

The Sustainable Development Goals

Goal 1: No Poverty

- End extreme poverty for all people everywhere.
- Cut by at least half the number of people living in poverty.
- Make sure everyone has use of basic services and technology.
- Help the poor so they are able to cope better with climate related extreme events like floods, hurricanes, droughts etc.
- Make sure the people in charge of countries make it easy for people to know where and how to find help if they need it.



Possible Learning Activities

- Discuss what the word 'poverty' means, sensitively examining poverty within the school's own community and across the world.
- Invite local charities into school who work with people living in poverty to learn more about why people need help and what can be done to help.
- Write an assembly/poster/lesson to educate others in the school about local /global poverty issues.
- Prepare and deliver an assembly on key issues of poverty in Scotland/worldwide.
- Explore events and projects in the local community that make a positive difference and get involved in supporting them.
- Explore the difference between needs and wants discussing how and why these may differ from country to country.
- Research natural disasters and examine the impact they can have on poorer people in these countries.
- Create a fundraising or awareness raising campaign to help local or global charities tackle issues of poverty (perhaps hold a coffee morning, fashion show, talent show etc. to either raise money or awareness for chosen charity)
- Study how different countries respond to natural disasters looking at why and how these responses differ.
- Discuss what basic services and technologies people should be able to access. Explore why these services and technologies are necessary and the impact when they are not available.

Curricular Links

Social Studies

- I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**
- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**
- I can contribute to a discussion of the difference between my needs and wants and those of others around me. **SOC 1-16a**
- I can explain how the needs of a group in my local community are supported. **SOC 2-16a**
- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- I have developed an understanding of the importance of local organisations in providing for the needs of my local community. **SOC 1-20a**
- Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others. **SOC 2-20a**
- When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses can help to satisfy needs. **SOC 3-20a**

Resources

[United Nations - Goal 1: No Poverty](#)

[World's Largest Lesson - Goal 1 Teaching Resources](#)

[Oxfam Education](#)

[Save the Children](#)

[Action Aid](#)

[Edutopia – Poverty Education Lessons](#)

[Kids Can Make a Difference](#)

[BBC News - What Children Think and Feel About Growing Up Poor](#)



Keep Scotland
Beautiful

T: 01786 471333 E: info@keepscotlandbeautiful.org

[@KSBScotland](https://www.facebook.com/KSBScotland)

www.keepscotlandbeautiful.org



ISO 14001:2015 Certification No.208826