

### UNIT 3

### OUR WORLD: RICH OR POOR?

#### **SESSION 1** **RICH PEOPLE, POOR PEOPLE**



By the end of the students should be able to:

- understand ways in which they are rich and poor and that there is value in things apart from money and materialism
- express positive thoughts about themselves
- value friends and families as a source of love and mutual support, to feel positive about themselves
- appreciate things in life that we take for granted: a nice sunset, a smile, meeting friends
- increase their self-esteem



Show the pupils the quote above attributed to the Native American Cree as a comment on the environment and materialism. Discuss its meaning and implications with the class. Divide the board in half vertically and write RICH on one side and POOR on the other. Ask the pupils for ideas on these 2 terms. Initially they will probably focus on money and material wealth but broaden the discussion to ensure that all aspects of the terms rich and poor are discussed: richness in terms of friends, happiness, culture or seeing a beautiful view, etc. Poor should include poverty of experiences or opportunities, such as never going out or doing anything exciting. Talk about how the pupils and many people throughout the world are both rich and poor. For example, you may have a Ferrari but have no friends at all, or you may have no money but have a nice family and lots of love around you.



This quote is attributed to the Native American Cree as a comment on the environment and materialism.

### EXERCISE 1



Try to **translate** it into Catalan and comment on its meaning with your partner and later with the teacher and the whole class.

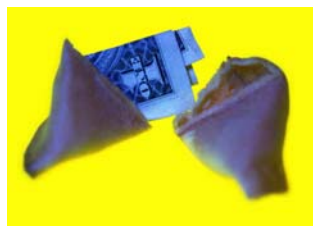
Students write the translation in their jotters: *Només quan l'últim arbre hagi mort I l'últim riu hagi estat enverinat, i agafem l'últim peix, ens adonarem que no ens podem menjar els diners.*

### EXERCISE 2

Students can work in pairs or small groups to share their ideas. The teacher will write the most important and interesting ones on the board for everybody to share.

Think of words related to the adjectives **RICH** and **POOR**. Do not only focus on money and material wealth but also refer to aspects that make a person rich in their hearts and minds, that is to say, things that make you rich in happiness. For example, having good friends, enjoying the sunshine, etc.

The teacher is going to write on the board all the ideas you have thought of. Copy the two lists in your notebook.



RICH

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POOR

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**open answers**

**EXERCISE 3**

Describe in 3 lines the situation of a person that is very rich in possessions but very poor in happiness. Can you think of anybody that you know directly or indirectly? **open answers**

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Describe in 3 lines the situation of a person that is very poor in possessions but rich in happiness. Can you think of anybody that you know directly or indirectly? **open answers**

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In what aspects do you think you are a rich person? **open answers**

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**EXERCISE 4**

Students write a short text about one of their classmates following the process explained below. They should emphasize on the good things about that person.



Now make groups for 4 people. As we said before, every person is rich in many aspects of their lives, not only because of their economic status. Each one of you should write his/her name on a piece of paper. The teacher will collect all the names and put them in a bag. After that, she will go round the tables and will give each group 4 pieces of paper with the names of other classmates written on them. As a class group you have been together for a few months now and each of you should be able to write a paragraph about one of your classmates starting like this one:

*We think that Marta is extremely rich because.....she is very intelligent, friendly and responsible. Her family loves her very much because she always tries to help with the house chores. She is very generous and always visits old people that live alone and have no family.*

## SESSION 2 RICH WORLD, POOR WORLD

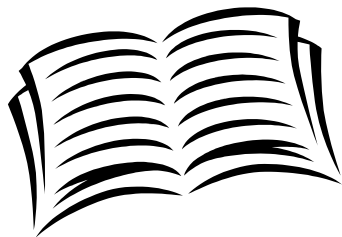


By the end of this lesson the students should be able to:

- identify rich and poor countries on your map
- use different words to help describe the differences between rich countries and poor countries
- name different developed and developing countries
- identify a number of development indicators
- categorise a number of facts which divide rich and poor countries

### EXERCISE 1

Students read the texts aloud according to who the teacher decides that has to read and look at the world map and the division NORTH-SOUTH. While the students are reading, the teacher explains and clarifies any doubts about the texts.



With your partner read the Article 25 of the United Nations Universal Declaration of Human Rights (<http://www.un.org/Overview/rights.html>)

*Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.*

There are many divisions between the people of the world. One of the biggest is the difference between those who live in **the RICH NORTH and the POOR SOUTH**. The map below shows that the world can be divided into 2 parts: the Rich North and the Poor South.



Countries in the **Rich North** are also called **DEVELOPED COUNTRIES**. Examples of developed countries are: Spain, Great Britain, Germany, the USA, Japan and Australia.

A **DEVELOPING COUNTRY** is another name used to describe countries in the **Poor South**. Ethiopia, Mozambique, Brazil and India are all examples of developing countries.

The terms **Rich North** and **Poor South** originate from the fact that most developing countries (including many of the poorest) are to the south of most of the developed countries. However, the geographic distinction is not perfect — for example, Australia and New Zealand, both developed, are south of most less developed countries, but not included in "the South".

The term "**developing country**" often refers mainly to countries with low levels of economic development, but this is usually closely associated with social development, in terms of education, healthcare, life expectancy, etc.

Developing countries are in general countries which have not achieved a significant degree of industrialization relative to their populations, and which have a low standard of living. There is a strong correlation between low income and high population growth, both within and between countries.

The countries in the **Poor South** are also called **LEDCs (Less economically developed countries)** or **Third World Countries**. **The North** refers to richer countries, which are sometimes called the **First World**, **MEDCs** (More economically developed countries) or **The West**.

Teacher must focus on the words underlined/in bold in the previous texts and the students must take notes of their meaning in their jotters.

In your jotter *write* the words underlined/in bold in the previous paragraphs with their meaning in Catalan. They are very important terms to understand the difference between rich and poor countries.

It may be interesting for the students to have a look at the list of developing countries, which is quite long.



Go to <http://www.ams.org/membership/develop.html> and have a look at the developing countries list

## **EXERCISE 2**



Using the map in the previous page and an atlas or world map, complete the table below:

COUNTRY	DEVELOPING COUNTRY	DEVELOPED COUNTRY
Catalonia		<b>YES</b>
Cuba	<b>YES</b>	
Scotland		<b>YES</b>
Sudan	<b>YES</b>	
USA		<b>YES</b>
Germany		<b>YES</b>
Brazil	<b>YES</b>	
Ethiopia	<b>YES</b>	
India	<b>YES</b>	
New Zealand		<b>YES</b>
Colombia	<b>YES</b>	
Australia		<b>YES</b>

As we saw before, we use many words to describe the difference that exist between the rich and poor parts of the world. Complete the table below:

RICH NORTH WORDS	POOR SOUTH WORDS
<b>RICH</b>	<b>POOR</b>
<b>MEDCS</b>	<b>LEDCS</b>
<b>FIRST WORLD</b>	<b>THIRD WORLD</b>
<b>DEVELOPED</b>	<b>DEVELOPING</b>

## SESSION 3

### DIFFERENCES BETWEEN RICH AND POOR COUNTRIES



By the end of this lesson the students should be able to:

- analyse the factors that make a country rich or poor
- talk and write about the present situation of some developing countries in Latin America and the Caribbean where Action Aid organisation is working

#### **EXERCISE 1**

Study the table below showing a list of rich and poor countries.

Country	Life expectancy	Infant mortality per 1000	Daily food intake in calories	GNP (\$)
USA	76	9.7	3642	25,880
NIGERIA	49	121	2114	280
SWEDEN	78	5.8	3049	23,530
UK	76	9.5	3218	18,340
JAPAN	79	4.8	2858	34,630
BRAZIL	65	63	2643	2,970
GERMANY	77	7.5	3476	25,580
INDIA	58	95	2204	320
MALAYSIA	68	30	2723	3,480
UGANDA	49	107	2221	190

1. Which countries on the table are the **RICHER** countries?  
HINT! There are FIVE of them.

The five RICHER countries are

- **USA**
- **SWEDEN**
- **UK**
- **JAPAN**
- **GERMANY**

2. Which countries on the table are the **POORER** countries?  
HINT! There are FIVE of them.

The five POORER countries are

- **NIGERIA**
- **BRAZIL**
- **INDIA**
- **MALAYSIA**
- **UGANDA**

3. Complete each sentence with the word **HIGH** or **LOW**:

Rich countries have **HIGH** Life Expectancy  
Poor Countries have **HIGH** Infant Mortality  
Rich Countries have **HIGH** Daily Calorie Intake  
Poor Countries have a **LOW** GNP

4. Read the statement below:

'The USA is the **RICHEST** country in the world'.

Do you agree with this statement? Give a **reason** for your answer!

I agree because...

OR

I disagree because... **Japan has got a higher GNP (gross national product)**

## EXERCISE 2

Students look for some information using the internet.



Go to <http://www.globallinks.org.uk/countries/>

You will see that **Action Aid** works in different parts of the world divided in 3 areas (Latin America and Caribbean, Africa, Asia and Middle East)

Answer the following questions:

Which countries in Asia does this organisation work in? **Bangladesh, India, Thailand, Ethiopia**

Which countries in Africa does this organisation work in? **Ethiopia, Kenya, Tanzania, Uganda**



We are going to concentrate on Latin America and the Caribbean now. Write 2 sentences about each of these countries to explain briefly their present situation.





## **BOLIVIA**

*The democratic government that took over in 1982 were left with a bit of a mess. Over the last few years Bolivia has been forced to change its economy in order to start paying back some of its huge debts. Many of these changes have left poor people even worse off than they were before.*



## **HAITI**

*In 1957 a man nicknamed Father Doc became president of Haiti. He used the backing of the USA and 300,000 armed men to destroy his opposition and stay in power for life. When he died his son took over and was quickly named Baby Doc. Since then there have been a series of short-term presidents and military take-overs.*



## **BRAZIL**

*Brazil today is still the most unequal country in the world. Over 50 million Brazilians live in poverty. But things are set to change. In 2002 Luiz Inacio Lula da Silva was elected to be the first left-wing president for over 40 years.*



## **PERU**

*Things were quite quiet for the next 200 years, but eventually the Indians got tired of being exploited by the Spanish. There was a rebellion in 1780, but it didn't work and the leaders were executed. Peru finally became independent in 1824. Since then it has fought wars with Spain, Chile and Ecuador and there has also been political unrest within Peru.*

## SESSION 4 LIFE IN A POOR COUNTRY



By the end of this lesson the students should be able to:

- talk about what life is like in a town in India (developing country)
- make a presentation to the class based on a slide show

### EXERCISE 1

Teacher explains the procedure of the listening-speaking tasks.



Go to

[http://www.globallinks.org.uk/liveto\\_india/visit\\_village.html](http://www.globallinks.org.uk/liveto_india/visit_village.html)

First you will watch the video clip in pairs. One of you will watch the video while the other one will just listen to it. After watching it, the one that has watched it has to tell the other what he/she has seen making a description of the scenes. Once the explanation is finished, both watch the video clip again so that they can see if the video clip has anything to do with what the listener has imagined about the images.



### EXERCISE 2



You are going to watch the slide show. As there are 12 slides, in pairs you will prepare a presentation of one of the slides to be presented in front of the class. You should describe what you can see in the slide and your opinion about it.