

UNIT 5

HELPING DEVELOPING COUNTRIES

SESSION 1 HOW DO RICH COUNTRIES HELP THE POOR ONES?

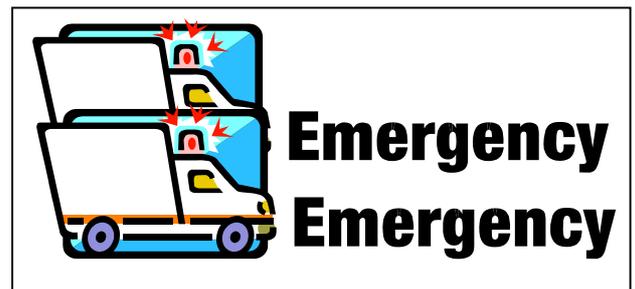
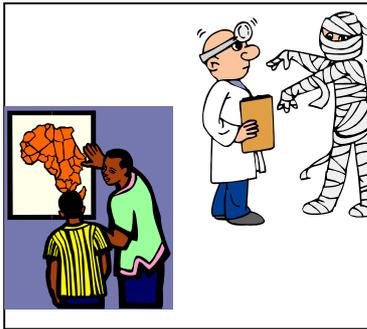


By the end of lesson the students should be able to:

- identify different types of aid (long term, short term, money, food emergency, military, specialist workers, equipment) from developed countries

Teacher makes students read the following paragraph, comment on vocabulary and meaning of sentences and look at the pictures. He/She must have a sheet with the pictures and texts below to give out to the students for cutting and pasting.

The People of the Rich North give **AID** to developing countries in order to help them deal with many of the problems that they face. There are different types of aid that can be given, some that will last for a long time (**Long Term Aid**) and others that will last for only a short period (**short-term Aid**). Look at the pictures below showing the main forms of aid given to the countries of the Poor South.



MONEY AID

Many rich countries give loans to poor countries, but often they must be paid back. Sometimes grants are given; this money does not need to be paid back.

FOOD AID

Rich countries sometimes have a lot more food than they need, and they can send things like wheat, corn, flour, powdered milk and cheese to people in poor countries.

EMERGENCY AID

Sometimes we hear of disasters like earthquakes, floods and droughts in poor countries, and rich countries help by sending things like tents, food, clothing and medicines.

MILITARY AID

If a friendly government is under attack from rebels, rich countries can help by sending tanks, guns and sometimes troops to help it stay in power.

SPECIALIST WORKERS

Rich countries can often send out experts or specialist workers like doctors, teachers, engineers and managers to help poor countries build up their own businesses and industries and help other people.

EQUIPMENT

Special farming machinery like tractors and harvesters can be sent to poor countries, and machinery for use in factories can also be sent to build up industries.

EXERCISE 1

1. Collect copy of the 'Aid Picture' and 'Statements' from the teacher.

Cut and paste into your jotter the matching **Picture** and **Statement**.

For Example: The Picture of the **TANK** should appear against the statement describing **MILITARY AID**.

They do this exercise in their jotters. They will need scissors and glue.

ANSWERS

Tank= military aid

Emergency van= emergency aid

Man with money bag= money aid

Teacher and doctor= specialist workers

Plane and boxes= food aid

Tractor= equipment

2. We now know that there are two forms of aid, **SHORT TERM & LONG TERM AID**. **Copy and complete** the table below into your jotter using the different forms of Aid.

LONG TERM AID	SHORT TERM AID
equipment money specialist workers	military emergency food



3. Do you think it would be better to give someone in the Poor South;

a) enough bread for a month

OR

b) Some seed for wheat to grow flour for bread.

Give REASONS for your answer.

Open answers but here comes a possible answer:

Food aid can help in an emergency but a better way to help farmers in countries where food is scarce is to help them improve their land and produce more grain, meat and milk for their local communities. Aid agencies can provide equipment and tools. They can send improved varieties of seeds and they can help with irrigation to make the best use of the land. They can educate farmers to keep the soil fertile by growing crops in rotation and to use mixture and compost instead of relying on expensive fertilisers, which many poorer countries cannot afford.

SESSION 2
HOW DO CHARITIES HELP LESS
DEVELOPED COUNTRIES?



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

- understand what an act of charity is
- identify the cause that charities work for
- know what charity workers and volunteers are
- give examples of some charity organisations
- find information on the web about the present campaigns of some charities

Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially the words in bold or those which are underlined.



At some time or other we have helped somebody who is **in need**. We may have spent some time with a friend who needed a shoulder to cry on, gone shopping for an elderly neighbour, or given money to a hopeless person in the street. These are all **acts of charity**.

We do not, however, hear a lot about the everyday work of charities and those who benefit. Once the emergency is over and no longer on our television screens, the aid agencies continue to work, training people to become farmers and helping them learn to read or write. As a result, people benefit in a sustainable way over a long period of time.

Here are some **causes that charities work for**:

- Helping people who are poor
- Helping people who have been neglected or abused
- Helping the victims of natural disasters
- Protecting or improving the environment
- Helping communities in isolated areas



Charity workers

Charities employ thousands of people who do an enormous range of jobs. They include **vets, nurses, teachers, aid workers, accountants, fund raisers, retail specialists, doctors, office cleaners and telephonists**. Some people are very attracted to the idea of working for a charity because they feel they will be doing something to **contribute to the welfare of others through their work**.

Volunteers

Not everyone who works for a charity is paid. **Many people work for nothing** and get a lot of **satisfaction** from doing so. They work in the offices and the second-hand shops of their chosen charity, and spend much of their own time supporting its campaigns. People can get a lot of satisfaction from helping in this way, but it also has social benefits, providing an opportunity to meet like-minded people.

Some organisations send young people **all over the world** to work one or two years as **teachers, nurses, doctors, or on agricultural or scientific projects**. They gain valuable experience which can stand them in good stead for getting a job later on.

Organisations like **Oxfam, Save the Children** and **Comic Relief** all work to improve the lives of people in developing countries. As charities, NGOs are funded through donations of money made by members of the public.



EXERCISE 1



Go to  and find information about **charities**. Write the names of some of them and the campaigns that they are working on at the moment.

Open answers

NAME OF CHARITY	BRIEF DESCRIPTION OF THE PRESENT CAMPAIGNS

SESSION 3
PRESSURE
INTERNATIONAL

GROUPS:

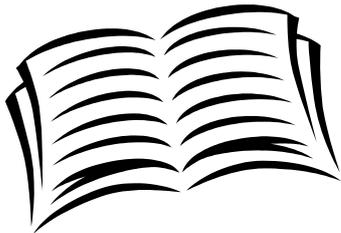
AMNESTY



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

- know about pressure groups, specially the work of Amnesty International
- be aware that some people are tortured in some places in the world
- make use of letter-writing campaigns which put pressure on powerful people in order to help the innocent

Teacher makes students read the following paragraphs aloud and comment on vocabulary and meaning of sentences, especially the words in bold or those which are underlined.



Pressure groups allow people to become **active citizens**. A pressure group is an organisation that is set up to campaign for a specific issue. There are a number of pressure groups that campaign to improve human rights throughout the world. Perhaps the most well-known of these groups is Amnesty International. With **1.8 million members**, **Amnesty International** is the world's biggest pressure group and it **aims** to protect the human rights which are listed in the Universal Declaration of Human Rights. AI opposes human rights abuses such as torture, capital corporal punishment and the killing of prisoners. They contact governments, organise protests and publicise human rights abuses in the media.

Some of the people Amnesty International aims to help are called 'Prisoners of Conscience'. These people often live in **dictatorships** and have been put in prison because the leaders of their country do not agree with their personal beliefs. Many are kept in prisons, never allowed to speak their minds and face torture and the prospect of execution. Other groups of innocent people are mistreated simply because of their religion, gender, age or **ethnic group**.

Amnesty International encourages people to take **urgent action** to help those who are suffering by using letter-writing campaigns which put pressure on powerful people to help the innocent. **Letter writing campaigns have helped to release thousands of prisoners since this pressure group was created in 1961.**

EXERCISE 1



Answer the following questions in sentences in your jotter.

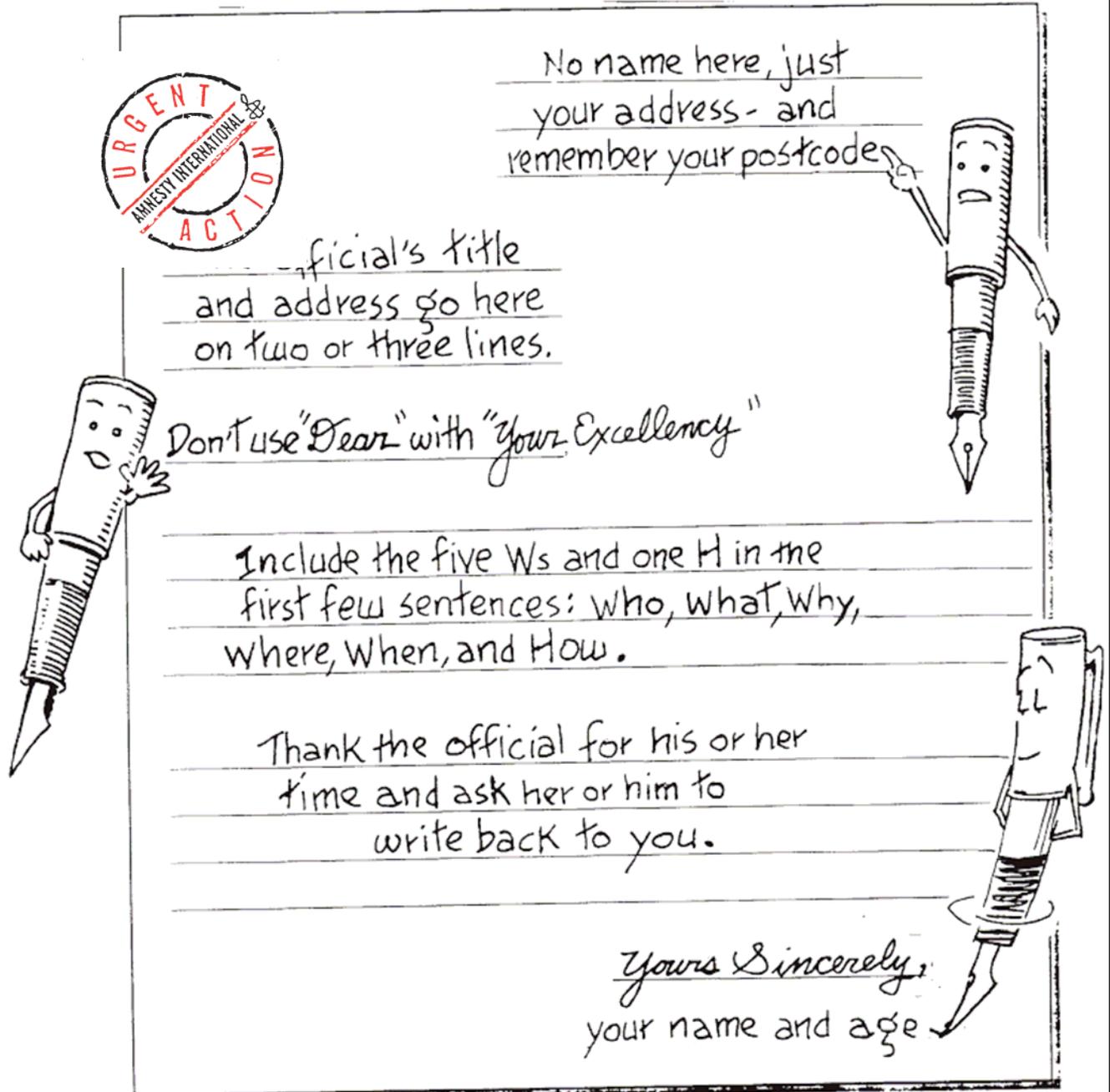
1. What does Amnesty International aim to do? **to protect the human rights which are listed in the Universal Declaration of Human Rights**

2. Find **one fact** to show that Amnesty International is an important pressure group. **There are 1.8 million members**

EXERCISE 2

Letter writing

Go to www.amnesty.org and try to find a good reason to write a letter following the model below. **Students should find a case to protest against and write the letter following the model below.**





No name here, just your address - and remember your postcode

Official's title and address go here on two or three lines.

Don't use "Dear" with "Your Excellency"

Include the five Ws and one H in the first few sentences: who, what, why, where, when, and how.

Thank the official for his or her time and ask her or him to write back to you.

Yours Sincerely,
your name and age

The Urgent Action team would appreciate receiving any copies of letters written in response to Junior Urgent Actions.

SESSION 4 HOW DO INTERNATIONAL ORGANISATIONS HELP DEVELOPING COUNTRIES?



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

- identify different specialised agencies belonging to the United Nations (WHO, ILO, UNESCO, FAO and UNICEF)
- know about the work of these agencies

A number of international organisations provide aid to developing countries. The **United Nations (UN)** and the **European Union (EU)** are two important international organisations involved in **providing aid**. As well as campaigning for human rights and helping to end conflicts in the world, the UN works to help poorer countries. It gives aid to developing countries through “**specialised agencies**”. You are going to find out about these agencies in the exercise below.



Go to the computer, complete the FACTFILES below on the five main UN specialised agencies. The first one has been done for you.

**The World Health Organisation**
Main Aim: To meet medical needs by promoting good health and medical facilities
An example of its work: Developing primary health care in local villages where doctors and hospitals are not readily available.

WHO

**What letters mean:**
Main Aim:
An example of its work:

ILO

Main Aim:
An example of its work:


United Nations Educational,
Scientific and Cultural Organization

**What letters mean**
Main Aim:
An example of its work:

FAO

What letters mean
Main Aim:
An example of its work:

unicef 

ANSWERS:

ILO International Labour Organisation

To promote social justice and recognise human and labour rights

Setting minimum standards of basic labour rights

UNESCO

To build peace in the minds of men and women

Promoting international cooperation

FAO Food and Agriculture Organisation

To help to build a world without hunger

Eliminating hazardous farm work for children

UNICEF United Nations Children's Fund

To save the lives of the children

Protecting children from violence, exploitation and abuse

SESSION 5 MILLENIUM CAMPAIGN: VOICES AGAINST POVERTY



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

- understand what the Millennium Campaign is all about
- identify the 8 goals of the Campaign
- recognise celebrities that are working on the campaign
- know about Lenny Kravitz's songs and some of his thoughts about changing the world
- spread Lenny Kravitz's message to friends
- complete a song and analyse its meaning
- find specific information in the Millennium campaign website

Students will get a first approach to the Millenium Campaign by entering the following website.



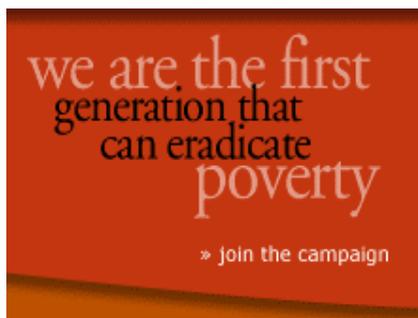
Go to

<http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=138312>



MILLENNIUM CAMPAIGN

VOICES AGAINST POVERTY



The **Millenium Campaign** informs, inspires and encourages people's involvement and action for the realization of the **Millenium Development Goals**.

The Campaign was launched in October 2002 and is based on a set of eight time-bound targets that, when achieved, will **end extreme poverty across the planet**. The premise is simple: **we are the first generation that can put an end to extreme poverty around the world!**

EXERCISE 1



Now go to

<http://cyberschoolbus.un.org/mdgs/intro.asp#>

<http://www.nick2015.com/>

You will know about the 8 Millennium goals and make a

presentation

in the class. You will work in pairs and each pair will

present one of the goals to the teacher and the rest of classmates.

The Goals



Goals 1 through 7 commit us to raise the poor out of **poverty and hunger**, get every child into **school**, empower **women**, reduce **child mortality**, improve **maternal health**, combat **HIV/AIDS**, malaria, and other **diseases**, and ensure **environmental sustainability**. Goal 8 explicitly recognizes that eradicating poverty worldwide can be achieved only through a **global partnership for development**.

Students should focus on one of the goals and explain to the rest of the class what they are all about. They should use the website mentioned above to show the main ideas about the goals.



Go to <http://www.millenniumcampaign.org/site/pp.asp?c=qrKVL2NLE&b=496221>

Only With Your Voice...Celebrity Clips

Some **celebrities** express their opinion about the **Millennium Campaign** on this website.

EXERCISE 2

Write in your jotter

the name of the celebrities that you already know. Their names are written on the right-hand side of the webpage. For those that you did not know you will have to find some information (what their jobs are, why they are famous, etc).

Some of the celebrities are: **Carlinhos Brown (singer), Michael Douglas (actor), Paz Vega (actress), etc**



Lenny Kravitz is a singer. Have you ever heard any of his songs?

Find the title of **3** of his albums on the net and **Write** them in your jotter.

The titles of his albums are: **Baptism, Lenny, Greatest Hits, 5, Circus, Are you gonna go my way, Mama said, Let love rule.**

EXERCISE 3

Read the text under Lenny's photo on the site, **Watch** the video and **Write** whether the following statements are true or false:

Lenny Kravitz...

- Thinks that there are not enough resources for everybody **FALSE**
- The condition for the world to change is that greed is reduced **TRUE**
- A president or an emperor are the only people that can change the world **FALSE**
- We can change the situation only with our voice **TRUE**

@ Now send **Lenny Kravitz** message as an **e-card** to your friends. You only have to click on the link provided on the webpage. You will find the following texts:

To raise awareness on the world's commitment to end poverty, the United Nations Millennium Campaign has produced a global media initiative entitled "Only with your Voice."

- **Share** your favourite video clip with your friends, family and colleagues and ask them to join Micheal Douglas, Carlinhos Brown, Jane Goodall, Lenny Kravitz and millions of others and demand that their governments keep their Millennium Promise.

I would like to share Lenny Kravitz video clip with you. Please visit the Millennium Campaign website and listen to what he has to say. You can join him and millions of people all over the world and become friend of the Campaign. **Only with your voice!**

Students can send the ecard to 5 of their closest friends so that the message is spread.

EXERCISE 4

Teacher plays the song and students fill in the gaps. Then Teacher writes the answers on the board.

You are going to listen to a song by Lenny Kravitz. Fill in the gaps and check with your partner before the Teacher corrects it on the board.

CAN WE FIND A REASON (1998) ALBUM: 5

Music and lyrics: Lenny Kravitz

Is **THERE** anyone out there willing to **TRY**?
Or are we **SATISFIED** with just getting by?
We've hurt **MOTHER NATURE**, can't you see her, she's **CRYING**
We've robbed and we've raped her and **TAKEN** her **CHILD**
And oh oh oh can we find a **REASON**?
Just **THINK** about it
And oh oh oh can we find a **REASON**?
To **LIVE** another season?
We're **FIGHTING** more battles everyday we're **ALIVE**
We should be rejoicing but instead we **CRY**
This **WORLD**'s so **POLLUTED** you would think we were blind
We poison our **CHILDREN** before they're defined
And oh oh oh can we find a **REASON**?
Just **THINK** about it
And oh oh oh can we find a **REASON**?
To **LIVE** another season?
EXCUSE me for saying 'cause I've **NEVER** been shy
But if we don't **STOP** this we sho'nuff goin' die
Yes, I **HOPE** we can make it 'cause this **RIVER**'s run dry
Now our only battle will be to **SURVIVE**
And oh oh oh can we find a **REASON**?
Just **THINK** about it
And oh oh oh can we find a **REASON**?
To **LIVE** another season?
It's the New **MILLENNIUM**

EXERCISE 5

Students go to the webpage where they can find an article about FC Barcelona being one of the first football clubs supporting the Millenium Campaign. They read the text and answer the questions. It is an interesting piece of news as Barça is the favourite team of most of the students.



Go to
<http://www.millenniumcampaign.org/site/apps/nl/content3.asp?c=grKVL2NLE&b=190470&ct=2496709>



Read the text and **answer** the following questions:

1. Which football team has become the first to formally support the UN Millenium Development Goals promoted by the UN Millenium Campaign? **BARCELONA FOOTBALL CLUB**
2. How much of the club's income has the Board of Directors agreed to devote to fund educational projects? **0.7%**
3. How much will the investment be worth? **2 MILLION EUROS**
4. Which areas in the world will become the priority areas of the training centres where boys and girls will combine their education with the practice of a sport? **MOROCCO, BRAZIL AND SUBSAHARAN AFRICA**

EXERCISE 6

Students go to the webpage where they can find an article about a new office of the Millenium Campaign being opened in the city of Barcelona. They read the text and answer the questions.



Go to

http://www.millenniumcampaign.org/site/apps/nl/content3.asp?c=grKV_L2NLE&b=994719&content_id={2F9A8DF2-1BB8-41E1-8020-E0E9DD3F0E4E}¬oc=1



Read the text and **answer** the following questions:

1. In which Spanish city was the Spanish Millenium Campaign new office opened? **BARCELONA**
2. Which 2 Catalan politicians opened the ceremony? **PASQUAL MARAGALL AND JOAN CLOS**
3. What is the key role of the new office in Spain? **RAISING AWARENESS ON THE MILLENIUM DEVELOPMENT GOALS AND PROMOTING COOPERATION AMONG CIVIL SOCIETY ACTORS IN THE CATALONIAN REGION IN SPAIN**
4. What did the Mayor of Barcelona exactly inaugurate? **THE FIRST VOICE BOX AGAINST POVERTY IN SPAIN**

EXERCISE 7

In this same webpage there is the photo of an important celebrity. Who is that?
SHAKIRA What is her job? **SHE IS A SINGER**



Listen to what she has to say “only with her voice” and **take notes** of her ideas.

EXERCISE 8

Students have to take notes of the names of the different campaigns that are going on at the moment in order to support the 8 Millenium Goals.



Go to

<http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=393321>



How can you get involved? What are the names of the different campaigns that are going on at the moment? **Read** about the campaigns and **write** their names.

MAKE TRADE FAIR: EMAIL PETER MANDELSON (EU TRADE COMMISSIONER)
HIV AND AIDS CAMPAIGN: KEEP THE PROMISE
CHAT ONLINE WITH WTO DIRECTOR-GENERAL PASCAL LAMY
CAST YOUR VOTE: WHO COULD DO THE MOST TO END GLOBAL POVERTY?
SHOW YOUR LOVE FOR THE MILLENIUM GOALS (WEAR A WHITE BAND ON FEBRUARY 14TH)

VOICE YOUR VIEWS ON POVERTY

EXERCISE 9

In this activity students focus on one specific campaign. They read the text and answer the questions.



Go to

<http://www.millenniumcampaign.org/site/pp.asp?c=qrKVL2NLE&b=138312>



Read

the text and **answer** the following questions:

On 15th & 16th October the world will... **STAND UP**

1. What is the challenge of the Stand Up Millennium Campaign? **To set an official Guinness World Record**
2. What do people have to stand up FOR and AGAINST? **STAND UP Against Poverty and FOR the Millennium Development Goals**
3. What must happen within a 24-hour period? **A minimum of 10,000 people must physically and symbolically STAND UP**
4. What is the purpose of this action? **To raise awareness of the Millennium Development Goals**
5. What other mobilizations does the STAND UP one coincide with? **With global mobilizations around the International Day of Poverty Eradication and the White Band Day of the Global Call to Action against Poverty**
6. What should you do if you are not physically able to stand up because of physical problems? **Raise your hand, wear a white band, or hold up a banner with the "Stand Up Against Poverty" message**
7. In which places do you think people will gather for the Stand Up event? **Schools, universities, offices, churches, town halls, sporting events and concerts**