
LESSON 2

TACKLING POVERTY

About this lesson

Students will learn about the work of non-governmental organisations (NGOs) and the different roles they play in tackling poverty, eg emergency response, development work, campaigning or doing a combination of all three. They will then begin to explore how effective this work is for those living at Deep Sea in Kenya.

Learning objectives

Students will be able to:

- explore the role of NGOs;
- identify and evaluate the different actions NGOs take;
- identify actions most likely to bring about positive change to Deep Sea.

Prior learning

This lesson follows on directly from Lesson 1 Poverty and human rights. Prior learning may also include the Millennium Development Goals (MDGs). They are not referred to in this lesson but are an important part of learning about tackling poverty. See www.un.org/millenniumgoals.

Resources required

Resource sheet 1 – *Scenario cards* (cut up, one scenario per pair)
Worksheet 1 – *NGO role instructions* (one per pair)
Worksheet 2 – *NGO action plan* (one per pair)
Lesson 1, worksheet 2 – *Deep Sea case study*
Lesson 1, resource sheet 3 – *Deep Sea teacher notes*
PowerPoint – *Poverty and human rights – Lesson 2*
Large copies of each learning objective (display during the Plenary)

Film clip background information

Students may ask about the differences between the following groups:

Non-governmental organisation (NGO) – can be used as an umbrella term covering pressure groups and charities. They are independent from the government, bring citizens' concerns to governments and provide services to try to bring about change on a range of issues.

Pressure group – try to influence public policy in the interest of a particular cause.

Charity – set up for the voluntary giving of money or other help to those in need.

Follow up work

Students could explore the work of different NGOs and their work aimed at tackling poverty before moving on to Lesson 3, eg Oxfam, Christian Aid, Save the Children, UNICEF.

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Lesson plan

Time	Introduction	Resources
0-10 minutes	<p>Show students the starter slide with pictures. In pairs, ask them to spend three to four minutes brainstorming the questions: What is happening in each image? How effective do you think these actions are in tackling poverty?</p> <p>The photos show three different types of action on poverty.</p> <ol style="list-style-type: none"> 1. Emergency response – food aid and shelter for displaced people in Afghanistan. Other examples include providing money and resources such as people, food, shelter, medical care for countries and people who are affected by natural disasters, conflict and epidemics. 2. Long-term development work – supply of clean water, re-building homes, education, health care provision. 3. Campaigning – Make Poverty History. The biggest ever anti-poverty movement came together in 2005. <p>Please note that many NGOs do a combination of all three activities.</p> <p>Talk through the learning objectives.</p> <p>Slide 5 illustrates how real poverty is around the world. Discuss as a class.</p>	Lesson 2 PPT slides 1-5
Activities		
10-15 minutes	<p>NGOs</p> <p>Use slides 6 to 9 to develop knowledge of NGOs. Before showing slides 7 to 9, ask students if they can offer some keywords or definitions for emergency response, development work and campaigning. Campaigning can include lobbying governments, writing letters, petitions, protests and demonstrations.</p>	PPT slides 6-9
15-35 minutes	<p>The role of NGOs</p> <p>Ask students to form pairs. Hand each pair <i>NGO role instructions</i> (worksheet 1) and one scenario card (cut up from resource sheet 1). Students need to discuss their scenario and the key questions. Now hand out <i>NGO action plan</i> (worksheet 2) to each pair. Ask them to put together an action plan for the type of NGO assistance their scenario/community needs. They should include timescales, ie action that needs to take place:</p> <ul style="list-style-type: none"> • now (short term); • in 6 to 12 months (medium term); • over the next 2 to 5 years (longer term). <p>Each pair of students should then join up with three other pairs (with different scenarios), and in turn present their scenario and action plan ideas to the rest of the group. If time is short, ask pairs to join with <u>one</u> other. Then bring the whole class back together and ask different pairs or groups to feedback on each of the four scenarios.</p>	<p><i>Scenario cards</i> (resource sheet 1); <i>NGO role instructions</i> (worksheet 1)</p> <p>PPT slide 10</p> <p><i>NGO action plan</i> (worksheet 2)</p>
35-55 minutes	<p>Deep Sea community</p> <p>Remind students of the Deep Sea community case study explored in Lesson 1. Using their <i>Deep Sea case study</i> (Lesson 1, worksheet 2), ask students (still in pairs) to complete the final column. Students decide what the Kenyan government and other organisations could do to protect the Deep Sea residents' human rights. (Please refer to your <i>Deep Sea teacher notes</i> from Lesson 1). Class feedback.</p>	<p><i>Deep Sea case study</i> (worksheet 2 from Lesson 1)</p> <p><i>Deep Sea teacher notes</i> (resource sheet 3 from lesson 1) PPT slide 11</p>
55-60 minutes	<p>Plenary</p> <p>Display the three learning objectives separately around the room. Ask students to stand by the one that they have learnt the most about. Ask them to explain their choice. If no one stands near one learning objective, find out why to generate further learning.</p>	<p>Print out the learning objectives, cut up each one and stick around the room</p> <p>PPT slides 12-13</p>

LESSON 2 **RESOURCE SHEET 1**

SCENARIO CARDS



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SCENARIO 1 – TSUNAMI

This community has been hit by a giant tsunami wave. Imagine for a moment the impact this will have on the people that live here.

What effect will this amount of water have on the community?

What will happen to the people?

What will happen to the businesses?



© Private

SCENARIO 2 – DROUGHT

This community has just been hit by drought for the third year running. Imagine for a moment the impact this will have on the people that live here.

What impact will it have on the people, particularly children?

What impact will it have on plants and crops?

What impact will it have on animals?

What impact will it have on local business?



LESSON 2 **RESOURCE SHEET 1 CONTINUED**

SCENARIO CARDS



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SCENARIO 3 – FORCED EVICTIONS

This community has just been forcibly removed from their homes; they have been evicted.

Imagine for a moment the impact this will have on the people that live here.

Where will these people go?

What will happen to their businesses?

What will happen to their possessions?



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SCENARIO 4 – CONFLICT

This community is in the middle of a civil war. They have had to flee their country and find shelter as refugees in a neighbouring country.

Imagine for a moment the impact this will have on the people that live here.

How will families be affected?

How will the people survive?

What has happened to their homes and possessions?



LESSON 2 WORKSHEET 1

NGO ROLE INSTRUCTIONS

Instructions

Look at the scenario you have been given. Study the picture, read the description and talk through the questions with your partner.

Read the descriptions below of different types of work undertaken by NGOs. What type of NGO assistance does the community in your scenario need? Write an action plan using worksheet 2. Consider timescales with your actions, ie action that needs to take place:

- now (short term);
- in 6 to 12 months (medium term);
- over the next 2 to 5 years (longer term).

Get ready to share your action plan ideas with other pairs, and the class.

NGOs' work tackling poverty

Emergency response

After a crisis, emergency response teams help people recover and move on with their lives. The involvement is usually short-term. The assistance may come in the form of food, shelter, sanitation and/or medical care. This type of work also involves working with communities to enable them to prepare for and respond to emergencies themselves.

Development work

Working in partnership with local communities to provide longer-term help, eg access to clean water and sanitation (ensuring drinking water is kept separate from sewage), education and medical care. This work also involves conflict resolution within and between communities, support for local business, training to improve agricultural practices and helping people to get involved in government decision making.

Campaigning

An organised course of action to achieve change, eg working in partnership with the communities themselves to change laws, government policies and business practices to secure a better life for people around the world. Campaigning may involve short, medium and long-term goals. Campaigning is often centered around education and awareness raising and often involves lobbying governments, demonstrating, letter writing and fundraising.

Local participation

For each of the categories above, NGOs work with local people to ensure they are responding to community needs and to empower local people to take an active role in improving their lives.

LESSON 2 WORKSHEET 2

NGO ACTION PLAN

Scenario

Short-term action

Now

Medium-term action

6-12 months

Long-term action

2-5 years