

UNIT 4 PROBLEMS FACING THE DEVELOPING WORLD

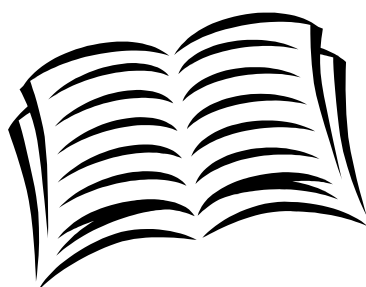
SESSION 1 PROBLEM 1: POOR HEALTH



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

- identify a number of development indicators (health indicators like life expectancy, sanitation, medicines, infant mortality, doctor/patient ratio)
- categorise a number of facts which divide rich and poor countries
- make decisions about countries based upon these facts

Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially on the ones in bold and the underlined ones.



As we saw in our last session, the world can be divided into 2 parts: **the rich north and the poor south.**

There are many problems facing the countries of the Poor South. We regularly see pictures of the Poor South on TV and in newspapers. Many of the people living in these countries are less well off than we are. They are **homeless, experience health problems, have little food and are poorly educated, and sometimes also affected by war.**

But not everyone who lives in the Poor South is poor. Some people live in comfortable houses, wear good clothes and eat good food. Some countries in the Middle East and Asia have their populations split into the very rich and the very poor. Other areas such as Africa have almost total poverty.

PROBLEM 1: HEALTH

Most people living in the developing world have **very poor health**. **Life expectancy** provides us with information about the health of a country. In Catalonia we have El Servei Català de la Salut, which looks after our health. In the United Kingdom they have the National Health Service. As a result people in Catalunya or UK can expect to live 75 years on average, whereas countries like Sudan have a life expectancy of 53 years.



WHY DO PEOPLE IN DEVELOPING COUNTRIES HAVE POOR HEALTH?

Poor Sanitation: 2.9 billion people do not have safe sanitation facilities

No doctors: there is a shortage of doctors and nurses

No free medicines: people must pay for their medicines

No free health care: people must pay to see a doctor

EXERCISE 1

Students have 5 minutes to complete the table and teacher writes the right words for the gaps on the board.

Now complete this table:

There are **FOUR** main reasons why people in developing countries have poor health. One is that there are poor **SANITATION** facilities. For example, **2.9** billion people do not have things like clean drinking water. A second reason is that there is a shortage of **DOCTORS** and nurses. Also, there is no **FREE** health care as people have to **PAY** for their medicines.

EXERCISE 2



Compare the two countries in the table below very carefully and state which of the two countries is the healthiest. You have to use full sentences and provide evidence by using the statistics in the table. You should start saying:

I think is the healthiest country because the table shows that people there live years, whereas in.....people live.....

UNITED KINGDOM		SUDAN
75 years	Life Expectancy	52 years
7 per 1000 babies born	Infant Mortality (How many babies die per 1000 born)	107 per 1000 babies born
1 Doctor: 710 patients	Doctor Patient Ratio (How many patients a doctor looks after)	1 doctor: 11,110 patients

ANSWERS:

*I think **UNITED KINGDOM** is the healthiest country because the table shows that people there live **75** years, **whereas in Sudan people live just 52 years.***

*I think **UNITED KINGDOM** is the healthiest country because the table shows that a only **7 per 1000** of the babies born die, **whereas in Sudan 107 per 1000 of the babies born die.***

*I think **UNITED KINGDOM** is the healthiest country because the table shows that there is **1 doctor for every 710 patients**, **whereas in Sudan there is 1 doctor for every 11,110 patients.***

SESSION 2

PROBLEM 2: NO EDUCATION



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

- identify a number of development indicators (education indicators like rates of literacy, number of teachers, school equipment, etc)
- categorise a number of facts which divide rich and poor countries
- make decisions about countries based upon these facts

Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially on the ones in bold and the underlined ones.



Education is a very important part of people's lives. In Catalonia and Scotland, for example, the Government thinks it is important to educate children **free of charge**. Being able to **read and write** is important because without education people cannot do many things in life, especially find a good job.

In most developing countries parents must pay to send their children to school. Many people cannot afford to do this and this means that the majority of people are unable to read or write. Even when children in the developing world attend school, their **schools are poorly equipped** and there is usually a **shortage of teachers**. As a result, many developing countries have **low rates of literacy**.

EXERCISE 1

Students answer the questions in pairs. Teacher lets them 5 minutes to do it and corrects on the board.

Answer the following questions using your own words:

1. Why are children in Catalonia and Scotland so lucky when it comes to education? **Because education is free**
2. Why is it important to be able to read and write? **Because without education people cannot do many things in life, especially find a good job**
3. Why are many children in the developing south unable to read and write? **Because in most developing countries parents must pay to send their children to school**

EXERCISE 2

Students have 10 minutes to complete the bar graph.

Use the information in the table below to complete the bar graph showing LITERACY LEVELS in three countries.

Country	Literacy Levels Percentage of people who can read and write
United Kingdom	99%
Sudan	27%
Rwanda	59%

TITLE: Literacy Levels



SESSION 3

PROBLEM 3: WAR



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

- identify a number of development indicators (wars, civil wars, weapons)
- learn about some countries in Africa that have suffered wars
- categorise a number of facts which divide rich and poor countries
- make decisions about countries based upon these facts

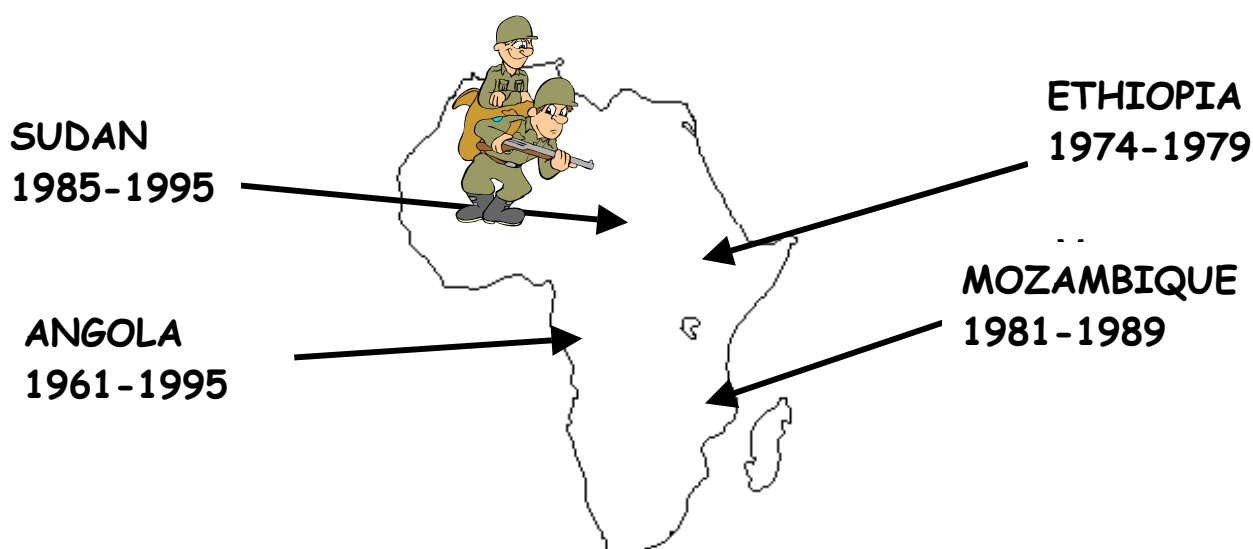
Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially on the ones in **bold** and the underlined ones.



Many developing countries also experience the **problem of war**. Many of the wars that take place are **civil wars**. This means that they are wars that take place **within a country between different groups of people**, rather than between different countries. The **map** below shows some African countries affected by war. Wars are bad for a country because they use up most of their financial resources on **weapons** whereas they cannot afford to buy food to feed themselves.

Decide whether the following sentences are **TRUE OR FALSE**:

1. The most usual wars in developing countries are between different countries
FALSE
2. Wars are really bad for a country because money is spent on weapons instead of being spent on necessary things **TRUE**



Teacher uses the picture above to show the students some countries in Africa that have suffered wars and that are poor.

SESSION 4

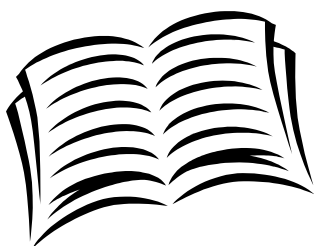
PROBLEM 4: LACK OF FOOD



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

- identify a number of development indicators (amount of food, daily calorie intake, natural disasters, earthquakes, floods, famine, drought, crops and cash crops, climate, farming equipment, etc)
- categorise a number of facts which divide rich and poor countries
- make decisions about countries based upon these facts

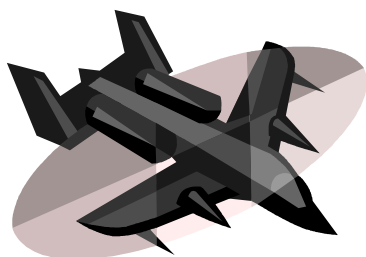
Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially on the ones in bold and the underlined ones.



One of the biggest problems facing the **people of the Poor South** is that they do not have **enough food**. According to scientists if we eat less than **2,200 calories a day**, we are not getting enough food. A calorie is the amount of energy food gives us, for example, 125g of Greek yogurt provide us with 155kcal.

There are many reasons why countries do not have enough food. **NATURAL DISASTERS** such as **earthquakes** and **floods** sometimes affect how much food we have. Natural disasters can sometimes lead to **FAMINE** or **DROUGHT**.

WHY DO SOME COUNTRIES NOT HAVE ENOUGH FOOD?



*"In my country there is a lot of **WAR**. It has been like this for many years. Our **crops** don't get the chance to **grow**.. Also the government don't help us because they spend all their money on weapons."*



*"In our country the **CLIMATE** is either very cold, hot, dry or wet. This makes it very difficult to **grow crops to eat**. We also don't have the **UP-TO-DATE FARMING EQUIPMENT**. Most of our **farming** is done **by hand**."*



*"My country **OWES A LOT OF MONEY** to other rich countries, so the government forces us to grow **CASH CROPS**. These are crops that other countries want to buy, such as coffee, tea, tobacco and cocoa. If the government can sell these crops, it helps to pay off some of our debts."*

Write your answers in the boxes!

1. According to scientists, what is the **minimum** number of calories per day a person needs to survive?

The minimum number of calories a day a person needs to survive is 2,200

2. Study the table, and use it to complete the passage below:

Country	Daily Calorie Intake
United Kingdom	3218
India	2204
Nigeria	2114
Uganda	2221

A) I think the country least likely to experience a food shortage is the

UNITED KINGDOM. My reason for choosing this country is has the highest daily calorie intake of **3218** calories per day.

B) The country most likely to experience food shortage is **NIGERIA**. This is because it has the lowest daily calorie intake of **2114** per day.