



Class: Social Justice: Can We Build A Better World? (**Philosophy**)
Workshop 2: Poverty

60-75 minutes: The Inspire Scholars Programme for Years 9, 10 & 11

Learning Objectives (skills-based)

Summarise and compare the different factors influencing poverty globally.

Summarise, synthesise and articulate ethical arguments around the reduction of poverty in response to new arguments and information.

Learning Points (knowledge-based)

1. Poverty is a complex issue which is multidimensional
2. There are many ways of measuring such complex problems, such as the 'Global Multidimensional Poverty Index' (MPI)
3. Different parts of the world can have different issues and priorities when it comes to poverty
4. There are a number of different positions held by moral philosophers on whether we have a moral duty to end poverty
5. One school of thought proposes that we all have an individual responsibility to help end poverty through redistribution
6. Another school of thought proposes that fighting poverty through redistribution is unsustainable and does more harm than good in the long-term

Materials required

- A. Online resources on computer screen and projector (with sound). Links to Oxplore and YouTube videos found below.
- B. Pens and worksheets
- C. 'Discovery' packs

Note: Some of the resources from this lesson are taken from Oxplore (www.oxplore.org), an online portal for secondary school pupils developed by the University of Oxford based around a series of 'Big Questions'. Oxplore is a resource which you are encouraged to draw your students' attention to, as something they can explore in their own free time. We will be returning to other Oxplore Big Questions and resources at different stages throughout the Inspire Programme.



Session outline

Time (mins)	Activity	Key skills	Materials
5-10	<ul style="list-style-type: none"> Discuss as a class and vote on 3-4 of the starter questions at the top of the Oxplore page. Introduce the LO and discuss its key terms, including the idea that complex problems can be 'multidimensional'. 	<ul style="list-style-type: none"> Academic oracy Conceptualising abstract ideas 	<ul style="list-style-type: none"> A
25	<ul style="list-style-type: none"> In pairs or groups of 3, students write their initial thoughts about what are the different factors that can cause poverty (the first question of worksheet) Pairs then explore the discovery pack, and answer the second question on the worksheet. Pairs then look in detail at the red box on Page 5 of the discovery pack (comparison of poverty in Tajikistan vs Peru), and answer the third question on the worksheet. 	<ul style="list-style-type: none"> Fact-finding, independently creating links and arguments Academic oracy and problem solving Comprehension of complex material 	<ul style="list-style-type: none"> B, C
15-20	<ul style="list-style-type: none"> Show the 'Poverty & Our Response to It' video embedded on the Oxplore page (10 mins) In their pairs, students consider on their worksheets the pros and cons of the two main arguments presented in the video. 	<ul style="list-style-type: none"> Teamwork and peer learning Synthesis and selection 	<ul style="list-style-type: none"> A, B
15	<ul style="list-style-type: none"> Divide class into two groups, each side arguing for or against the question, 'Do we have a moral duty to end poverty?' In their groups, students decide on three arguments for their proposition, and nominate student(s) to present these in a mini debate. 	<ul style="list-style-type: none"> Teamwork Oral presentation and argumentation 	<ul style="list-style-type: none"> A, B



Links:

Link to Explore 'Can we end poverty?' Big Question:

<https://explore.org/question-detail/can-we-end-poverty#2049>

Direct link to video on YouTube (if embedded video in Explore does not work):

<https://www.youtube.com/watch?v=D5sknLy7Smo>

Syllabus links to National Curriculum (KS3/4)

There is no programme of study for Religious Education available from the DfE. The following documents have been used as guidelines (correct at 6th June 2019):

http://resubjectreview.recouncil.org.uk/media/file/RE_Review_Summary.pdf

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Religious%20Studies/2016/Specification%20and%20sample%20assessments/Specification-GCSE-L1-L2-Religious-Studies-B-June-2016-Draft-4.pdf>