

Poverty and Disability - poverty leads to disability and disability leads to poverty.

Outcomes Lesson Plan 1 & 2

By the end of this series of lessons students will have:

Lesson 1

- Developed an understanding of the reasons why people are affected by disability in the poorest parts of our world
- Explored and developed an awareness of what life is like for people with disabilities trapped in poverty and disability

Lesson 2

- Explored and Developed an awareness of some of the disabilities experienced by people in the developing world
- Explored and Developed an understanding of the type of support required for people affected by disability in the developing world
- Explored and identified the work of a charity working to support people with disabilities in the developing world

Resources to use

CBM UK website: www.cbmuk.org.uk Explore our video links, news feeds, press releases and case studies

Utilise our resources in our School resource section

Utilise the information from the following websites:

<http://www.un.org/en/index.shtml>

<http://www.unicef.org/crc/>

<http://www.un.org/disabilities/convention/conventionfull.shtml>

<http://www.nidos.org.uk/http://www.bond.org.uk/>

Encourage your pupils to identify Scottish Disability Charities (a few have already been listed at the end of this lesson plan) in order to help them understand what it is like to have a disability in Scotland.

Curriculum Links Scotland – Curriculum for excellence

This Lesson Plan is suitable for:

- Religious and Moral Education
- Geography
- Health and Wellbeing
- Drama (depending on task)

Note: Second Level = end of P7 (some pupils may still be at this level) Third Level and Fourth Level = S1-S3

Modern Studies (People, Society, Economy and Business)

Lesson outcome: Develop an understanding of the reasons people are affected by disability in the developing world.

SOC 3-16a I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality may be addressed.

SOC 2-16a (would be relevant if the teacher added a section on disability in Scotland)

I can explain how the needs of a group in my local community can be supported.

SOC 2-19a By comparing the lifestyle and culture of citizens in another country with those in Scotland, I can discuss the similarities and differences.

SOC 3-19a I can describe how the interdependence of countries affect levels of development, considering the effects on people's lives.

SOC 4-19a I can present an informed view of how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.

Geography (People, Place and Environment)

SOC 3-11a I can compare the social and economic difference between more and less economically-developed countries and can discuss the possibilities for reducing these differences(This meets the learning outcome above and 'Explore and identify the work of a charity working to support people with disabilities in the developing world')

Guidance (Mental, Emotional, Social and Physical Wellbeing)

HWB 2-01a-4-01a as I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

RME

RME 3-01b Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action.

RME 2-02b I can share my developing views about values such as fairness and equality and love, caring and sharing and human rights.

RME 3-02a Having reflected upon Christian responses to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society.

RME 3-02b I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.

RME 4-01a Having considered key Christian beliefs, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief

Suggestions:

- Integrate tasks which will meet literacy and numeracy E's and O's. This is the responsibility of all teachers (Example: students do a presentation that must include statistics/graphs/charts. This would meet LIT 9-09a – 4-09a
- Letter writing tasks would meet LIT 9-09a – 4-09a
- Debate task would meet literacy Es and Os for example LIT 2-05a and LIT 3-06-LIT 4-06a

You will need:

- Access to the internet
- Access to whiteboard
- Access to flipchart or blackboard
- A copy of CBM's Brand DVD; CBM story of an individual with disabilities; CBM leaflet on organisation (can be downloaded from our website or you can telephone or email CBM UK and request copies of the leaflet)

- A variety of CBM leaflets (can be downloaded from our website or you can telephone or email CBM UK and request copies of the leaflets)
- Poverty and Disability Wheel (can be found in the school resource section of our website)

Starter activity

Disability and poverty wheel

This activity reminds students that disability and poverty is a real issue and gives them insight into the factors leading towards disabilities in the poorest parts of the world. It would be helpful to project the wheel onto the whiteboard if possible. In groups ask the students to discuss the statements on the wheel and then feedback the results of their discussions with the whole class

Individual Activity

CBM UK – our work with people who have disabilities in the developing world

This activity explores the Christian values of CBM and the work of the charity.

Ask the students to look at the Core Values of CBM UK and to read the CBM leaflet which provides information about the Charity as well as the leaflet on the core values of CBM UK.

Invite the students to explore and answer the following questions:

1. Explain how the beliefs and teachings of Christianity have inspired CBM UK to work with and for people affected by disability in the developing world
2. Encourage the pupils to explore biblical quotes that might inspire CBM UK's core values

Independent Activity

Taking Action

The students can now apply their understanding of the issues surrounding disability and poverty, and the work of CBM UK to develop an action plan encouraging others to support the work that the charity does. This could form the basis for creating a presentation to share with staff and peers or for writing a persuasive letter to an influential person

Debate

Talk it out

Encourage the students to extend their knowledge and reasoning by formally debating one of the following motions. Ask the students to

work in a small group to prepare arguments both in support of and opposition to the motion. After their initial thoughts they can select the three most powerful statements and back up their reasoning with reference to relevant material and current facts

Role Play

Ask the pupils to go into groups and visit the CBM UK website and choose one of the case studies/stories in the videos and act this story out in front of the class. The class as a whole should then identify and discuss the issues raised through the role play

Group Activity

This activity enables the students to find out more about the experiences of people with disabilities in the developing world. Get the students to visit the website of CBM UK and CBM International. They should identify and read out a story about an individual affected by disability in one of the projects that CBM funds and supports. Ask the students to place the story in the disability and poverty wheel. The students should identify some of the issues that people with disabilities living in poverty are faced with on a daily basis. Encourage the students to identify cultural and political aspects to these issues. Who are the people that play the biggest roles in the stories and why? Encourage the students to identify who makes the greatest difference to the people affected by disability and poverty. Finally ask the students to identify the support that is required for people with disabilities in the developing world

Further resources and links

<http://www.create2change.org/>

<http://endthecycle.org.au/>

<http://www.capability-scotland.org.uk/http://www.enable.org.uk/>

<http://lead.org.uk/>

You can also find two examples of lesson planning in our school resource section on our website