

# Global Poverty Learning Day

## Teachers' Guide

Over 1 billion people worldwide live in poverty\*, and through the Millennium Development Goals the world has committed to half this number by 2015. Poverty is therefore a huge issue globally.

Running a Global Poverty Learning Day is an opportunity to help pupils understand this complex problem, and decide for themselves as active global citizens what they want to do about it. This resource includes everything you need to run a day of learning about global poverty within your school, ideally for years 9-13. The resource includes 4 workshops and 1 plenary session. The opening session is left open.

The day takes pupils on an inspiring journey which sets them up to identify and learn about the poverty issues that really fire them up, and helps them to prepare a plan of action as a group to raise their voice on this issue. Pupils will learn more about the major global challenges to overcoming poverty, and what solutions are at hand to tackle them. They will also learn more about how they can influence decision makers to act.

All resources are written in a participatory and empowering style, allowing students to take control of their own learning and maximise engagement.

## Why run a Global Poverty Learning Day?

A learning day can be one of the most exciting days in the school calendar for your pupils.

By allowing pupils to work for a prolonged period of time in groups exploring an issue in detail and generating their own creative responses, it presents an excellent opportunity for genuine pupil centred learning. This will help you to meet the core aims of the National Curriculum, which asks that schools develop:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Additionally, by looking at global poverty and taking action, the day will support curricular requirements in Citizenship – looking at justice, rights, advocacy and representation, and taking informed and responsible action – and Geography – looking at interdependence and sustainable development.

Pupils taking action may also be supported in other curricular subjects such as Art, ICT and English, where pupils can design and make campaigning materials, construct letters and consider how to communicate with different audiences.

\*Taking 'poverty' as living on \$1.25 or less per day (about 80p), based on the UN Millennium Development Goals (MDGs)

## Staffing and resources

To maximise the impact of running a day such as this, it is best to involve a whole year group (year 9-13 are recommended).

In terms of staffing you will need 1 key facilitator to plan the day, an inspirational speaker for your opening session, plus 4 teachers to facilitate workshops 1-4 and 1 teacher to facilitate the plenary session. You could consider an Oxfam School Speaker for the first session.

You will need 1 main room (such as a hall) in which everyone can sit plus 4 'breakout' rooms (additional smaller rooms, such as classrooms). No IT equipment is needed for the 4 workshops however you will need PowerPoint in the main room. All workshop facilitators will need access to blue tack, flip chart paper, pens, paper, post its etc.

Please see the suggested itinerary for an indication of how you might plan the timings and room allocations of the day. According to this plan all facilitators need to facilitate all four workshops in order to maintain the learning sequence for pupils.

## Outline of the day:

Session	Title	Learning outcomes	Resources needed	Timing
<b>Opening presentation</b>	Introduction to day	For this session we suggest someone briefly gives an introduction to the day and then you find an inspirational speaker from within the school / community to talk about their experiences relating to global poverty. The aim is to inspire students. (you could consider an <a href="#">Oxfam School Speaker</a> – see website for details)	A large hall into which everyone involved can sit and an inspirational speaker. Power point and projector may be necessary	15 -25 minutes
<b>Workshop 1</b>	Global Poverty Challenges	<ul style="list-style-type: none"> <li>• Participants to explore what poverty means</li> <li>• Explore case studies of communities living in poverty and analyse the causes and effects.</li> <li>• Explore how climate change can plunge people further into poverty</li> </ul>	This should be done in smaller groups so: 4 breakout rooms and 4 teachers.  Flipchart paper, pens, a ball, handouts specified in workshop plan.	45 - 55 minutes

<b>Workshop 2</b>	Global Poverty Solutions	<ul style="list-style-type: none"> <li>• How can we tackle global hunger, poverty and climate change – i.e. development, campaigning and emergency work</li> <li>• Overcoming poverty will cost money - case study on the robin hood tax</li> <li>• Understanding how aid agencies and ordinary people are fighting back against climate change – e.g. response to Niger droughts, Philippines floods, Cambodia</li> </ul>	<p>This should be done in smaller groups so: 4 breakout rooms and 4 teachers.</p> <p>6 Fair trade chocolate bars, handouts specified in workshop plan, post its, pens, flipchart, dot stickers (optional).</p>	45 - 55 minutes
<b>Workshop 3</b>	Global Poverty Influencers	<ul style="list-style-type: none"> <li>• Explore what makes change happen</li> <li>• Analyse the role of campaigns in creating change</li> <li>• Identify key decision makers &amp; means of influencing them</li> <li>• Participate in a current campaigns action (optional) and evaluate its impact</li> </ul>	<p>This should be done in smaller groups so: 4 breakout rooms and 4 teachers. Handouts specified in workshop, post it notes, flip chart, pens, scrap paper and blue tack.</p>	45 - 55 minutes
<b>Workshop 4</b>	Active Global Citizens	<ul style="list-style-type: none"> <li>• Understand who your community are and your capacity to influence/inspire them</li> <li>• Explore types of actions and methods of effective planning</li> <li>• Develop a group action plan to take back into your school</li> <li>• Have increased confidence to undertake action on climate change</li> </ul>	<p>This should be done in smaller groups so: 4 breakout rooms and 4 teachers.</p> <p>Post it notes, flip chart, pens and blue tack.</p>	45 - 55 minutes
<b>Plenary Session</b>	Poverty Tree making	To create a 'Poverty Tree' which captures young people's learning relating to the root causes, effects and solutions to poverty. These can be handed in to your schools' constituency MP and give young people a taste for campaigning.	<p>A large hall into which everyone involved can sit</p> <p>Large sheets of card (equal to number of groups of young people) on which to create your poverty trees, scissors, coloured paper, glue sticks and pens.</p>	30 - 40 minutes

## Suggested Itinerary

	<b>Insert location (main room)</b>	<b>Insert location</b> Insert facilitator	<b>Insert location</b> Insert facilitator	<b>Insert location</b> Insert facilitator	<b>Insert location</b> Insert facilitator
<b>9.55-10.10</b> (15 mins)	<b>Opening address</b>  Everybody				
<b>10.15-11.10</b> (55 mins)		<b>Global Poverty Challenges</b>  Group A	<b>Global Poverty Challenges</b>  Group B	<b>Global Poverty Challenges</b>  Group C	<b>Global Poverty Challenges</b>  Group D
<b>11.15-12.10</b> (55 mins)		<b>Global Poverty Solutions</b>  Group D	<b>Global Poverty Solutions</b>  Group C	<b>Global Poverty Solutions</b>  Group B	<b>Global Poverty Solutions</b>  Group A
<b>Lunch</b>					
<b>12.50-1.45</b> (55 mins)		<b>Global Poverty Influencers</b>  Group B	<b>Global Poverty Influencers</b>  Group A	<b>Global Poverty Influencers</b>  Group D	<b>Global Poverty Influencers</b>  Group C
<b>1.50-2.45</b> (55 mins)		<b>Active Global Citizens</b>  Group C	<b>Active Global Citizens</b>  Group D	<b>Active Global Citizens</b>  Group A	<b>Active Global Citizens</b>  Group B
<b>2.50-3.30</b> (40 mins)	<b>Tree Making!</b>  Everybody				