can guess what it means from the context. If not, explain that greed is a strong desire for more money, possessions, power or food than you actually need.

	<ul style="list-style-type: none"> <li>• Ask students if they agree with this quote and to give reasons why.</li> <li>• Explain to students that the United Nations has 17 Sustainable Development Goals which were adopted by all UN countries in 2015. They are also known as the Global Goals, and they are designed to eradicate poverty and help everyone to enjoy peace by 2030.</li> </ul>
<b>2 Vocabulary (5–10 minutes)</b>	<ul style="list-style-type: none"> <li>• Direct students to Activity 1 on the worksheet. This is a vocabulary matching exercise. Ask students to work in pairs to see if they can match the words to the definitions. <i>Answers: 1. income, 2. Poverty, 3. greed, 4. Wealth, 5. lack, 6. Inequality, 7. well-being, 8. rights</i></li> </ul>
<b>3 True or false? (5–10 minutes)</b>	<ul style="list-style-type: none"> <li>• Tell students to work in pairs and look at the four statements in Activity 2 on the worksheet. Read through the statements and check that they understand them. Give them a few minutes to decide which statements are true or false.</li> <li>• Get feedback from students and then explain that <b>all</b> of the statements are true. Are students surprised by this? What conclusions can they draw?</li> </ul>
<b>4 Where do people live in poverty? (15 minutes)</b>	<ul style="list-style-type: none"> <li>• Now show students a map of the world. (If you have a projector you could use this one: <a href="https://en.wikipedia.org/wiki/File:CIA_WorldFactBook-Political_world.pdf">https://en.wikipedia.org/wiki/File:CIA_WorldFactBook-Political_world.pdf</a>.)</li> <li>• If you can't project the map, you could print out some copies to give to each pair of students.</li> <li>• First do a quick review of geography. You could put students into teams and ask each team to identify different continents/countries, by either pointing to them on their maps or coming to the board. Give points for correct answers. Include some of the countries from Activity 3.</li> <li>• Now ask students to identify in which countries people live in poverty. Give students a couple of minutes to either draw on their map or make a list. If you are projecting the map, you could nominate pairs to come up and show which areas they think.</li> <li>• Then, explain that people live in poverty in every single country of the world, and often poverty has nothing to do with how wealthy a country is as a whole.</li> <li>• Explain what the 'poverty line' is (the minimum level of income in each country that is considered necessary to live). Explain that many people all around the world live below this line (i.e. they do not have enough income to live adequately).</li> <li>• Direct students to Activity 3. Explain that they have a list of countries and the percentage of the population that live in poverty in those countries. Ask if they</li> </ul>

	<p>can match the countries to the percentages. Students work in pairs. Set a time limit (5 minutes).</p> <ul style="list-style-type: none"> <li>• Get some feedback and then give the answers: 1. <i>China</i>, 2. <i>Sri Lanka</i>, 3. <i>UK</i>, 4. <i>Morocco</i>, 5. <i>Spain</i>, 6. <i>Uganda</i>, 7. <i>Bangladesh</i>, 8. <i>Italy</i>, 9. <i>Guatemala</i>, 10. <i>Syria</i></li> <li>• Ask if students are surprised by any of the figures. Why might some countries have more or less people living below the poverty line? Do they know what the figure is for their country? They could check these links to find out:  <a href="https://www.indexmundi.com/g/r.aspx?v=69">https://www.indexmundi.com/g/r.aspx?v=69</a>  <a href="https://www.citypopulation.de/en/world/bymap/Poverty.html">https://www.citypopulation.de/en/world/bymap/Poverty.html</a></li> </ul>
<b>5 Discussion (10–15 minutes)</b>	<ul style="list-style-type: none"> <li>• Put students into pairs and tell them to discuss the questions from Activity 4. Encourage students here to agree, disagree and to justify their opinions. You could give them an example, e.g. ‘Being rich means having more than you need in the bank, having a nice house and also being able to do things to enjoy yourself. Some people also think about being rich in terms of non-material things – having a loving family or living in a place that you like, doing a job that you love.’ Set a time limit for the discussion and monitor to encourage students to extend their ideas and ask questions.</li> <li>• You could also set this up as a discussion circle. Have half of the class stand in a circle with their backs to each other. The other half of the students go and stand in front of one of their classmates, facing them. Read out the first question and ask the students to discuss it for 1–2 minutes. Then the students in the outside circle move one place to the right so that they have a new partner. Read out the next question and again give students 1–2 minutes to discuss it. Monitor the circle, helping with vocabulary or questions as necessary.</li> <li>• Get feedback at the end of the discussion and make a note of any good vocabulary/language. Highlight the difference between monetary wealth and well-being, and also how poverty might be defined differently in different countries and by different groups of people.</li> </ul>
<b>6 Brainstorm (10 minutes)</b>	<ul style="list-style-type: none"> <li>• Put students into groups of two or three for Activity 5. Tell them they are going to think about what they need to live a life without poverty. Tell them you will give them 5–10 minutes to brainstorm their ideas. They should divide their ideas into ‘material’ and ‘non-material’ things. Give them an example to get started, e.g. clean water (material), friendship (non-material).</li> <li>• Set a time limit and ask students to add as many things to each category as possible.</li> <li>• When the time is up, get feedback – write some of the ideas on the board. Students can add to their lists from the ideas on the boards.</li> </ul>

	<ul style="list-style-type: none"> <li>Now, ask students to work in their groups again, to decide which of the items on their list are essential and that everyone should have and which are non-essential (but desirable). Tell them to discuss the different items and put a star next to the essential items. Encourage them to justify their choices.</li> </ul>
<b>7. Posters (10–20 minutes)</b>	<ul style="list-style-type: none"> <li>Students now work together to produce a poster of what they need to live without poverty. They should produce a poster that includes: five essential material things that you need, five essential non-material things that you need, and three non-essential things (material or non-material) that you need (or would like!).</li> <li>There are different options for producing this poster:             <ul style="list-style-type: none"> <li>PowerPoint: students can produce a PowerPoint or other presentation with slides for each item; students can use images and words to represent each item.</li> <li>Padlet <a href="http://www.padlet.com">www.padlet.com</a>: students can set up their own padlet (online poster/ noticeboard), where they select images for their items or online articles/graphs to illustrate their ideas.</li> </ul> </li> <li>If you do not have access to technology/the internet, you could ask students to design icons/symbols to represent each of their items, which they can draw on a large piece of paper/card and use for their presentation</li> </ul>
<b>7 Mini- presentation (10–15 minutes)</b>	<ul style="list-style-type: none"> <li>Students can then work in their pairs or groups to plan a short presentation of their ideas. Remind them that they should describe the things they have chosen, say whether they are material or non-material and say why they have chosen them – they could also say why it is difficult or impossible to live without these things.</li> <li>Join different groups together so that they can present their ideas to each other. Listen and make notes for any feedback on language.</li> </ul>
<b>8. Reflection (5 minutes)</b>	<ul style="list-style-type: none"> <li>Ask students to reflect on what they have learned in today's lesson. They could either do this as a speaking activity or write their answers individually either in class or for homework.</li> </ul>

**Contributed by**

Original activity by Sylwia Zabor-Zakowska

Adapted for TeachingEnglish by Cath McLellan