

What is enough?

Topic

Poverty and inequality of wealth

Learning outcomes

- Discuss the issue of poverty
- Consider what poverty means
- Review and learn vocabulary for material and non-material needs and possessions
- Practise language for agreeing and disagreeing
- Take part in group work and use collaboration skills

Age group and level

Primary (9–12 years)
CEFR level B1 and above

Time

95 minutes approximately or two shorter lessons

Materials

- a picture of Mahatma Gandhi (stage 2)
- a selection of images that contrast wealth and poverty in different contexts (stage 3)
 - select images suitable to show your particular learners
 - National Geographic <https://www.nationalgeographic.com/> or Pics4learning <https://www.pics4learning.com/> may be good sources
- materials for making the poster (stage 6)

Introduction

This lesson plan is based on an activity from the British Council publication Integrating global issues in the creative English language classroom, which provides innovative ideas for teaching while raising awareness of the United Nations Sustainable Development Goals.

In this lesson, which supports Goal 1: No poverty, learners look at images contrasting wealth and poverty and think about what it means to be rich, poor or to have enough. They consider non-material needs, such as access to education and services, as well as material needs, then they make their own

decisions in groups about what they think would be fair for everybody to have, using language for agreeing and disagreeing. Finally, they work together to create a poster with their ideas.

Important note: As this lesson deals with poverty and inequality be mindful of any of your learners whose lives may be affected by these issues. Consider if it is a suitable issue to discuss.

Procedure

Lesson one (50 minutes)

1. Warmer (10 minutes)

- Either display **slide 2** or write the following on the board:
 1. I think **English** is **fun**
 2. I think **chocolate** is **horrible**.
- Ask learners if they agree or disagree with the first sentence.
- Give learners some actions to do to indicate agreement or disagreement, e.g. jump for agree and turn around for disagree.
- Repeat this sequence with the second sentence.
- Elicit that sentence 1 is positive (fun) and sentence 2 is negative (horrible)
- Tell the learners they need to make 4 sentences like this, two positive and two negative.
- Invite learners in turn to give you a sentence. Each time, use an agreeing or disagreeing phrase (with polite intonation on the disagreeing ones), such as:
 - Yes, you're right. I agree. I think so too.
 - I don't think so. I'm not so sure. Hmm, I think I disagree.
- Display **slide 3**. Learners do the corresponding action each time you agree or disagree with a sentence. They can think of as funny or strange sentences as they like, and/or you can agree or disagree unexpectedly, e.g. I agree. I think chocolate is horrible.

	<ul style="list-style-type: none"> • Afterwards, ask learners to remember what phrases you used to agree and disagree with them and write them on the board in a place you can refer to later.
2. Introducing the topic (10 minutes)	<ul style="list-style-type: none"> • Show learners a picture of Mahatma Gandhi and ask if they know who he is. Do they know anything about him? Learners might recognise the picture or his name, but may not know anything further, so be ready to tell them something brief. • Either display slide 4 or write on the board this quote from Gandhi: “Earth provides enough to satisfy every man’s need but not every man’s greed”. Check learners understand ‘satisfy’ and ‘greed’. E.g: <ul style="list-style-type: none"> — Satisfy - to give what is needed — Greed – to want more than you need • Discuss the quote briefly or in a little more detail, depending on your learners. E.g. <ul style="list-style-type: none"> — What does the planet provide? (food, water, materials/resources) — Does everybody take only what they need, or do some people take more than they need? Does that leave enough for everyone else?
3. Discussion (10 minutes)	<ul style="list-style-type: none"> • Show learners the images you prepared that contrast wealth and poverty. Ask them to tell you what they can see and what the pictures show about how the people live. What is it in the pictures that gives us that information, for example their clothes, the condition of the buildings, what the people are doing, etc.? • Do they think this is fair? Teach the word ‘inequality’. Where do they think this inequality in wealth exists? Can we do anything about it? • Discuss this briefly or in a little more detail, depending on your learners. The aim is to raise their awareness of the issue and that it exists worldwide, and that it’s not OK. They do not need to have any concrete ideas of how it can be solved at this stage but let them share if they do. • Remind them of Gandhi’s quote. Some learners may be able to suggest that there might be less inequality in wealth if people were less ‘greedy’.

4. Generating ideas (20 minutes)

- Explain to the learners that the United Nations, an international organisation that works to bring peace and help solve world problems like poverty and climate change, has 17 special goals which all the UN countries agreed to in 2015. The goals are designed to help solve these world problems for everyone, everywhere, by 2030, and Goal 1 is 'No poverty'.
- Ask the learners the following questions and briefly discuss as a class. You can also display **slide 6**:
 - What does 'poor' mean?
 - What does 'rich' mean?
 - What does 'to have enough' mean?
- Now ask the learners these questions and elicit an example for each one. You can display **slide 7**:
 1. What don't poor people have? (food, water, electricity, a house, etc.)
 2. What do you have if you 'have enough'? (a car, holidays, a TV, a computer, books, etc.)
 3. What does everybody need that you can't buy? (family, friendship, happiness, etc.)
- Put learners into groups of three and ask them to answer the questions together by making lists in their notebooks.
- Monitor and help them with any vocabulary they need or give them a few more examples if they get stuck on a question.
- Regroup the learners so that they are with those from other groups who made the same list as them. What things are the same or different on their lists?
- During class feedback, ask the learners if anyone had school/education, jobs/work, internet, healthcare, or similar on their lists. Are those things important? Why? Which list did/would they put them on?
 - Discuss this briefly or in a little more detail, depending on your learners. The aim is to raise their awareness that poverty also means not having access to education, information, services, opportunities and so on.

- When you ask why those things are important, some learners may suggest a connection between access to these things and causes of or solutions to poverty. Let them explain if they do.

Lesson two (40 minutes)

5. Vocabulary review (10 minutes)

- Demonstrate the game by miming one piece of vocabulary generated in the previous stage. Ask learners to guess the word.
- Then nominate one learners to be 'teacher'. The teacher mimes something from their list, e.g. food, a house, a car, family, school, happiness, etc., and the other learners guess.
- The learner who guesses correctly becomes 'teacher'.

6. Project preparation (10 minutes)

- Put learners back into their original group of 3 and ask them to find their lists in their notebooks.
- Tell the learners that they are going to make posters and their lists will help them.
- Display **slide 7** or draw three concentric circles on the board
- In the inner circle, write 'basic things that everybody needs'.
- In the middle circle, write 'what we think it's fair that everybody has'.
- In the outer circle, write 'what we think is extra'. Check that the learners understand the three categories.
- Tell the learners they are going to look at their lists again and:
 - underline the basic things that everybody needs
 - circle what they think it's fair that everybody has
 - star what they think is extra.
- Tell them that they can underline, circle or star different things on different lists, but they need to agree. You can display **slide 8**. Elicit some examples, such as:
 - / think food and water are basic things that everybody needs.
 - I think it's fair that everybody has a computer.
 - I think a car is extra.

	<ul style="list-style-type: none"> • Then refer the learners back to the agreeing and disagreeing language from the beginning of the lesson. Remind them that if they disagree, they should also say what they think instead and why.
7. Project – making the poster (15 minutes)	<ul style="list-style-type: none"> • When the learners are ready, tell them that they are now going to make a poster that shows the three categories. They can use the concentric circle design, or they might have their own ideas. • They need to write the things they agreed on in the relevant parts and can draw pictures and illustrate or decorate their poster however they like, for example some learners might imagine the circles to be the planet. • Give the learners the materials they need and remind them to use English as they work together. • Display the finished posters around the room. The learners can look at the other posters to see what similarities and differences there are and say which pictures and designs they like. <p>Tip: after the lesson you could scan and upload their posters to a shared space and set a homework task for learners to look at them and leave a comment.</p>
8. Setting homework (5 minutes)	<p>Option 1 – Audio feedback</p> <ul style="list-style-type: none"> • Learners write or make an audio recording saying what they appreciate having in their lives, e.g. a home, a family, toys, (access to) a device, going to school, etc., either for sharing in the following lesson or just for personal reflection. <p>Option 2 - Research</p> <ul style="list-style-type: none"> • Ask learners to find out something about what inequalities in wealth exist in their country. You could ask them to find just one statistic, or you could ask them to find out their government’s definition of poverty, or they could find out if there are any projects to help poor people – do they think these projects simply support poor people or do they help people to get out of poverty?

	<ul style="list-style-type: none">• If you would like the learners to search for information in English, give them some key phrases they could use.• Otherwise, it's OK for them to look for the information in their own language, then explain what they found out in the next class in English, where you can help with any language needed.
Further ideas and resources	<ul style="list-style-type: none">• The publication 'Integrating global issues in the creative English language classroom' has additional ideas for creative activities to support the 'No poverty' goal as well as all the other United Nations Sustainable Development Goals: https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom• The 'World's Largest Lesson' promotes the use of the Sustainable Development Goals in learning: https://worldslargestlesson.globalgoals.org/• The UNESCO website has resources for educators for the early childhood, primary and secondary age groups, listed under each goal: https://en.unesco.org/themes/education/sdgs/material• The United Nations website has further resources for learning about the goals: https://www.un.org/sustainabledevelopment/student-resources/

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