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Ormiston Trust
Improving life chances

Learning about Poverty Guide as part of Youth Social Action



Staff guide and lesson plans Key stage 3 and 4




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An Overview of Our Youth Social Action Resources


1 YSA Implementation Guide



Inspire Explore Plan Act Reflect


A comprehensive guide to support the leaders and teacher through the Youth Social Action Process.

2 Implementation Model Guide



These guides will support the leaders in exploring different models which can be adopted to implement YSA into the school.

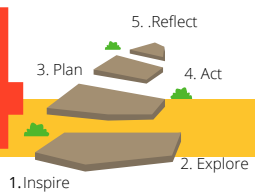
3 Skills Guides



Problem Solving Teamwork Reflection Communication


Skills guide focusing on our key skills such as Problem Solving, Teamwork, Reflection and Communication.

4 5- Step Process



The 5 step process consists of: 1. Inspire, 2: Explore, 3: Plan, 4: Act and 5: Reflect. This is a core part of the YSA process guiding the young people through the project.


5 Curriculum Guides



Poverty Climate Change Inclusion & Diversity Healthy Habits Mental Health KS4 only

Comprehensive guides to support the teaching of YSA through Poverty, CLimate Change, Inclusion and Diversity, Healthy Habits and Mental Health

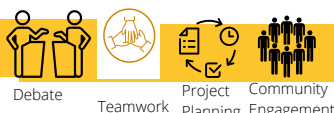
6 Passports



KS1 2 3 4 5

Passports for each key stage supporting and guiding the young people through their journey of YSA.


7 Additional Guides



Debate Teamwork Project Planning Community Engagement


Detailed guides are available to support teaching additional skills such as Debate, Teamwork, Project planning and Community Engagement.

8 Additional Guides




Additional resources to be developed are:

9 Case Studies




The main aim of the case studies are to provide the users with an overview of YSA projects with lessons learnt to support. These are projects within our core and external schools.

10 Online Resources




All our resources are available on line free of charge.

11 Whole School Quality Assurance



The quality assurance document supports the leaders with the assessment of YSA practise within their educational setting. Allowing them to reflect and plan next steps.

Next Steps



Using the 5 step Process to Support Thinking in Youth Social Action

WHY?

What problem do I see or feel?

now what?

What have I achieved through this? What can I further?

What

How can I discuss this problem with my class?

Learner

When

When can I do this?
In school? Out of school? Who can help/support me?

How?

How can I change this?
What knowledge and skills do I need to learn?

Introduction

Youth Social Action (YSA) refers to the activities taken by young people to develop themselves and make a positive impact in their communities and or society. Examples of Youth Social Action include organising a neighbourhood clean-up, starting a fundraising campaign for a local charity, and advocating for policy changes. This document enables staff to teach students about poverty, which will help them feel more confident coming up with their Youth Social Action project.

This guide is part of a series of similar guides covering key Youth Social Action topics (i.e., physical health, environment, poverty, and inclusion and diversity) developed as part of a 2 year Youth Social Action programme that engaged over 100 schools.

This guide on poverty is divided into four sections.

1. Why focus on Poverty?
2. Cross-Curricular Approach
3. Teaching poverty - Background Reading
4. Lessons Plans for Teaching Poverty.

Each lesson plan lightly integrates learning or practice of a specific life/employability skill such as oracy, teamwork, reflection and/or problem-solving. In addition, each lesson links learning to potential youth social projects that other young people have delivered to make a difference.

The lessons are typically provided during step 2: of the Ormiston Youth Social Action 5-step process.

Step 2 - Explore

Inspire	The second step involves further developing the young people's skills, organisation into teams and agreeing to roles. Young people will be learning about social issues as part of the curriculum, undertaking research into issues they care about and existing potential solutions. Potential plans of action that students might deliver to address issues are starting to emerge.
Explore	
Plan	
Act	
Reflect	

Section 1: Why Focus on Poverty?

- PSHE
- Citizenship
- Ofsted
- Background Reading

Why Focus on Poverty?

Young people need to learn about what they can do to make the world better. Poverty is a part of this. That could mean donating money, resources, and time or simply using their voices to raise awareness about the issues around them.

Children who grow up in poverty often face different challenges than those in middle or upper-class environments. Children who grow up in poverty often face different challenges than those in middle or upper-class environments. Living in poverty can impact a young person's mental and physical health, social issues, and being a victim of bullying:

- Are more likely to be victims of bullying
- Tend to have lower attainment at school
- Have fewer social networks or groups of friends
- Suffer from poorer physical and mental health
- Have less chance of leaving school with a full set of qualifications and going on to further or higher education (despite the best efforts of various governments to change this). They feel like they have to work twice as hard. Children with free school meals are less likely to get A*- C grades at GCSE than wealthier peers
- Are more likely than “affluent children” to spend their adulthood in poverty too
- This can then make them less hopeful about getting the job they want, as they are more likely to spend their adulthood in poverty
- Living in poor households can make children feel unequal to others

Learning about different types of bullying (including online) is now a statutory RSHE requirement. This includes the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help. This also crosses over with how you can teach about abuse, harassment and discrimination within your PSHE education curriculum.

Although poverty is not explicitly mentioned in the PSHE curriculum, it can be linked to key aspects—physical and mental health. We have highlighted possible connections and topics through which poverty can be delivered.

Key Stage 3

H2	To understand what can affect well-being and resilience (e.g. life changes, relationships, achievements and employment)
H9	Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks
H17	The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18	What might influence decisions about eating a balanced diet and strategies to manage eating choices
H32	The risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling
R38	To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.
L8	About routes into work, training and other vocational and academic opportunities, and progression routes
L9	The benefits of setting ambitious goals and being open to opportunities in all aspects of life
L10	To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
L16	About values and attitudes relating to finance, including debt

Key Stage 4

H11	To make informed lifestyle choices regarding sleep, diet and exercise
H12	The benefits of having a balanced approach to spending time online
R32	about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L6	about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
L20	the skills to challenge or seek support for financial exploitation in different contexts including online

H2	How self-confidence, self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H8	to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available.

Citizenship

Citizenship provides opportunities for young people to actively participate in school-based activities focusing on poverty at a local, national and international level.

Key Stage 3	<ul style="list-style-type: none"> • The functions and uses of money, the importance and practice of budgeting, and managing risk. • The roles played by public institutions and voluntary groups in society and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.
Key Stage 4	<ul style="list-style-type: none"> • Human Rights and international law • the different ways in which a citizen can contribute to the improvement of his or her community, including the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

Poverty and Ofsted

Young peoples' contribution to the life of the school and or/the wider community, as well as developing skills, can be delivered through the topic of poverty, which will also allow schools to address the Ofsted criteria.

Grade Descriptors for Personal Development	
Outstanding	Good
<ul style="list-style-type: none"> • Young people consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Young peoples make a highly positive, tangible contribution to the life of the school and/or the wider community. Young people actively support the well-being of other young people. 	<ul style="list-style-type: none"> • There is a demonstrable improvement in the behaviour and attendance of Young peoples who have particular needs. • Young peoples' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

Grade Descriptors for Personal Development

Outstanding	Good
<ul style="list-style-type: none">• The school consistently promotes the extensive personal development of young people. The school goes beyond the expected so that young people have access to a wide, rich set of experiences. Opportunities for young people to develop their talents and interests are of exceptional quality.	<ul style="list-style-type: none">• The curriculum and the school's effective wider work support young people to be confident, resilient and independent and to develop strength of character.• The school provides high-quality pastoral support. Young people know how to eat healthily, maintain an active lifestyle, and stay physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of protected characteristics.

Poverty and the Young People

Schools have a responsibility to tackle poverty and promote equality of opportunities. Using youth social action as an area of focus is an opportunity for young people to learn how to get involved in schools and community projects that mitigate the effects of poverty. This approach empowers young people who will be making a difference.

Listening to young people and allowing them to have their voices heard is central to ensuring an equitable school experience. With regards to the area of poverty, guaranteeing responses will be sensitive and led by Young people themselves.

This is why it is important to plan in advance how to carry out these interventions before delivery. However, using a social action project is an effective method to place young people at the centre of the work done by the school to tackle the impact of poverty.

Background Reading

This guide section briefly introduces poverty through definitions, facts, and figures at local, national, and international levels. It should prepare the teacher (adult) with a starting point. If you need any more information, please use the links below.

Definition of Poverty

UK Definition of Poverty



What is poverty?

Poverty is when your resources are well below your minimum needs.

“Poverty means not being able to heat your home, pay your rent, or buy the essentials for your children. It means waking up facing insecurity, uncertainty, and impossible decisions about money every day. It means facing marginalisation – and even discrimination – because of your financial circumstances. The constant stress it causes can lead to problems that deprive people of the chance to play a full part in society.”

The United Nations Definition of Poverty

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“Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination, and exclusion, as well as the lack of participation in decision-making.”

Poverty is a human rights violation. Every woman, man, and child has the human right to a standard of living adequate for health and well-being, food, clothing, housing, medical care and social services.

Schools have a responsibility to tackle poverty and promote equality of opportunities. However, social action in this focus area is an opportunity for young people to learn how to get involved in schools and community projects that mitigate the effects of poverty. This approach empowers young people who will be making a difference.

For these topics, schools may benefit from using a principled approach by linking planning and delivery to the UN Convention on the Rights of the Child.

United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Child's Rights (UNCRC) is a legally binding international agreement that sets out every child's civil, political, economic, social, and cultural rights, regardless of race, religion, or abilities.

The UNCRC consists of 54 articles that set out children's rights and how governments should work together to make them available to all children.

Under the terms of the convention, governments must meet children's basic needs and help them reach their full potential. Central to this is the acknowledgement that every child has basic fundamental rights. These include the right to:

- Life, survival and development
- Protection from violence, abuse or neglect
- An education that enables children to fulfil their potential
- Be raised by, or have a relationship with their parents
- Express their opinions and be listened to

In 2000, two optional protocols were added to the UNCRC. One asks governments to ensure children under 18 are not forcibly recruited into their armed forces. The second calls on states to prohibit child prostitution, child pornography and the sale of children into slavery. More than 120 states have now ratified. The United Nations adopted them.

A third optional protocol was added in 2011. This enables children whose rights have been violated to complain directly to the UN Committee on the Child's Rights.

Since the United Nations adopted it in November 1989, 196 countries have signed up to this agreement.

The UN Convention on the Rights of the Child (UNCRC) is a treaty that sets out the basic rights to which all children are entitled.

Every child has the right to express their views, feelings and wishes in all matters affecting them or to have their views considered and taken seriously; this includes their rights in school too. In addition to Article 12, there are a number of additional key Children's Rights that we need to consider when tackling subjects that affect the lives of children and young people in schools:

Article 2 (Non-Discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 26 (Social Security): Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

Article 27 (Adequate Standard of Living): Every child has the right to an average living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Article 29 (Goals of Education): Education must develop every child's personality, talents, and abilities. It must encourage the child's respect for human rights and care for their parents, their own and other cultures, and the environment.

Article 31 (Leisure, Play and Culture): Every child has the right to relax, play, and participate in cultural and artistic activities.

What is the definition of child poverty in the UK?

"Households with an income less than 60% of the UK average (£30,500 as of 2020) are in poverty. That means families earning £18,300 or less are defined as living in relative poverty." (The Big Issue)

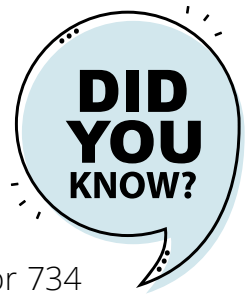


The effects of poverty

Poverty in childhood is damaging: to children, to their life chances and to communities. Watch some animations...

CPAG / Apr 11

Poverty Facts and Figures



At a Global Level

- According to the most recent estimates in 2015, 10% of the world's population, or 734 million people, lived on less than \$1.90 a day. What would you buy for \$1.90, the same as £1.41? Factor in the importance of a healthy meal and other costs such as clothing, heating, travel, and entertainment
- Even before COVID-19, baseline projections suggested that 6% of the global population would still be living in extreme poverty in 2030, missing the target of ending poverty.
- Post-COVID, poverty will push over 70 million people into extreme poverty
- One out of five children live in extreme poverty, and the adverse effects of poverty and deprivation in the early years have ramifications that can last a lifetime
- In 2016, 55% of the world's population – about 4 billion people – did not benefit from any form of social protection

At a National Level (2019/2020)

- 4.3 million children lived in poverty in the UK in 2019-20
- That's 31% of children or nine in a classroom of 30
- 49% of children living in lone-parent families are in poverty
- Lone parents face a higher risk of poverty due to the lack of an additional earner, low rates of maintenance payments, gender inequality in employment and pay, and childcare costs
- Children from Black and minority ethnic groups are more likely to be in poverty: 46% are now in poverty, compared with 26% of children in White British families
- Work does not provide a guaranteed route out of poverty. In the UK, 75% of children growing up in poverty live in a household where at least one person works
- Children in larger families are at a far greater risk of living in poverty – 47% of children living in families with three or more children live in poverty
- Childcare and housing are two costs that take the most significant toll on families' budgets.
<https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures>

Child Poverty across the UK - Do You Want to Know About the Scale of Poverty in Your Area?

An interactive map by action for children shows the scale of child poverty in areas across the UK. Please keep in mind that this was before COVID.

Percentage of children in poverty, 2019/20, by English region::

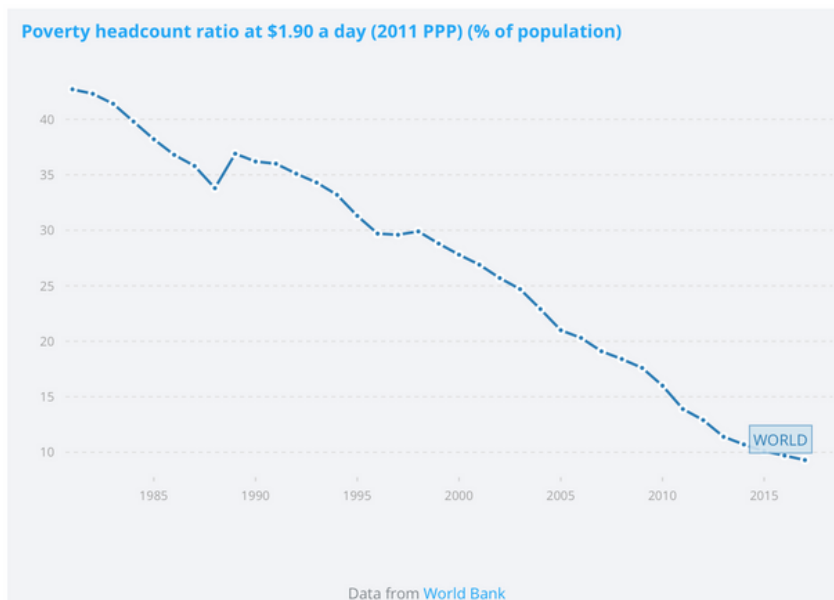
- North East – 37%
- West Midlands – 35%
- Yorkshire and the Humber – 33%

- North West – 31%
- East Midlands – 27%
- South West – 26%
- East of England – 26%
- South East - 24%

According to the most recent estimates by the UN, in 2015, 10% of the world's population or 734 million people, lived on less than \$1.90 a day. This is defined as extreme poverty.

"Global extreme poverty is expected to rise in 2020 for the first time in over 20 years as the disruption of the COVID-19 pandemic compounds the forces of conflict and climate change, which were already slowing poverty reduction progress." World Bank (www.worldbank.org)

Data



About 120 million additional people live in poverty due to the pandemic, with the total expected to rise to about 150 million by the end of 2021.

The new target is to have no more than 3 per cent of the world's population living on just \$1.90 a day by 2030.

How can we help to reduce this?

Types of Poverty

The guide will focus on four key areas of poverty. Young people can explore other places if they wish to do so. The resources have the flexibility to be applied to a range of different contexts.

Financial Poverty



Poverty is a state or condition in which a person or community lacks the financial resources and essentials for a minimum standard of living. Poverty means that the income level from employment is so low that basic human needs can't be met.



Educational Poverty



Save the Children define educational poverty as "a process of eliminating children's right to education and deprivation of their opportunities to learn and develop the skills they will need to succeed in a rapidly changing society"

Homelessness



The legal definition of homelessness is that "a household has no home in the UK or anywhere else in the world available and reasonable to occupy."



Food Poverty



Food poverty is commonly defined as 'the inability to acquire or consume an adequate or sufficient quantity of food in socially acceptable ways, or the uncertainty that one will be able to do so'.

Fuel Poverty



For example - In response to the latest fuel price increases, many households are unable to keep their home adequately warm and at a reasonable cost in relation to their income level.

Financial Poverty

Financial poverty impacts education, health and well-being, and many more aspects of an individual's life.

Poverty can be present in several different ways. If parents struggle to afford food and rely on food banks, that indicates poverty. Poverty indicators include going without heating and electricity, facing childcare costs higher than earnings, or living in insecure housing because families can't keep up with the rent. It can affect every part of a child's life. (The Big Issue 24th March 2022)

Education Poverty

A study conducted by the Joseph Rowntree Foundation found strong evidence that money makes a difference in children's outcomes. Less well-off children have worse cognitive ability, achievement and engagement in school, higher anxiety levels and behavioural issues

Does money affect children's outcomes? <https://www.jrf.org.uk/report/does-money-affect-children's-outcomes>

Poor Health and Well-Being

Living in poverty can lead to poorer health outcomes in childhood and adulthood.

Being exposed to some or all of the key factors below and accumulating exposure over time can adversely impact child development and health outcomes

- Little money for everyday resources - including good quality housing
- The stress of living in poverty
- Unhealthy lifestyles
- Poorer education and employment opportunities (Child poverty overview - NHS Scotland)

Facts and Figures

- 500,000 children were pushed into poverty between 2015 and 2020
- 4.3 million children were living below the breadline before Covid-19 hit the UK
- Trussell Trust gave out 1.9 million three-day emergency food parcels in the year up to March 2020; 700,000 of those went to children
- The Legatum Institute estimated that 120,000 of the 700,000 people who fell into poverty during the pandemic were children
- Two in five families fell into poverty in 2020, meaning hundreds of thousands were struggling to pay bills and cover costs for their children during the pandemic

Child Poverty Action Group (CPAG) said: "A child can have three meals a day, warm clothes and go to school, but still be poor because their parents don't have enough money to ensure they can live in a warm home, have access to a computer to do their homework or go on the same school trips as their classmates."

Educational Poverty

Poverty is the strongest predictor of a young person's well-being at school. The level of disadvantage that a child experience arbitrates the overall experience of school. The effects of poverty can manifest through fatigue and poor concentration, as well as hunger and ill health, which can also lead to bullying by other peers. At the end of key stage 2, Young people living in poverty are often over nine months behind their peers in reading, writing and maths. Young peoples experiencing a high persistence of poverty have a learning gap of 22.7 months, twice that of children experiencing a low persistence of poverty, with a learning gap of 11.3 months.

This attainment gap persists throughout secondary school. Students eligible for free school meals are half as likely to achieve a good pass at GCSE in English and Maths compared to other students. Students living in poverty are four times more likely to be permanently excluded from school than their peers. Even with the same qualifications, disadvantaged students are 50% more likely to be 'Not in Education, Employment, or Training' (NEET).

Free School Meals for over 80% of time	22.7 months learning gap
Free School Meals for less than 20% of time	11.3 months learning gap
Average disadvantage gap	18.1 months

Table 1. Learning gap, months behind in secondary school

Poverty significantly impacts the educational experience and attainment of many children growing up in the UK. Based on a survey from the NEU: poverty creates barriers for children from accessing education: Poverty harms the young person's physical health and mental well-being, undermining their ability to learn in many different ways. (<https://neu.org.uk/child-poverty-facts>)

There are links between poverty, health, and social-emotional outcomes:

- Poverty affects friendships at school, with children growing up in poverty more likely to play alone and fall out with their friends and less likely to talk to their friends about their worries
- Respiratory problems such as asthma and bronchitis are more common in children growing up in poverty and can negatively impact attendance at school
- Young people in more deprived areas are likelier to report lower life satisfaction than those in less disadvantaged areas
- 23% of parents under 18 reported skipping meals to make ends meet and feed their children.
- A strong stigma is attached to poverty, and children living in poverty are often bullied at school

Homelessness

Poverty undoubtedly increases the risk of homelessness. Today in the UK, 3.9 million children are living in poverty. Minority groups are facing discrimination or disadvantage

- LGBT+ youth may become homeless due to non-acceptance from their family. It's estimated that LGBT+ homeless youth make up 24% of all homeless young people
- Black, Asian, and Minority Ethnic people are often overrepresented in homelessness statistics. This may be partly due to social structural imbalances that make them more likely to experience poverty and hardship
- Young asylum seekers and refugees sometimes find themselves without anywhere to go and end up on the streets
- Soaring rent costs, insecure work and low pay plus a patchy welfare system are some factors that leave families without the means to get by
- The proportion of young people living in poverty whose parents or carers are at work increased sharply from 67% in 2015 to 75% in 2020
- Young people in inadequate housing are more at risk of respiratory illnesses and meningitis. Those in the most disadvantaged areas can expect 20 fewer years of good health than children in places with more resources
- Data shows that private rents are unaffordable for the country's poorest, with 2021 showing that there are just two areas in England where the most impoverished families spend less than 30% of their income on rent costs
- Housing costs will be pushed up further for many by increasing council tax bills. Around two-thirds of English councils are expected to levy an increase
- Increased costs will also hit mortgage holders as the Bank of England has raised the base interest rate to tackle inflation. This means repayments will be more expensive.



Five ways the cost of living is rising - and how to get help if you're struggling

The cost of living crisis is squeezing millions of households. We've broken down exactly what's changing - and where to get help



What is the extent of youth homelessness in the UK?

There are over 120,000 homeless children and young people in the UK. Who are they? Find out more

Food Poverty

Material deprivation – the inability to afford basics such as food and heating – increased between 2019 and 2020, including for another 140,000 young people. This means around 1.7 million young people in total are forced to go without essentials.

Nearly one million young people signed up for free school meals for the first time in 2020. Councils across the UK provided supermarket vouchers and food parcels to cover the cost. Still, campaigners, including Marcus Rashford, had to fight the government to extend free school meals over the summer holidays when thousands struggled through the pandemic.

"One in ten people was forced to use foodbanks in June, a significant increase of around a third of the previous month. Others reported skipping meals entirely, while some families adopted "basic sustenance" diets made largely of cheap but unhealthy foods." (The lived experience of Food insecurity under Covid-19 July 2020)

There is a strong link between each poverty area we have focused on and its impact on young people and their families.

During and Outside Social Action Planning

During and outside social action planning, it is important to consider how the rights previously listed are facilitated. This can be done by:

- Giving opportunities for young people to work on topics that matter to them
- Giving opportunities for young people to talk about their experiences on certain subjects and giving them the knowledge and resources to do so when necessary
- Use their ideas to feed into the school's work to address these issues and inform the work done during social action projects
- Create opportunities for them to get involved in projects and social actions that address these issues in school

Further Information and Project Ideas

The topic of poverty can be addressed using the UN sustainable goals of No Poverty and Zero Hunger.

Goal 1: End poverty in all its forms everywhere



Goal 2: Zero Hunger



Possible Project Ideas:

- Raise money for a local charity
- Make quilts, blankets or other clothing for the homeless
- Organise a winter clothes drive
- Recycle Crisps packets and make blankets for the homeless
- Make care kits
- Collect unused makeup products for a homeless/ domestic violence shelter
- Donate a Christmas present to a local charity/hospital
- Financial education
- Send books/resources abroad
- Create resources/ teach members of the local community
- Food Poverty - Raise money for a local charity
- Healthy eating campaigns for the local community
- Grow your own food
- Recycle uniform
- Write a letter to your local MP for support

Guidance for Teachers and Staff to Talk About Poverty to Young People

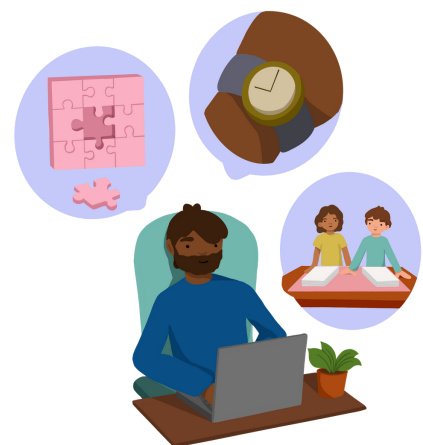
Young people taking part in social action projects in this focus area will likely be suffering or would have suffered from poverty. This section offers practical advice to approach social action planning on poverty. Talking about poverty with young people is useful because it helps teachers to understand young people's experiences of poverty. It also helps to reduce stigma and negative attitudes toward young people who may not have experienced or know what it is. In both cases, careful consideration must occur at the planning step to ensure that it is carried out through an inclusive ethos by providing that young people experiencing poverty do not feel exposed.

- Create a safe space to talk. Ensure young people have opportunities to approach you and talk about poverty privately.
- If discussing poverty in the classroom or with groups, be mindful not to expose young people who do not want to be identified as living in poverty. Make young people aware that you wish to avoid names at the start of the conversation.
- Please don't worry about having these conversations at the end of the day. That way, young people can come back to you later in the day if they have concerns.
- Use clear and straightforward language. Try to have the conversations in bite sizes
- Art, drama and play can help Young people express their feelings and personal experiences without feeling stigmatised or singled out by classmates.
- You can start the conversation with younger children using a story, character or puppet.
- Address young people's feelings. Learning about poverty can make young people sad and emotional. Let them know it's natural to feel this way. Try to end positively, for example, "We're finding ways to help".
- Remodel any negative language young people might use by rephrasing what they say.
- Provide young people with different perspectives. Children often repeat everything they hear at home, including misconceptions about people in poverty. It can be difficult to discuss, but it's important to recognise that we live in a world of great inequality while still focusing on hope.

Section 2 When Can We Teach About Poverty at School?

Ways of Teaching Poverty as Part of the Curriculum:

- Cross-Curricular
- PSHE
- RSE
- Citizenship
- English
- Science
- RE
- Music
- IT
- Art



Youth Social Action Case Studies: Poverty Focus

The projects listed below provide some examples of how young people can use the learning in the lessons to launch their own initiative to address poverty. Please use these examples to inspire your young people.

Many young people at a secondary school in Fife established an anti-poverty group that now runs a uniform swap shop. The young people recognised this was a cost pressure that was affecting them. The young people at their school and so set up the initiative to ensure everyone could access affordable uniforms.

Children at a school in South Tyneside campaigned to ensure that every young person at their school received their own water bottle so they could keep hydrated throughout the day, helping them focus on their learning.

Students in Falkirk took action to ensure every young person that joined the school received a welcome backpack to help them feel settled. This was identified as a small thing that would make starting school less daunting and remove some of the costs associated with going to a new school.

At a primary school in Newcastle, students worked with the school council to develop a Poverty Proofing Policy that outlines all the actions and commitments that have been made by the school to address hidden costs and poverty-related stigma. This also includes guidelines for staff to ensure the policy was actioned in the classroom.

Social Action Curriculum Mapping

Teaching Poverty through Science

Young people must understand that poverty can impact an individual's academic and physical performance. Children raised in poverty experience many emotional and social challenges, chronic stressors, and cognitive lags due to significant changes in brain structure. In areas related to memory and emotion, lower academic achievement and more behavioural issues in the classroom.

National Curriculum Opportunities at Key Stage 3

Domestic fuel bills, use and costs.

Comparing energy values of different food.

National Curriculum Opportunities at Key Stage 4

The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed.

Calculations of energy requirements in a healthy daily diet.

The consequences of imbalances in the diet include obesity, starvation and deficiency diseases.

Biology, Nutrition and Digestion

- The content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed
- Calculations of energy requirements in a healthy daily diet
- The consequences of imbalances in the diet include obesity, starvation and deficiency diseases

Physics

- Comparing energy values of different foods (from labels)

Projects ideas	
7	How does the food we eat help us academically and physically? Investigate the link between nutrition and energy.
8	Can we reduce poverty by ensuring every child has a healthy meal? Investigate the link between food and energy.
9	<p>How does food impact your ability to perform academically and physically? Investigate what a healthy diet is.</p> <ul style="list-style-type: none"> • What do you need to eat if you are training for a sport? • What do you eat if you are revising for a maths test? • How can we ensure every child is eating such a balanced diet?
10 and 11	Look at the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. Show calculations of energy requirements in a healthy daily diet.

Teaching Poverty through Religious Education

- Articulate beliefs, values and commitments clearly to explain why they may be important in their own and other people's lives.
- Describe, explain and analyse beliefs and practices whilst recognising diversity.

Project Ideas

- Investigate the belief and practices of different religions on how to support poverty.
- How does food play a part in different religions and beliefs?
- Celebrate events and raise money for your local charity
- Ramadan, Easter, Hanukkah, Diwali - Could you give up one thing and help raise money?

Teaching Poverty through History at Key Stage 3

- Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature
- The First World War and the Peace Settlement
- Britain's place in the world since 1945
- The Black Death and its Social and economic impact
- The causes and events of the civil wars throughout Britain
- Britain as the first industrial nation – the impact on society
- The Second World War and the wartime leadership of Winston Churchill
- The creation of the Welfare State

Using these two facts, how much progress have we made regarding reducing poverty since 1916?

1916

The real threat to Britain's food supplies and its ability to continue the war effort came in 1916 when a new 'unrestricted submarine warfare campaign began with deadly effects. By August 1917, 1,500,000 tons of British merchant shipping had been sunk. Only four days' supply of sugar remained at one stage and a few weeks' worth of wheat flour. The shortage of many forms of food led to long queues at the shops and rapidly rising prices.

2020

Unicef has launched a domestic emergency response in the UK for the first time in its 70-year history to help feed children hit by the Covid-19 crisis. The UN agency responsible for providing humanitarian aid to children worldwide said the coronavirus pandemic was the most urgent crisis affecting children since the second world war—the Guardian 2020.

Project Ideas.	
7	What Is The History of Food Poverty? Investigate the history of food poverty and its causes.
8	Investigate the history of poverty and the introduction of the welfare state.
9	Investigate the history of poverty, the introduction of the welfare state in 1945, and the COVID response from the government.
10 and 11	Please adapt the focus area depending on the requirements of the GCSE.

Teaching Poverty through Art

- Learn about art, craft, design and architecture history, including periods, styles and major movements from ancient times to the present
- To analyse and evaluate their work and that of others to strengthen their visual impact or applications

Projects Ideas

7	Compare the work of two artists and how they have portrayed poverty? Draw/paint how you would represent poverty today.
8	Compare the work of two artists and how they have portrayed poverty? Draw/paint how you would represent poverty today.
9	Research how art has been used to portray history up to the present day. Draw/paint how you would represent poverty today.
10 and 11	Using art, how would you portray poverty today compared to historical paintings?

Teaching Poverty through Geography

Key Stage 3: Physical Geography

Relate to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; glaciation, hydrology and coasts.

Understand how human and physical processes interact to: influence, change landscapes, environments, climate and how human activity relies on the effective functioning of the natural system.

Key Stage 4 - Changing weather and climate

The causes, consequences of and responses to extreme weather conditions and natural weather hazards, recognising their changing distribution in time and space and drawing on an understanding of the global circulation of the atmosphere. The spatial and temporal characteristics of climatic change and evidence for different causes, including human activity, from the beginning of the Quaternary Period (2.6 million years ago) to the present day.

Understand how human and physical processes interact to influence and change landscapes, environments, and the climate; and how human activity relies on the effective functioning of natural systems. Is there a link between food and climate change? Investigate any disasters around the world and their impact on poverty, for example:

- Forest Fires
- Heat Waves
- Droughts
- Tsunamis

Present your findings and possible solutions that individuals can start changing today to make a difference locally and globally.

Project Ideas

Is there a link between food and climate change?

7	Is there a link between the disasters and the impact on poverty? Select a country that has been recently affected by one of these disasters.
8	Is there a link between the disasters and the impact on poverty? Select a country that has been recently affected by one of these disasters.
9	Is there a link between the disasters and the impact on poverty? How did this change the landscape of your chosen country?
10 and 11	Please refer to subject specification.

Teaching Poverty through Information Technology

Technology reduces the cost of doing work. The lower production price helps increase the profit margin, which is essential in eradicating poverty. Technology opens up doors for new opportunities to do business. In turn, it increases household income among the poor population.

The UNCRC consists of 54 articles that state children's rights and how governments should work together to make them available to all children. Under the terms of the convention, governments must meet children's basic needs and help them reach their full potential. Central to this is the acknowledgement that every child has basic fundamental rights. These include the right to:
An education that enables children to fulfil their potential.

10 THINGS TO KNOW ABOUT POVERTY AND TECHNOLOGY 12th December 2018

However, only some have access to technology. Around 2 million UK households don't have access to the Internet, and as many as 2.7 million adults haven't used the Internet in the past three months. Lack of internet access was an issue before the Covid-19 pandemic, but it has become a more critical issue since the pandemic. Here's our view of how the issue of digital poverty can be tackled.

- ['Digital poverty' in schools where few have laptops](#)" BBC 24th April 202
- ["Pay the wi-fi or feed the children": Coronavirus has intensified the UK's digital divide.](#)
- [Digital poverty: 3 factors and how society can tackle it](#)

Project Ideas

7	Investigate how you can use technology to reduce poverty. Investigate the impact of digital poverty.
8	Investigate how you can use technology to reduce poverty. Should the curriculum have more focus on technology? Is this as important as maths and English? Investigate the impact of digital poverty on families and its impact on education.
9	Investigate how you can use technology to reduce poverty. Should the curriculum have more focus on technology? How do you ensure every child has the same access? How do you train more people? Investigate the impact of digital poverty and its impact on education.

10 and 11	According to NCEF, "Around 2 million UK households don't have access to the internet, and as many as 2.7 million adults haven't used the internet in the past three months." How do we ensure everyone has access to and the training to use technology?
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Teaching Poverty through Music

Music has been used to raise awareness of poverty. Live 8 was a string of benefit concerts on 2nd July 2005 in the G8 states and South Africa. Ten concerts were held on 2nd July and one on 6th July. On 7th July, G8 leaders pledged US\$50 billion by 2010. Global Citizen's 2021 launched a Global Campaign on 25th September 2021, quoted as being a once-in-a-generation festival to defend the planet and defeat poverty.

Some artists have written songs to fight global poverty:

1. Angels With Dirty Faces – Performed by Los Lobos
2. Another Day In Paradise – Performed by Phil Collins
3. Blackbird – Performed by the Beatles
4. Do they know it's Christmas – Performed by Bob Geldof and Midge Ure.
5. Mr Banker – Performed by Lynyrd Skynyrd.

Make Poverty History Through Music

7	Analyse an existing song focusing on reducing poverty. Write a short song.
8	Analyse an existing song focusing on reducing poverty. Write a song with music.
9	Analyse, write, record, and perform a song. Hold a concert to raise money for a chosen charity
10 and 11	Working with younger Young peoples hold your own "making poverty history" concert.

Teaching the topic of Poverty Youth Social Action through Physical Education

Why is nutrition important? Nutrition is essential for supporting an athlete's general health and training needs. A suitable diet provides a person with enough energy and nutrients to meet the demands of training and exercise. In addition to helping a person perform optimally, it facilitates recovery. <https://www.medicalnewstoday.com/articles/nutrition-for-athletes>

Undernutrition causes children to have less energy and interest in learning during childhood, negatively influencing cognitive development and academic performance. Undernutrition will also affect physical growth and maturation, thus affecting growth rate, body weight and height. <https://www.ausmed.com/cpd/articles/nutrition-for-children>

Discuss the link between diet and performance.

7	How does the food we eat help physically? Investigate the link between nutrition and energy.
8	Can we reduce poverty by ensuring every child has a healthy meal? Investigate the link between food and energy.
9	How does food impact your ability to perform academically and physically? Investigate what a healthy diet is. <ul style="list-style-type: none">• What do you need to eat if you are training for a sport?• What do you eat if you are revising for a maths test?• How can we ensure every child is eating such a balanced diet?
10 and 11	Look at the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. Show Calculations of energy requirements in a healthy daily diet. Create a diet and exercise plan.

Teaching Poverty Through Design Technology and Food Technology

Key Stage 3	Key Stage 4
Understand and apply the principles of nutrition and health	Develop and communicate design oral and digital presentations and computer-based tools
Understand the source, seasonality and characteristics of a broad range of ingredients.	Account the views of intended users and other interested groups
	Understand developments in design and technology, their impact on individuals, society and the environment, and the responsibilities of designers, engineers.

7	Is cooking a meal for four or buying fast food from your local takeaway cheaper? Investigate health alternatives and create a recipe book for young people and parents.
8	Is it cheaper to cook a meal for four or buy fast food from your local takeaway? Hold a competition for families to submit healthy, cost-effective recipes. Create a virtual cookbook or contribute to the parent newsletter regularly.
9	Investigate the impact of importing food from abroad. What are the alternatives? You can pick a fruit or vegetable and track its route to the dinner plate.
10 and 11	Investigate the impact of new technology (agriculture sector) and its impact on the environment.

Teaching Poverty through Art

- Learn about art, craft, design and architecture history, including periods, styles and major movements from ancient times to the present.
- Analyse and evaluate their work and that of others to strengthen their visual impact or applications.

7	Compare the work of two artists and how they have portrayed poverty? Draw/paint how you would represent poverty today.
8	Compare the work of two artists and how they have portrayed poverty? Draw/paint how you would represent poverty today.
9	Research how art has been used to portray history up to the present day. Draw/paint how you would represent poverty today.
10 and 11	Using art, how would you portray poverty today in comparison to paintings from history.

Teaching Youth Social Action - Poverty through PHSE

H17 - The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices.

H19 - What might influence decisions about eating a balanced diet and strategies to manage eating choices?

Teaching Youth Social Action - Poverty Through Citizenship

The roles played by public institutions and voluntary groups in society, how citizens work together to improve their communities, and opportunities to participate in school-based activities.

Section Four: Teaching Mental Health 5 Lesson Plans

Lesson 1: Understand the Meaning of Poverty

Lesson 2: Understand the Impact of Poverty

Lesson 3: Ending Poverty in All its Forms Everywhere by 2030

Lesson 4: Using the Skills Learnt so far in Groups
Present, discuss: Why Does Poverty Exist?

Lesson 5: Why is Marcus Rashford a Role Model?

Lesson 6: Evaluate the letter Marcus Rashford wrote to the Prime Minister

Teaching Poverty

This section focuses on the delivery of teaching poverty. Please ensure that as part of every lesson, the young people know who in school they should speak to if they are worried about the impact of poverty on themselves or anyone else.

The teachers (any adult supporting the learning) must emphasise the key skills covered by each stage. The skills are transferable and can be applied across different subjects and contexts. The resources are adaptable and can be taught according to your curriculum model.

Lesson 1: Understand the Meaning of Poverty	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none">• Young people to understand the meaning of poverty.	<ul style="list-style-type: none">• I can recognise and develop empathy skills.• When solving problems, I can carry out the research needed to back my viewpoints.

Lesson 2: Understand the Impact of Poverty	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none">• Young people to understand the impact of poverty	<ul style="list-style-type: none">• I can think of possible solutions and justify your responses.

Lesson 3: Ending Poverty in all its Forms Everywhere by 2030	
Lesson Objectives	Skills Objectives
<ul style="list-style-type: none">• To understand the process of debating.	<ul style="list-style-type: none">• I can prepare and participate in a debate.• I can think creatively about solutions, identify multiple options, assess and learn from potential options, create better solutions and decide on a final answer.• I can present their ideas with great impact and clarity.

Lesson 4: Using the Skills Learnt so far in Groups Present, discuss: Why Does Poverty Exist?

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none">To understand the potential causes of poverty	<ul style="list-style-type: none">I understand teamwork and the importance of working together.

Lesson 5: Why is Marcus Rashford a Role Model?

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none">To understand how change can be made when passionate about Social Action.	<ul style="list-style-type: none">I can play an active part in creating positive energy and atmosphere during the projectI can solve a problem as part of a team and independently when required.I can produce professional presentations while keeping in mind the pitfalls of poorly prepared and presented presentations.

Lesson 6: Evaluate the letter Marcus Rashford wrote to the Prime Minister

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none">To understand the use of language to make a point.	<ul style="list-style-type: none">I can articulate how I feel using language.

Lesson 1: Understand the meaning of Poverty

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> Young people to understand the meaning of poverty. 	<ul style="list-style-type: none"> I can recognise and develop empathy skills. When solving problems, I can carry out the research needed to back my viewpoints.



National Curriculum: Citizenship, PSHE, English and IT

The resources below support the teaching of the skills and knowledge needed so young people can carry out their social action projects on poverty.

It should:

- Introduce young people to the subject of poverty
- Understand youth social action by analysing existing approaches and learning from them
- Inspire young people to act within a school, local community or beyond.

The teachers (any adult supporting the learning) must emphasise the key skills covered by each Step. The skills are transferable and can be applied across different subjects and contexts.

Below are examples of possible delivery methods. The resources are adaptable and can be taught according to your curriculum model.

“Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination, exclusion, and the lack of participation in decision-making.”
<https://www.un.org/en/global-issues/ending-poverty>

“Poverty affects millions of people in the UK. Poverty means not being able to heat your home, pay your rent, or buy the essentials for your children. It means waking up every day facing insecurity, uncertainty, and impossible decisions about money. It means facing marginalisation – and even discrimination – because of your financial circumstances. The constant stress it causes can lead to problems that deprive people of the chance to play a full part in society”. <https://www.jrf.org.uk/our-work/what-is-poverty>

Time	Task
10mins	Learning to listen - Listening Vs Hearing
50mins	Investigate the role of the United Nations in reducing poverty. Encourage young people to look into different types of poverty, such as digital poverty, homelessness, financial poverty and social poverty.
10mins	Start presenting your findings - This may go into an additional lesson.

Link to YSA: These questions can bring the lesson focus back to YSA

These questions can be asked throughout the lesson as and when needed

- Create and facilitate opportunities for all young people to talk about poverty, give feedback on their school day and equip them with the tools they need to articulate their experiences.
- Work with young people on things that matter to them and help to make a difference in their school community.
- Always listen to children's and young people's views, experiences and ideas, and tell them how their ideas have been used.
- If you are considering making changes in your school, involve children in the research process using participatory methods that enable young people to play an active role in the investigation.

Supporting Slides for Lesson 1

These slides support the teaching of lesson 1 and should guide the young people through the tasks that need to be completed.

1

Understand the Meaning of Poverty

2

Understand the Meaning of Poverty

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> Young people to understand the meaning of poverty. 	<ul style="list-style-type: none"> I can recognise and develop empathy skills. When solving problems, I can carry out the research needed to back my viewpoints.

National Curriculum: Citizenship, PSHE, English, IT

3

Listening Vs Hearing

Hearing is the process of perceiving sound.

Listening is paying attention to what is being said.

4

5

What is poverty?

6

"Poverty affects millions of people in the UK. Poverty means not being able to heat your home, pay your rent, or buy the essentials for your children. It means waking up every day facing insecurity, uncertainty, and impossible decisions about money every day. It means facing marginalisation – and even discrimination – because of your financial circumstances. The constant stress it causes can lead to problems that deprive people of the chance to play a full part in society"

<https://www.jf1.org.uk/our-work/what-is-poverty>

7

"Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination, exclusion, and the lack of participation in decision-making."

<https://www.un.org/en/global-issues/ending-poverty>

8

9

United Nations

World War I ended 11th November 1918

World War II lasted from 1st September 1939 - 2nd September 1945

United Nations was established on 24th October 1945

10




11

Investigate the role of the United Nations in reducing poverty.

Using your communication skills: Present your findings.

Teaching Poverty Lesson 2: Understand the Impact of Poverty

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> Young people to understand the impact of poverty 	<ul style="list-style-type: none"> I can think of possible solutions and justify your responses.

			<p>National Curriculum: Science, PE, Food technology, maths</p>
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According to estimates by the UN, in 2015, 10% of the world's population or 734 million people, lived on less than \$1.90 a day. What would you buy for \$1.90, the same as £1.41? Factor in the importance of a healthy meal and other costs such as clothing, heating, travel, entertainment etc.

The objective of this task is to understand what is needed to survive on a day-to-day basis and how one factor can have an impact on another. For example, if you are not eating correctly:

- You cannot concentrate
- It can affect your physical and mental health
- It can affect your growth
- You cannot function physically and complete daily tasks.

For a balanced diet:

- Eat at least five portions of a variety of fruit and vegetables daily
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates – choose wholegrain or higher fibre where possible, choose wholegrain or higher fibre options for base meals containing potatoes, bread, rice, pasta or other starchy carbohydrates
- Have some dairy or dairy alternatives, such as soya drinks and yoghurts and choose lower-fat and sugar options
- Eat some beans, pulses, fish, eggs, meat and other proteins. Aim for two portions of fish every week, 1 of which should be oily, such as salmon or mackerel
- Choose unsaturated oils and spreads, and eat them in small amounts.

Timings	Teaching Content & Activities	Resources
10mins	<p>Memory Game: Look at images - how many items can you remember as a team.</p> <p>Evaluate your performance as a Team.</p>	<p>Put the Young people in groups. A3 Sheets of paper - Pens.</p>
50mis	<p>Explore statement: Can you survive on £1.41 a day? What would you buy for £1.41? Using the Eatwell Guide, create a shopping list to determine how much it costs to live.</p>	<p>https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</p>

Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

How can we ensure every child has a healthy meal?
Whose responsibility is this?
What role can a school play in this?
What can we do to help others?

Supporting Slides for Lesson 2

These slides support the teaching of lesson 2 and should guide the young people through the tasks that need to be completed.


1

Understand the Meaning of Poverty



2

Lesson Objectives	Skills Objectives
<ul style="list-style-type: none"> Young people to understand the impact of poverty 	<ul style="list-style-type: none"> I can think of possible solutions and justify your responses.


National Curriculum: Science, PE, Food Technology, Maths

3


*"Poverty entails more than the **lack of income** and **productive resources** to ensure sustainable livelihoods. Its manifestations include **hunger and malnutrition, limited access to education and other basic services, social discrimination, exclusion, and the lack of participation in decision-making.**"*

<https://www.un.org/en/global-issues/ending-poverty>

4



5



6


According to estimates by the UN, in 2015, 10 per cent of the world's population or 734 million people, lived on less than \$1.90 a day.

This is known as Absolute poverty which is defined as: *"a condition characterised by **severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services.**"*

7

What would you buy for \$1.90, the same as £1.41?

8



9



Using the template and the Eatwell guide, create a healthy menu for one day.

Create a shopping list and work out the cost of each item.

10

Understand how poverty can have an impact on an individual and the community.


Respond to solutions by justifying your responses.

#NHSUK Inspire and Assess
#NHSUK Skills Teamwork National Curriculum: Science, PE, Food technology, maths

Activity 3 and 4: Debate - Ending Poverty in All its Forms Everywhere by 2030

Lesson Objective	Skills Objective
To understand and actively participate in all stages of a debate	<ul style="list-style-type: none"> • I can prepare and participate in a debate. • I can think creatively about solutions, identify multiple options, assess and learn from potential options, create better solutions and decide on a final answer. • I can present their ideas with great impact and clarity.

				National Curriculum: English
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Time	Task
5 mins	Play Simon Says – If possible, try this in another language. The idea is that young people need to understand and interpret what they are hearing.
50mins	<p>Prepare for a debate - assign tasks  search topic, practice, prep counter-arguments, and debate the topic</p> <ul style="list-style-type: none"> • Debate: Richer countries should give more money to poorer countries to end poverty. • Debate: Should the government be helping people living in poverty by giving them money and making people with more money pay more taxes? • Debate: Why does poverty still exist? <p>The above topics are examples of what young people can use to debate as part of the communication skills lesson. They should have covered the basics of debating.</p> <p>Please refer to the Ormiston Trust debate guide for further guidance or support.</p> <p>Please remind young people about the importance of preparing for a debate, understanding its rules, and ensuring they listen.</p> <p>Young people can use the debate planning template from the passport to support the process.</p>

Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

Why is debating an important skill when carrying out a Youth Social Action project?

Activity 3 and 4: Debate - Ending Poverty in All its Forms Everywhere by 2030

Lesson Objective	Skills Objective
I can participate in a debate	<ul style="list-style-type: none"> • I can prepare and participate in a debate. • I can present their ideas with great impact and clarity.

	<p>National Curriculum: English</p>
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Time	Task
60mins	Participate in a debate

Supporting Slides for Lessons 3 and 4

These slides support the teaching of lesson 3 and should guide the young Young people through the tasks that need to be completed.

1

Lesson 3

2

Ending poverty in all its forms everywhere by 2030.



3

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> To understand the process of debating. 	<ul style="list-style-type: none"> I can prepare and participate in a debate. I can think creatively about solutions, identify multiple options, assess and learn from potential options, create better solutions and decide on a final answer. I can present their ideas with great impact and clarity.
National Curriculum: English	

4

Let's Play Simon Says -

5

Debate: Richer countries should give more money to poorer countries to end poverty.

Debate: Should the government be helping people living in poverty by giving them money and making people with more money pay more taxes.

Debate: Why does poverty still exist?

6

Let's debate: What are the possible solutions for ending poverty?



7

Lesson 4

8

Ending poverty in all its forms everywhere by 2030.



9





Lesson Objective	Skills Objective
I can participate in a debate	<ul style="list-style-type: none"> I can prepare and participate in a debate. I can present their ideas with great impact and clarity.
National Curriculum: English	

10

Participate in a Debate

Activity 5: Using the Skills Learnt so Far in Groups; Present and Discuss why Poverty Exists.

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> To understand the potential causes of poverty 	<ul style="list-style-type: none"> I understand teamwork and the importance of working together.

   	National Curriculum: PE, English, Geography and Science
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This lesson focuses on getting young people to understand the potential causes of poverty, linking this to climate change and the actions of individuals and communities. It is essential to try and get an understanding of the cause before looking at solutions. The experience should give the Young people an understanding of their role within their chosen focus area - and how we can all make a difference. Young people can complete this activity in groups focusing on teamwork and communication skills.

Time	
10mins	<p>Skills activity - The All Blacks - Looking at effective teams</p> <p>Effective teamwork is working confidently with others, adapting to different contexts, taking responsibility for your part, forming collaborative relationships, resolving issues, and agreeing to work towards outcomes. Playing sports is an excellent example of teamwork. Other examples include music bands, teachers and doctors etc.</p> <p>Playing sports is an excellent example of teamwork. (Other examples include music bands, teachers, doctors etc.) Using examples of successful teams, discuss what makes a good team.</p> <p>An example of an excellent team is the New Zealand All Blacks Rugby team, the world's most successful team, undefeated in over 75% of their international matches over the last 100 years. The All Blacks are known for the Haka, which has a powerful meaning. It is about strength, power, and working together. The business world uses its approach to sports for working as a team. The Haka is a type of ceremonial Māori dance or challenge. Haka are usually performed in a group and typically represent a tribe's pride, strength, and unity. Actions include foot-stamping,</p>

45mins	<p>Tongue protrusions and rhythmic body slapping accompany a loud chant. Haka is also used to challenge opponents on the sports field. The New Zealand All Blacks Rugby team perform the Haka before each match in a stunning show of strength and physical prowess.</p> <ol style="list-style-type: none"> 1. Put up several images of the New Zealand All Blacks on the screen. What does this image portray? 2. Re-enforce the message from the images by watching a performance of the Haka. (this is the sentence that was moved from above) 3. What does this image portray? Re-enforce the message from the images by watching a performance of the Haka. 4. Using examples of successful teams, discuss what makes a good team https://www.newzealand.com/int/feature/haka/ <p>Further reading: James Kerr goes deep into what makes the world's most successful sporting team. Legacy has been described as an insightful and intelligent "how-to" manual.</p> <p>Research - What Contributes to Poverty? Share with the class one way you can help make a change. As a class, agree on the top 10 changes they can make starting today.</p>
5mins	Passport - Complete the skills questionnaire on page 5.

Key Words

attention attitude carriage poise posture stance	pose behaviour conduct demeanour air presence aspect
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Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

- Can you give an example of when you were part of a team?
- What worked well?
- What didn't work well?
- What would you change about your role as part of the team?

Supporting Slides for Lesson 5

These slides support the teaching of lesson 4 and should guide the young young people through the tasks that need to be completed.

Why Does Poverty Exist?



Lesson Objective	Skills Objective
<ul style="list-style-type: none"> To understand the potential causes of poverty 	<ul style="list-style-type: none"> I understand teamwork and the importance of working together.

National Curriculum: PE, English, Geography and Science



All blacks are the world's most successful team, undefeated in over 75% of their international matches over the last 100 years.

The New Zealand All Blacks are known for the Haka, and it has a powerful meaning. It is about strength, power, working together. The business world uses its approach to sports and working as a team.

The Haka is a type of ceremonial Māori dance or challenge. Haka are usually performed in a group and typically represent a tribe's pride, strength, and unity. Actions include foot-stamping, tongue protrusions and rhythmic body slapping to accompany a loud chant.

Haka is also used to challenge opponents on the sports field. The New Zealand rugby team, the All Blacks, perform the Haka before each match in a stunning show of strength and physical prowess.

<https://www.newzealand.com/uk/feature/haka>



The Haka | 100% Pure New Zealand
 From sheep to sustainable food, the best of New Zealand is here. Haka is a fierce display of a tribe's pride, strength and unity.

Why do you think does poverty exist?



War

Big companies taking land

Climate Change

Pick one of these areas and Investigate how they contribute to poverty.


Greenhouse Gas
 Natural Cause
 Man-made Cause

What can you do to make a difference share one action with the group?



Let's Create a Pledge

The Climate Pledge Commitments





7

8

9





10

11

12

Activity 6: Why is Marcus Rashford a Role Model?

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> To understand how change can be made when passionate about Social Action. 	<ul style="list-style-type: none"> I can play an active part in creating positive energy and atmosphere during the project I can solve a problem as part of a team and independently when required. I can produce professional presentations while keeping in mind the pitfalls of poorly prepared and presented presentations.

				National Curriculum: English
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Role models

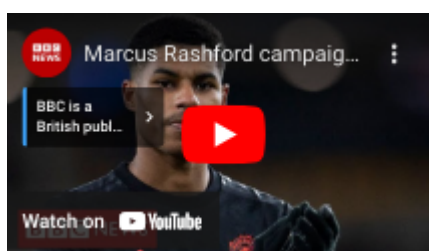
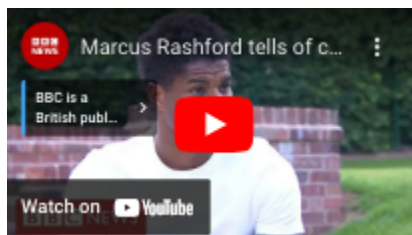
The main objective of this lesson is to ensure that Young peoples understand what a role model is, especially in terms of social action and working within the community at the local and national levels.

Research from the following articles can provide you with an overview of the importance of role models in a young person's life:

<u>What is a role model? by Marilyn Price-Mitchell, PhD.</u>	https://www.rootsofaction.com/role-model
<u>How Role Models Influence Youth Strategies for Success by Marilyn Price-Mitchell, PhD</u>	https://www.rootsofaction.com/role-model
<u>Role Models is an initiative established by Nick Fletcher MP</u>	https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/01/CSJJ8596-Role-Models-report-201209-WEB.pdf

Positive role models can inspire young people, make them resilient, and prepare them for life beyond school. This aligns with Ofsted's curriculum expectations and the cultural capital needed for young people in life.

<https://endchildfoodpoverty.org>



Timing	Task	Resources
10mins	How can we make a change when you are passionate about Social Action?	Whiteboard - list how you can make changes try and create a campaign.
45mins	Apart from being a football player, Marcus Rashford led the campaign on providing young people with food during Covid young people to research Marcus Ashford and his work towards feeding the young people during the COVID pandemic. Create a display for the classroom to share with others.	Links to various websites
Home learning	Who is your role model? Complete passport page.	Passport

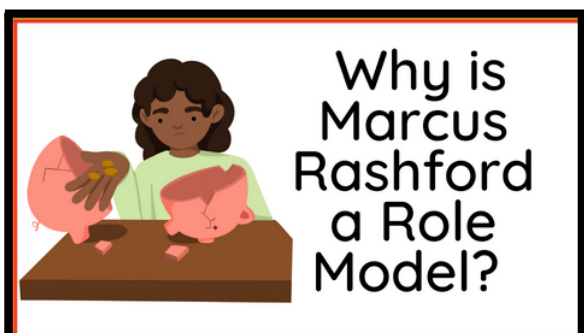
Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

What makes a role model? Use keywords to describe your ideal role model.


Supporting Slides for Lesson 6

These slides support the teaching of lesson 5 and should guide the young young people through the tasks that need to be completed.

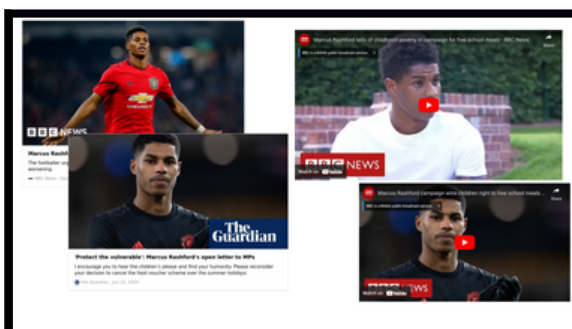
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2

Lesson Objective	Skills Objective
<ul style="list-style-type: none">To understand how change can be made when passionate about Social Action.	<ul style="list-style-type: none">I can play an active part in creating positive energy and atmosphere during the project.I can solve a problem as part of a team and independently when required.I can produce professional presentations while keeping in mind the pitfalls of poorly prepared and presented presentations.
 <p>National Curriculum: English</p>	

3



4




Research into Marcus Rashford's journey into raising awareness of poverty.

5

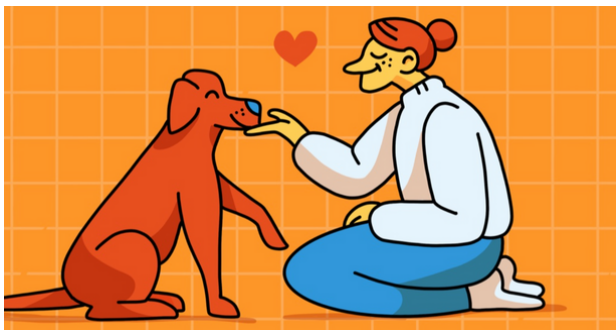


Activity 7: Evaluate the Letter Marcus Rashford Wrote to The Prime Minister.

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> To understand the use of language to make a point. 	<ul style="list-style-type: none"> I can articulate how I feel using language.

			National Curriculum: English
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Timing	Activity	Resources
10mins	Looking at the images what comes into your mind? only use one word at a time. This task is to bring out empathy.	Images
10mins	Read the letter – look at language, structure, content, length. Was the message clear? What emotive approach did he take?	Letter from Marcus Rashford to PM
40mins	Using the keywords, write a letter to your MP on the topic of poverty with an approach you would like them to take to support. (This lesson can be extended into further lessons)	





Link to YSA: These questions can be used to bring the lesson focus back to YSA. These questions can be asked throughout the lesson as and when needed.

What makes a good presentation?

What skills do you need when presenting to an audience?

List the dos and dont's of a good presentation.

Supporting Slides for Lesson 7

These slides support the teaching of lesson 6 and should guide the young people through the tasks that need to be completed.

1

Evaluate the letter Marcus Rashford wrote to the Prime Minister.



2

Lesson Objective	Skills Objective
<ul style="list-style-type: none"> To understand the use of language to make a point. 	<ul style="list-style-type: none"> I can articulate how I feel using language.

National Curriculum: English

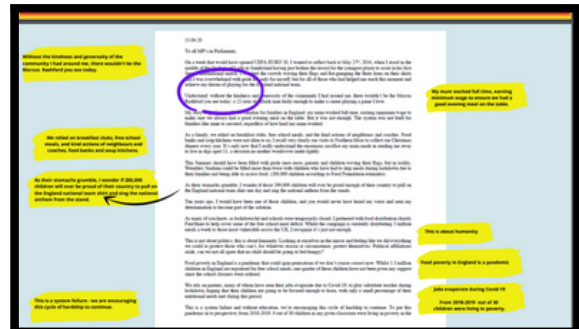
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4

Let's read the letter.

5



Callouts:

- Without the kindness and generosity of the government I had no food, there would be no Marcus Rashford you see today.
- We asked for breadfruit, olive, fresh salmon, turkey, and fresh apricot, raspberries, strawberries, fresh biscuits and soap bottles.
- The Prime Minister promised I would be £100,000 a year for the rest of my life. I am not sure if that is the best offer I have ever received.
- This is a system failure, not an emergency. The work of the government is to ensure that every child has the opportunity to succeed.
- My name is Marcus Rashford, I am 10 years old and I live in Manchester. I am writing to you because I am hungry and I need your help.
- Food priority is England's a priority.
- My name is Marcus Rashford, I am 10 years old and I live in Manchester. I am writing to you because I am hungry and I need your help.
- My name is Marcus Rashford, I am 10 years old and I live in Manchester. I am writing to you because I am hungry and I need your help.

6



Callouts:

- The Prime Minister promised I would be £100,000 a year for the rest of my life. I am not sure if that is the best offer I have ever received.
- I am asking you to help me.
- This is England's priority.
- My name is Marcus Rashford, I am 10 years old and I live in Manchester. I am writing to you because I am hungry and I need your help.
- My name is Marcus Rashford, I am 10 years old and I live in Manchester. I am writing to you because I am hungry and I need your help.
- My name is Marcus Rashford, I am 10 years old and I live in Manchester. I am writing to you because I am hungry and I need your help.

7

Your task

Using key emotive words, write a letter to your MP on how you would like them to take to support.

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23. Role Models an initiative established by Nick Fletcher MP. <https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/01/CSJJ8596-Role-Models-report-201209-WEB.pdf>
24. <https://files.eric.ed.gov/fulltext/EJ1230212.pdf>
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26. Research conducted by Children's Food Trust "eat better, start better" programme outcomes and recommendations. <https://journals.sagepub.com/doi/abs/10.1177/1757913914523910?journalCode=rshi>

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Ormiston Trust
Improving life chances



The #iwill Fund is made possible thanks to a £54 million joint investment from The National Lottery Community Fund and the Department for Digital, Culture, Media and Sport (DCMS) to support young people to access high-quality social action opportunities. Ormiston Trust acts as a match funder and awards grants on behalf of the #iwill Fund.