

Sustainable Development Goal 1: What is enough?

Important – please read: This lesson has been adapted for teachers providing online classes. These notes are specifically for online lessons, and the student worksheets have been made available as a PowerPoint, to be used in place of the worksheet students would normally have in a physical class.

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

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

Secondary students at CEFR level B1+

Time

60–90 minutes

Materials

What is enough? PowerPoint

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

Before the lesson	CHECKLIST <ul style="list-style-type: none"> • Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> - Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems. - Do the students need a URL to join the online classroom? Do they all have this? - Do you know how to 'mute' the students' microphones if you need to? - Do you know how to share what is on your computer screen so that the students can see it? - Do you know how to use 'breakout rooms' if you have this facility? Is this enabled? • Make sure that you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson. • Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple 'raise hand' button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. • Most online platforms have support videos or tutorials available online. Do you know where to access these? • Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least five minutes before the lesson begins to avoid disruption.
1 Lead-in (5 minutes)	<ul style="list-style-type: none"> • 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. • Show slide 2 – ask if they know who the man in the picture is (Mahatma Gandhi). • 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"> • Ask students if they agree with this quote and to give reasons why. You can nominate students to answer here or ask them to write their ideas in the chat and then invite discussion on some of the ideas. • Explain that this lesson is going to focus on the first Global Goal, which is to end poverty.
<p>2 Vocabulary focus (5–10 minutes)</p> 	<ul style="list-style-type: none"> • Show slide 3. This is a vocabulary matching exercise. Ask students to match the words to the definitions. If you have the option of breakout rooms, you could put them into pairs and get them to do this matching exercise in pairs. For this, you will need to make sure that they have a copy of the slide so that they can see it when they are in the breakout rooms. • If you don't have breakout rooms, students can work individually. Set a time limit and then check the answers with everyone (slide 4). Focus on any problematic pronunciation. <i>Answers: 1. income, 2. Poverty, 3. greed, 4. Wealth, 5. lack, 6. Inequality, 7. well-being, 8. rights</i>
<p>3 True or false? (5–10 minutes)</p> 	<ul style="list-style-type: none"> • Show slide 5 and ask students to look at the four statements. Read through the statements and check that students understand them. Either send students the statements through the chat or make a copy of the slide to send to them, and if you can, put them into breakout rooms to discuss the statements to decide if they are true or false. Set a 5-minute time limit. • If you don't have that option, you could read the statements one by one and ask students to write 'True' or 'False' in the chat after each one. You could ask students to say why they think they are true or false. • Get feedback from students and then explain that all of the statements are true. Are students surprised by this? What conclusions can they draw?
<p>4 Where do people live in poverty? (15 minutes)</p>	<ul style="list-style-type: none"> • Show students slide 6, or send them a link to an image like this one: https://en.wikipedia.org/wiki/File:CIA_WorldFactBook-Political_world.pdf • First do a quick review of geography. Nominate a student and point to a country on your screen – can they name it? (You can put your mouse over the country name on the screen. Or, give them a country name and ask them to tell you where it is, e.g. 'It's in Africa, next to Zimbabwe.') Try to include some of the countries from the next activity. • Alternatively, you can encourage students to test each other. If you can use breakout rooms, divide students into small groups and share this link: https://geology.com/world/world-map.shtml. Students can test each other as to where different countries are. Set a time limit and then bring them back to the main room.

	<ul style="list-style-type: none"> • Now ask students to identify in which countries people live in poverty. Give students a couple of minutes to write the countries that they think of in the chat. • Then, explain that people live in poverty in every single country of the world, and sometimes poverty has nothing to do with how wealthy a country is as a whole. • 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). • Now show slide 7. Explain that they have a list of countries and the percentage of the population that live in poverty in those countries. Ask if they can match the countries to the percentages. Again, use breakout rooms here if possible – make sure the students have a copy of the slide before you split them up. Set a time limit (5–10 minutes). Students can refer to the map if they need to. • Get some feedback and then give the answers (slide 8): 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> • 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? You could put these links in the chat, and they could check them to find out: https://www.indexmundi.com/g/r.aspx?v=69 https://www.citypopulation.de/en/world/bymap/Poverty.html.
<p>5 Discussion (10–15 minutes)</p> 	<ul style="list-style-type: none"> • Now show slide 9, with the discussion questions. Again, if you have breakout rooms, you should use them here. If that's not an option, you can have an open-class discussion. • 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. • 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.
<p>6 Brainstorm (10 minutes)</p>	<ul style="list-style-type: none"> • Show slide 10. Tell students 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

	<p>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).</p> <ul style="list-style-type: none"> • Set a time limit and ask students to add as many things to each category as possible. They could either do this individually or make their own notes and then compare in breakout rooms. • When the time is up, get feedback – write some of the ideas in the chat or use an online whiteboard if you have one. Students can add to their lists from the ideas on the board / in the chat. • Put students into groups again, if possible, and ask them to decide which of the items on their list are essential 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.
<p>7 Posters (15–20 minutes)</p>	<ul style="list-style-type: none"> • 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!). • There are different options for producing this poster: <ul style="list-style-type: none"> ○ PowerPoint/Google slides: students can produce a PowerPoint or other presentation with slides for each item; students can use images and words to represent each item. You can create a shared Google document so that students can work together on it remotely. This works well if they are in breakout rooms. If not, students can divide up the sections and work on the document separately. ○ Padlet www.padlet.com: 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. • 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. Pairs can divide up the sections between them.
<p>8 Mini- presentation (10–15 minutes)</p> 	<ul style="list-style-type: none"> • 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. • Each group can then present to the class, sharing their screens or holding up their poster to the camera. Alternatively, you can join two groups together in breakout rooms and they can present to each other, while you monitor.

	<ul style="list-style-type: none">• Give feedback on any good language/errors. Comment on similarities/differences among the different groups.
9 Reflection (5 minutes)	<ul style="list-style-type: none">• Show slide 11. 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 the chat or for homework.

Contributed by

Original activity by Sylwia Zabor-Zakowska

Adapted for TeachingEnglish by Cath McLellan