



**WORLD'S
LARGEST
LESSON**

“Each one of us have a moral responsibility to give back to society. As teachers, we have a responsible role to instil these moral values in young minds, for they represent the future of tomorrow’s better global economy.”

Kanaka Durga

Kanaka Durga
Oakridge International School, India

Global Poverty Requires Local Solutions

Subject

Social Studies, Economics

Learning Outcome

- To understand some of the reasons for poverty in India and Hyderabad
- To appreciate the importance of skills and education in poverty reduction
- To explore ways to raise income levels of people in Hyderabad who are living with an income of 3000 Indian Rupees per month

Preparation

- Print out or display photos in appendix 2.
- Print out case studies in appendix 3 or use internet links.

Teacher Note

This lesson plan introduces poverty, its definition and potential solutions with a focus on the value of education. It uses Hyderabad, India as its focal point since its author is based in this city. This lesson could be replicated using any other city in the world where poverty and inequality exists. We encourage comparison throughout the lesson with local areas and cities that students are familiar with.

Total Time:

60
mins

Age Range:

11-14
year olds



World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 "Partnerships for the Goals" and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:



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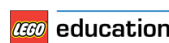
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And special thanks to those who have worked with us across the world:



Lesson plans created in collaboration with Think Global www.think-global.org.uk. Promoting learning for a just and sustainable world.



Lesson Activity

5
mins

Start with a definition of poverty, e.g. “the state of being extremely poor”. Read out or show the definition to the students. Explain that students will be thinking about the causes of poverty locally and some possible solutions.

Present Indian poverty statistics to students – you could ask them to pick the correct choice for each statistic or create a True/False quiz.

In India – 25.7% people in rural areas, 13.7% people in urban areas and 21.9% of the country as a whole are living in poverty.

Source: <http://indiamicrofinance.com/poverty-in-india-2014-facts-report-pdf.html>

Over 32% of Indians live on less than US \$1.25 per day (in extreme poverty) and India is known to be the 3rd poorest country in the world.

Source: <http://apecsec.org/poverty-in-india-statistics/>

Differentiation and Alternatives

Alternatively, you could have a selection of definitions of poverty (e.g. extreme poverty, relative poverty) displayed around the room. Let students move around the room and read these. Gather the students together and ask individual students to share these definitions. Encourage students to discuss the difference in these definitions and why there are different definitions. See appendix 1.

Learning Activity

10
mins

Show students pictures of people living in the old city in Hyderabad and pictures of big malls, fast food centres and real estate in Hi-tech city, Hyderabad (appendix 2).

Photo links if required:

Old Hyderabad:

<https://www.flickr.com/photos/50732394@N02/8158207924>
<https://www.flickr.com/photos/74821492@N00/6896867445>
<https://www.flickr.com/photos/74821492@N00/9470586297>
<https://www.flickr.com/photos/74821492@N00/15355987635>
<https://www.flickr.com/photos/pherrari/5722854256>
<https://www.flickr.com/photos/74821492@N00/9473365526>

Hi-tech City and shopping malls:

<https://www.flickr.com/photos/abhiomkar/6718775877>
<https://www.flickr.com/photos/adityakolli/5654448428>
<https://www.flickr.com/photos/listenersvision/5782124788>
<https://www.flickr.com/photos/rahulgod/5302861636>
<https://www.flickr.com/photos/kalyan3/2079888937>

These photos are included in appendix 2.

Ask students to discuss the following question in pairs for a short time then be ready to share their ideas with the group:

What reasons can you think of to explain the differences between the Old City and the Hi-tech City?

E.g. Education/Population/Culture/Gender/Transport/Housing/Poor working conditions/Type of occupation/Infrastructure.

Differentiation and Alternatives

Alternatively, you could start the photo activity by asking students to discuss in pairs what the similarities and differences are between the two locations. You could also ask them to come up with a question about each image.

For younger or less able students, you could give them prompt words or images to support their discussion.

Learning Activity

30
mins

Ask students to think about possible solutions to address the difference in living standards for those living in poverty. Try and aim for a solution for each of the reasons students came up with in the previous task.

List ideas in a place where all students can see them.

Encourage students to think about the role of government, NGOs and business in contributing to change.

Share out case studies of local projects that are working to improve education and skill levels, to help people escape poverty. Students have five minutes to read the case studies and they should pick out a key point to share with the group.

Potential case studies (see appendix 3 for a summary of these case studies):

Poverty Learning Foundation: <http://www.plf.org.in/vision.html>

Kriti scholarships: <http://www.kriti.org.in/scholarships.html>

Mahita empowerment project: <http://www.mahita.org/projects.html>

Ask students to discuss the following questions:

- What part do education and skills play in raising income levels?
- What do students think of the idea of giving money directly to people living in poverty?
- Have students write a response to this question. Response should include local examples to explain and expand their points.

Differentiation and Alternatives

Alternatively, give students some solutions (this could be simple phrases or sentences, longer articles or case studies or images) and have students explain how each one would reduce poverty levels.

Learning Activity

15
mins

Ask students to think of a city or area in their own country where poverty exists.

Ask students to discuss the following in pairs:

- Does everyone in their chosen city have the same standard of living?
- If not, why do these inequalities exist?
- Do they know any examples of solutions to improve living standards for those in poverty in their chosen city? (Students may need extra information or access to the internet.)

Bring the students together to discuss these questions.

Differentiation and Alternatives

Students could look at and compare some of the poverty reduction projects, locally, nationally and globally.

Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not helpless, that change is possible, and that they can drive it.

The Design for Change "I Can" School Challenge invites children to take action, make change for themselves and share it with children across the world.

Visit www.dfcworld.com to get started.

To download a Design for Change lesson pack or a simple advice pack for young people to take action themselves visit www.globalgoals.org/worldslargestlesson





Photos of the Old City – Hyderabad, India

Photo source: <https://www.flickr.com/photos/50732394@N02/>



Photos of the Old City – Hyderabad, India

Photo source: <https://www.flickr.com/photos/pamnani/>



Photos of the Old City – Hyderabad, India

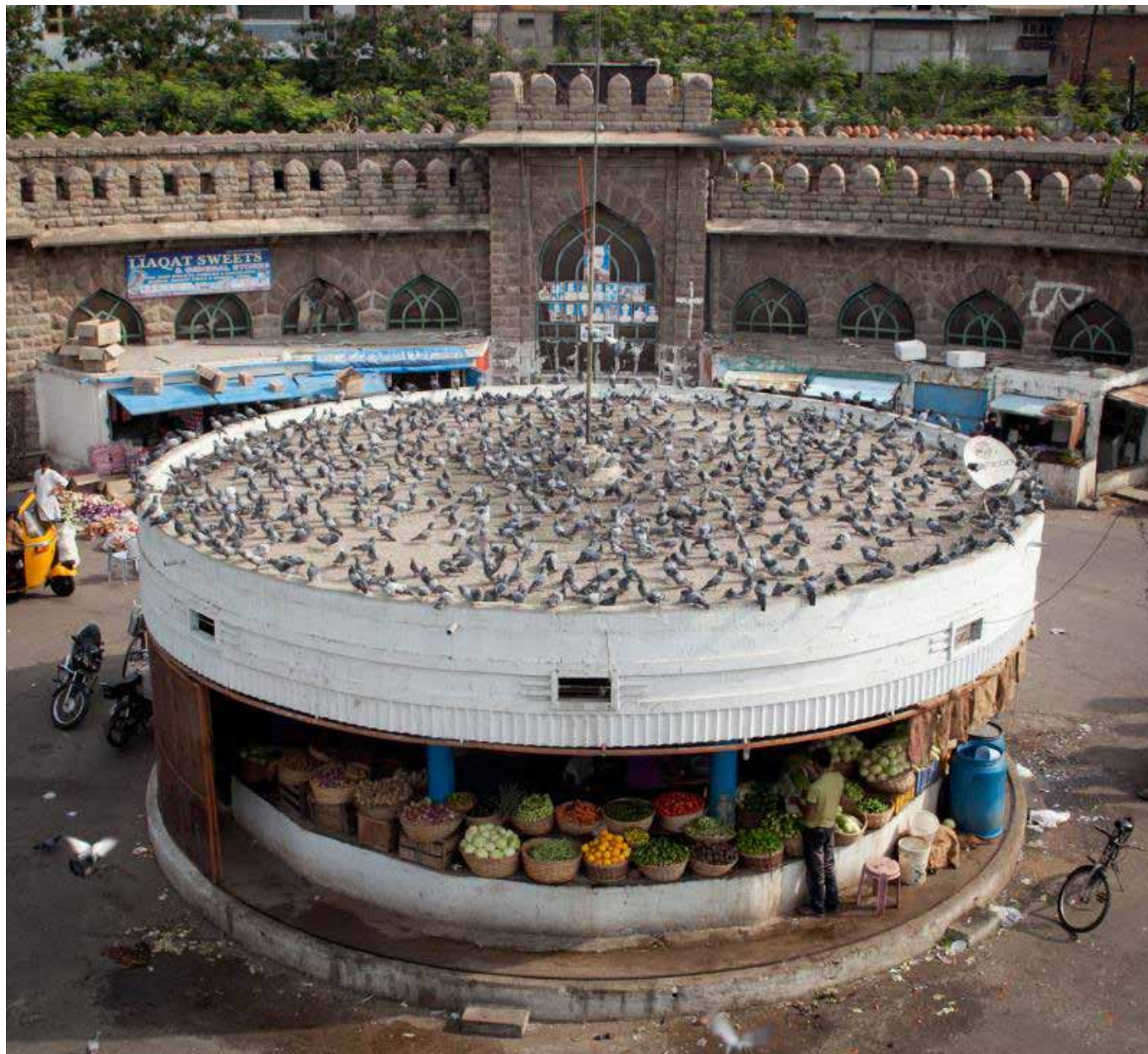
Photo source: <https://www.flickr.com/photos/pamnani/>

Street Food - Samosa (Charminar)



Photos of the Old City – Hyderabad, India

Photo source: <https://www.flickr.com/photos/74821492@N00/15355987635>



Photos of the Old City – Hyderabad, India

Photo source: <https://www.flickr.com/photos/pherrari/5722854256>



Photos of the Old City – Hyderabad, India

Photo source: <https://www.flickr.com/photos/74821492@N00/9473365526>

Bonalu Procession (2013)



Photos of the Hi-tech City and shopping malls

Photo source: <https://www.flickr.com/photos/abhiomkar/6718775877>



Photos of the Hi-tech City and shopping malls

Photo source: <https://www.flickr.com/photos/adityakolli/5654448428>

Durgam Cheruvu (Secret Lake)



Photos of the Hi-tech City and shopping malls

Photo source: <https://www.flickr.com/photos/listenersvision/5782124788>

HSBC Office at HiTech City, Hyderabad



Photos of the Hi-tech City and shopping malls

Photo source: <https://www.flickr.com/photos/raulgod/5302861636>

Hyderabad shopping mall



Photos of the Hi-tech City and shopping malls

Photo source: <https://www.flickr.com/photos/kalyan3/2079888937>

Poverty Learning Foundation

<http://www.plf.org.in/vision.html>



Fostering a Better Future

The PFL is an independent organisation based in the state of Andhra Pradesh in India, it helps people and organisations to explore ideas and actions to make lasting reductions in poverty. It takes into account the world is constantly changing, and so actions to reduce poverty need to continually evolve.

It is led by a team of professionals with experience in running creative poverty reduction projects across India, and it was formed because there was felt to be a need to educate people about policy and practice in poverty reduction.

Much of its work involves action research – for example into livelihoods in the state. It also tries to keep contacts with government, the private sector, the media, and civil society.

Kriti scholarships

<http://www.kriti.org.in/scholarships.html>



Kriti is a not for profit organisation which has been working in the Filmnagar slum in Hyderabad, which is home to 4000 households, since August 2009. It was started by private sector professionals and it focuses particularly on working with women – on a range of projects covering women's livelihoods, education of children, and gender issues.

Kriti's scholarship programme works with children in the slum, supporting them to stay in education when they would probably otherwise be forced out of school due to lack of money. Currently, they are supporting 175 children, who are studying at private schools in or near the slum. Most of the students are the first from their families to ever be educated, and part of Kriti's work is to help their parents understand the importance of education. To begin with the project was small – just for Kriti's own staff. But word spread, and now it takes applications from many other families in the slum, and also referrals from schools where they think there is a danger of a child dropping out of school.

Mahita empowerment project

<http://www.mahita.org/projects.html>



Mahita is a word which means 'regeneration', and it works to generate development in Hyderabad's urban slums. One of its projects is called 'Empowerment through Education', and it is about helping to bring working children, or others who have dropped out of education, back into education. It does this by working in partnership with others – such as the local government, teachers' unions, charities, teachers, communities, and the children themselves.

Local Community Learning Centres have been set up, close to where the children live, to make it easy for the children to attend. It says it has been very successful in bringing children back into education, through this method.