



Geography Key Stage 3: Development

Issue: Poverty

Films exploring the nature of poverty in the UK and abroad.

Start a Revolution *and* Have Your Say

Supplementary films showing pupils what they can do to make a difference and introducing some of the organisations that they can join to help effect change.

Good resource to use to explore issue of development within pupils' own experience and then extend this to look at world issues and developmental patterns. In particular it will help pupils to clarify their own values and attitudes and to consider how other people's values and attitudes may differ and the impact this can have.




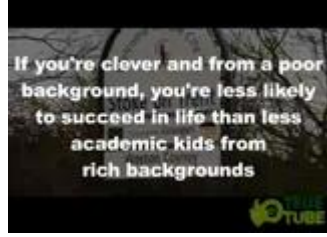

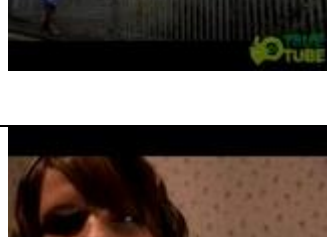

Produced for Truetube by  – www.immersiveeducation.com






Contents






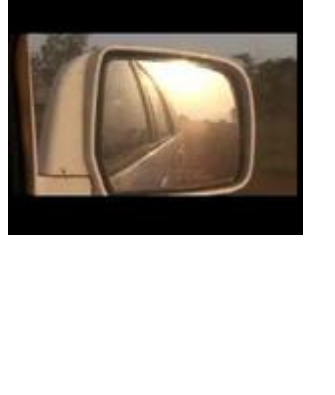





1. Film Digest	3
2. Useful Links	6
3. Lesson Ideas	7
4. Lesson 1 Quality of Life	8
5. Lesson 2 Understanding Development	9
6. Sheet 2.1 <i>Compass Development Rose</i>	10
7. Lesson 3 Making the World a Fairer Place	11
8. Sheet 3.1 <i>Storyboard</i>	12
9. Lessons 4-6 Making the Film	13
10. Lesson 7 Sharing World Views	13
11. Appendix 1 Curriculum References	14



Film Digest

The following films can be used to support work on development issues in Geography. In particular, and in accordance with the advice in the QCA schemes of work, many of the films enable pupils to begin by focusing on development issues within their own experience.

 Poverty: There Is No Real Poverty In Britain	
	<p>Gaffs [3:23] Dramatisation comparing lives of two different young women and exploring the effects poverty and poor housing can have.</p>
	<p>Real Story Paul and Matthew [2:33] In this film a boy and his father discuss the financial pressures of Christmas and how things have changed between the generations. <i>Useful for exploring the notion that ideas of poverty are relative.</i></p>
	<p>Real Story Daryl [1:57] A teenage boy from Stoke discusses his experiences at school and educational aspirations. The film makes the point that able children from poorer families find it harder to succeed than less academic children from richer families. <i>Useful for exploring importance and role of education in developmental terms.</i></p>
	<p>Money Help [2:12] A man who works in the benefits system talks about the help offered to those in need. He makes the point that it should be regarded as short-term help not a way of life. <i>Useful to prompt discussion on what support we should provide for those in need both locally, nationally and internationally.</i></p>
	<p>Real Story Rebecca [1:50] Explores how Rebecca ended up living in a hostel and how she finds it an unpleasant experience. <i>Useful for exploring stereotypes of poverty and the sorts of people who find themselves homeless.</i></p>
	<p>Poverty and Race [2:18] Interviews asking whether people believe there is a correlation between skin colour and poverty. <i>Useful for exploring values and attitudes, and the reasons for different perspectives.</i></p>

	<p>Five Go To India [2:19] The personal views of young people who visited India and who had not seen such levels of poverty before. <i>Useful for extending development discussion outside area of personal experience and to consider extremes of poverty.</i></p>	
	<p>Word on the Street/Money [2:00] People in the street are asked to say how much they could live on per day compared to the \$2/£1 on which over half the world survives. <i>Useful to explore reliability of data ('Suzie Green' film quotes 50p) and to introduce notion of world economics.</i></p>	
	<p>Word on the Street/Christmas [2:00] Focus on commercialism of Christmas. One person suggests poverty at home should be dealt with before tackling international problem. <i>Useful to discuss levels of responsibility and what individuals can achieve.</i></p>	
	<p>Real Story Kamal and George [2:49] Comparison of lives of young people from single parent families who live in town and country. Both have homes and food, but there is a sense that money is tight. <i>Useful in working towards a definition of poverty.</i></p>	
	<p>Crisis [3:42] People show what they can do at a local level to reduce the impact of poverty over Christmas. Stresses importance of understanding how people get into vulnerable positions.</p>	

 Start a Revolution		
	<p>Suzie Green [1:43] Defines poverty as a 'lack of ...' and suggests that it's everyone's duty to respond to the problem, especially as 2/3 of world population survive on less than 50p a day <i>Useful for discussion of communication, audience and purpose along with reliability of data – prompt research!</i></p>	
 Choose Your Cause		
	<p>Becky in Calcutta [3:46] Video diary of one young woman's experiences in India as part of a Tearfund initiative. <i>Useful for extending development discussion outside area of personal experience and to consider extremes of poverty.</i></p>	
	<p>Jenny in Madagascar [1:58] Another video diary this time from a remote village where as part of Tearfund initiative Jenny works on education and health projects with children. <i>Useful to introduce ideas about healthcare and education being indicators of development.</i></p>	
	<p>Save the Children with Midge Ure [7:28] Midge Ure part of a group of celebrities involved in the movement to Make Poverty History. He is also the ambassador to Save the Children in Sierra Leone where he witnesses extreme poverty particularly indicated by a lack of healthcare. Horrifying statistics. <i>Useful to prompt discussion about what can and should be done. Prompt to look at Make Poverty History Campaign and Millennium Project.</i></p>	 Not downloadable
	<p>CFM Trust [2:10] Shows the power of film in communicating important issues and persuading people to take notice and get involved. <i>Useful as starter to encourage pupils to make own films communicating their ideas as an alternative to writing.</i></p>	 Not downloadable
	<p>Tearfund – Why Should You Care? [3:17] Poverty defined through a series of images and captions. Viewer left with question about why they should care. <i>Useful in working towards a definition of poverty and also what people should and could do.</i></p>	 Not downloadable

	<p>Tearfund – Glorious Food [3:43] Glorious Food showcases the work of Bolivian Christians who are warding off malnutrition by introducing fresh fruit n veg to Quechua mealtimes for the first time ever.</p>	 Not downloadable
---	--	---

Useful Links

http://www.makepovertyhistory.org/	<p>The biggest ever anti-poverty movement came together under the banner of Make Poverty History in 2005. In 2007, the fight against poverty continues. Take action now to pressure politicians and decision makers to help make poverty history.</p>
http://www.globaldimension.org.uk/	<p>The Global Dimension website has a helpful guide to books, films, posters and websites with a global dimension. From climate change to poverty, water to fair trade, you can find resources for all age groups and subjects.</p>
http://www.worldbank.org/challenge/index.html	<p>This website from the World Bank introduces young people to the difficulties of development, and some of the tough questions faced by decision makers. The materials are suitable for secondary aged pupils, and can be used for small group work, which could lead to a whole class debate.</p>
http://ec.europa.eu/development/ICenter/Publication/descript/pub10_en.cfm	<p>Downloadable review of the Development Co-operation Policies and Programmes of the European Community Organisation for Economic Co-operation and Development, Development Assistance Committee Memorandum prepared by the European Commission 2007</p>
http://www.dfid.gov.uk/mdg/default.asp	<p>Millennium Development Goals a summary of the eight main target areas with links to updates on progress.</p>
http://ec.europa.eu/comm/development	<p>Explores and explains the EU mission to help reduce and ultimately eradicate poverty in developing countries through the promotion of sustainable development, democracy, peace and security.</p>
http://www.un.org/millenniumgoals	<p>The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest.</p>

Lesson Ideas

Learning Objectives	Summary of Activity	Outcomes for Assessment
<p>Students will learn to:</p> <ul style="list-style-type: none"> • identify geographical questions and issues • use secondary sources of evidence • think critically about the issue of development • consider the effects of differences in development on the quality of life of contrasting groups of people • appreciate how places are linked • identify patterns/differences in development within and between countries through the use and analysis of a series of indicators • consider the factors/processes, including the interdependence of countries, that influence development or lack of development • appreciate how people's values and attitudes, including their own, affect contemporary social, economic and political issues, and to clarify and develop their own values and attitudes about such issues • explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives. 	<p>Students will:</p> <ul style="list-style-type: none"> • explore the quality of life as described by young people from different places and social groups • analyse and comment on what young people have to say about poverty in the UK and other countries • express their views on the need to support global development • make notes, using a series of indicators, to compare quality of life here and in LEDCs • plan, make a film, upload it to a public site and monitor comments. 	<p>Students will:</p> <ul style="list-style-type: none"> • make notes comparing MEDCs and LEDCs using a series of indicators • upload a finished film to TrueTube and monitor the comments it generates over a brief period.


Full curriculum references can be found at the end of this unit.

Lesson 1: Quality of Life


Organisation Begins with class briefing then group work on films before coming back to share and compare findings as well as discuss their views on UK support for global development.

Resources Access to TrueTube and internet to watch streamed films in groups on PCs – alternatively cache relevant films before the lesson.


Introduction

1. Tell class they are going to explore some of the issues related to quality of life in the UK by watching some brief films and making notes on what is missing from the lives of the people shown, how this affects their lives and what might be done to improve the situation.
2.  Split class into five groups of pairs: A, B, C, D and E. Pairs in Group A should watch **Gaffs**, Group B watches **Real Story Darryl**, Group C **Real Story Rebecca**, Group D **Real Story Kamal and George**, and Group E **Crisis**.
3. Share thoughts and ideas with whole class making notes on the board under the following headings:
 - housing
 - food and nutrition
 - education
 - employment
 - health
 - power and politics
4. Keep a record of the main points for use in subsequent lessons.
5. Look at what those who speak have to say about how they are perceived by others and why it is important to judge the situation on facts not prejudice. Discuss whether the films are reliable secondary sources for geographical enquiry and why.

Development

6.  As a group to watch the **Word on the Street** with a Christmas focus.
7. Discuss with class whether they think issues at home should be tackled before global issues and their reasons for their beliefs.
8. Students can be encouraged to add comments on the films they have watched on TrueTube's message boards.

Plenary


9.  Watch **Save the Children with Midge Ure** and **Tearfund – Why Should You Care?** discuss why the world needs to take action.
10. Having watched these films, what would the students say to the young man who maintained poverty should be eradicated at home before being tackled on a global level?
11. If there is time, carry out a series of class or school interviews asking this question. These could be videoed and uploaded to the TrueTube site

Lesson 2 Understanding Development


Organisation Begins with class discussion prompted by teacher questions which leads into group work and a whole class plenary to summarise findings.

Resources Access to TrueTube and internet to watch streamed films in groups on PCs – alternatively cache relevant films before the lesson. Sheet 2.1 *Compass Development Rose* and World maps.

Introduction

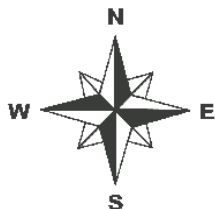
1. Extend work from the first session to explore what we mean when we talk about a country's level of 'development'. Explain that questioning development involves understanding a range of complex interrelated factors. Different groups use different ways to assess levels of development in order to understand the situation in different countries. Two of these are:
 - The Development Compass Rose which looks at the natural environment (N), economic conditions (E), social systems (S) and who decides (W), that is the power and politics in a country.
 - The UN indicators of human development measure lifespan, levels of education and income per inhabitant.
2. Ask students if they would add anything to these models.
3.  Look at how the factors students commented on in the films (and saw outlined in the **Tearfund – Why Should You Care?** film – they may wish to watch this again), fit into either of these models. Ask them to take a model and allocate the factors (housing, food, education, employment, health, power/politics etc) to the categories.

Development

4.  In order to begin to compare the quality of life in the UK, a more economically developed country (MEDC), with what can be found out from images and documentaries about life in other less economically developed countries (LEDC) ask students to compare the films **Gaffs** and/or **Real Story Kamal and George** with:
 - **Save the Children with Midge Ure**
 - **Becky in Calcutta**
 - **Jenny in Madagascar**
 - **Tearfund – Glorious Food**
5. You could divide the class to look at one film each. Ask students to use the development compass rose to organise their notes. They can list their findings based on what they see and hear on Sheet 2.1 *Compass Development Rose*.

Plenary

6. Explore on a map where the countries visited in the films are located. Do they have anything in common? Research the locations of the world's least developed countries.
7. Share what students discovered about the development needs of the countries from the films. Encourage them to supplement this information with further research to check the reliability of the facts that they 'unearthed'.
8. Finally discuss what the different indicators might mean to people from different countries. Are some people's experiences more visible than others? What are the dangers of generalising/stereotyping? Are economic measures necessarily good indicators of quality of life?



Compass Development Rose

<p>(N) Natural EG natural disasters, location for trade, climate and water, natural resources</p>	
<p>UK (MEDC)</p>	<p>Country(LEDC)</p>
<p>(S) Social EG housing, education, health, lifespan</p>	
<p>UK (MEDC)</p>	<p>Country(LEDC)</p>
<p>(E) Economic EG infrastructure – communication, transport, energy, employment/income, World debt/fair trade</p>	
<p>UK (MEDC)</p>	<p>Country(LEDC)</p>
<p>(W) Who – Power and Politics EG democracy, voice, war, partnerships, local, regional, national politics/power</p>	
<p>UK (MEDC)</p>	<p>Country(LEDC)</p>

Lesson 3 Making the World a Fairer Place


Organisation Begins with individuals working alone before sharing thoughts with the class. This moves on to pair or small group work.

Resources PCs with access to TrueTube site and ability to create screen captures. Sheet 3.1 *Storyboard*.

Introduction

1. To begin to draw together the threads of what they have explored, ask students to select three still images/screen shots from the films they have watched along with three quotations that highlight something important about ‘development.’
2. Discuss these as a class along with what they show.
3. Write ‘Development is ...’ on the board and ask students to suggest endings to the sentence.

Development

4.  Tell students they have been invited by TrueTube to make a film about development and making the world a fairer place for everyone. They should work in pairs or small groups.
5. In order to plan they need to:
 - define development
 - select five or six key actions that could tackle the main problems
 - explain how the actions would change the lives of people in both MEDCs and LEDCs.
6. Having decided on the content they need to decide how to present it. This can be summarised on Sheet 3.1 *Storyboard*.

Plenary

7. Plan who will do what in the making of the film.

Lessons 4-6 Making the Film

Resources: Access to video recorders and/or mobile phones with video facility

Organisation: Group work to make film.

Introduction

1. Revise planning and check that everyone knows their role and can get on with the tasks set.

Development

2. Make the film.
3. Ask students to keep their eyes on news programmes and reports, as well as documentaries for any additional relevant information or ideas for filming.

Plenary

4. Review and edit.
5. Share with class.

Lesson 7 Sharing World Views

Resources: Access to internet and completed films.

Organisation: Small groups.

1. Upload the films to the TrueTube site where they will have a real audience.
2. Encourage friends and family to review their work online and to add to message boards. Monitor the comments received over the following few weeks.
3. Review the geographical content of new films as they appear on the site and make comments on message boards.

Appendix 4.2: Curriculum References

1 Key Concepts					
1.1 Place	1	2	3	4-6	7
1.1a Understanding the physical and human characteristics of real places.		✓	✓	✓	
1.1b Developing geographical imaginations of places.		✓	✓	✓	
1.2 Space	1	2	3	4-6	7
1.2a Understanding the interactions between places and the networks created by flows of information, people and goods.		✓			
1.2b Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.		✓			
1.3 Scale	1	2	3	4-6	7
1.3a Appreciating different scales – from personal and local to national, international & global.	✓	✓			
1.3b Making links between scales to develop understanding of geographical ideas.			✓		
1.4 Interdependence	1	2	3	4-6	7
1.4a Exploring the social, economic, environmental and political connections between places.	✓	✓	✓	✓	
1.4b Understanding the significance of interdependence in change.					
1.5 Physical and human processes	1	2	3	4-6	7
1.5a Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.					
1.6 Environmental interaction and sustainable development	1	2	3	4-6	7
1.6a Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.			✓	✓	
1.6b Exploring sustainable development and its impact on environmental interaction and climate change.					
1.7 Cultural understanding and diversity	1	2	3	4-6	7
1.7a Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.		✓	✓	✓	
1.7b Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.	✓	✓	✓	✓	
2 Key Processes					
2.1 Geographical enquiry	1	2	3	4-6	7
2.1a ask geographical questions, thinking critically, constructively and creatively.	✓	✓	✓	✓	
2.1b collect, record and display information.		✓	✓	✓	✓
2.1c identify bias, opinion and abuse of evidence in sources when investigating issues.	✓	✓			
2.1d analyse and evaluate evidence, presenting findings to draw and justify conclusions.		✓	✓	✓	

2 Key Processes continued					
2.1 Geographical enquiry continued	1	2	3	4-6	7
2.1e find creative ways of using and applying geographical skills and understanding to create new interpretations of place and space.			✓	✓	✓
2.1f plan geographical enquiries, suggesting appropriate sequences of investigation.			✓		
2.1g solve problems and make decisions to develop analytical skills and creative thinking about geographical issues.			✓	✓	
2.2 Fieldwork and out-of-class learning	1	2	3	4-6	7
2.2a select and use fieldwork tools and techniques appropriately, safely and efficiently.					
2.3 Graphicacy and visual literacy	1	2	3	4-6	7
2.3a use atlases, globes, maps at a range of scales, photographs, satellite images and other geographical data.		✓			
2.3b construct maps and plans at a variety of scales, using graphical techniques to present evidence.				✓	
2.4 Geographical communication	1	2	3	4-6	7
2.4a communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.		✓	✓	✓	✓
3 Range and Content					
	1	2	3	4-6	7
3a a variety of scales, from personal, local, regional, national, international and continental, to global	✓	✓	✓	✓	✓
3b a range of investigations, focusing on places, themes or issues	✓	✓	✓	✓	✓
3c the location of places and environments		✓			
3d key aspects of the UK, including its changing human and physical geography, current issues and its place in the world today	✓				
3e different parts of the world in their wider settings and contexts, including the European Union and regions or countries in different states of development		✓			
3f physical geography, physical processes and natural landscapes		✓	✓		
3g human geography, built and managed environments and human processes		✓	✓		
3h interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.			✓		

4 Curriculum Opportunities	Lessons				
	1	2	3	4-6	7
4a build on and expand their personal experiences of geography	✓	✓			
4b explore real and relevant contemporary contexts	✓	✓	✓		
4c use a range of approaches to enquiries		✓	✓		
4d use varied resources, including maps, visual media and geographical information systems		✓	✓	✓	
4e undertake fieldwork investigations in different locations outside the classroom, individually and as part of a team				✓	
4f participate in informed responsible action in relation to geographical issues that affect them and those around them		✓	✓	✓	✓
4g examine geographical issues in the news					
4h investigate important issues of relevance to the UK and globally using a range of skills, including ICT	✓	✓	✓	✓	✓
4i make links between geography and other subjects, including citizenship and ICT, and areas of the curriculum including sustainability and global dimension.	✓	✓	✓	✓	✓

This unit also complements work on QCA Schemes of Work: Unit 16 What is Development?