

**Adeyfield School: Foundation Subjects**

**Geography: Key Stage 3**

**Year 8**

**Extended learning Project: *Higher: Levels 5 - 8***

**DUE IN: week commencing 3rd October, 2011**

**WORLD ISSUES: POVERTY**



**Name:**

\_\_\_\_\_

**Form:**\_\_\_\_\_

**You should attempt as many of the tasks as you can.**

**You are working at National curriculum level 5-8.**

**This work represents up to 15 hours of study over a period of three weeks.**

**The work can be word processed or hand written.**

**Remember to ask your Geography teacher if there is anything that you don't understand.**

**How can we solve the problem of World Poverty?**

## Section 1

### Sleeping Rough in London



**Read** the extract below which tells the story of a teenager, who runs away from home to live in London. Ending up homeless on the streets of London, this 16-year-old feels he has become an invisible outcast.

'If you think sleeping rough's just a matter of finding a dry spot where the fuzz won't move you on and getting your head down, you're wrong. Not your fault of course – if you've never tried it you've no way of knowing what it's like, so what I thought I'd do was sort of talk you through a typical night...

So you pick your spot. Wherever it is (unless you're in a squat or a derelict house or something) it's going to have a floor of stone, tile, concrete or brick. In other words, it's going to be hard and cold. It might be a bit cramped too – shop doorways often are. And remember, if it's winter you're going to be half frozen before you even start. Anyway you've got your place, and if you're lucky enough to have a sleeping bag you unroll it and get in. Settled for the night? Well maybe, maybe not...

...You could be peed on by a drunk or a dog. Happens all the time – one man's bedroom is another man's lavatory. You might be spotted by a gang of lager louts on the lookout for someone to harm. That happens all the time too, and if they get carried away you can end up dead. There are the guys who like young boys, who think because you're a dosser you'll do anything for dosh, and there's the psycho who'll knife you in the back for your pack.

So, you lie listening. You bet you do. Footsteps. Voices. Breathing, even. Doesn't help you sleep.

Then there's the bruises. What bruises? Try lying on a stone floor for half an hour. Just half an hour. You can choose any position you fancy, and you can change position as often as you like. You won't find it comfy, I can tell you. You won't sleep unless you're dead drunk or zonked on downers. And if you are, and do, you're going to wake up with bruises on hips, shoulders, elbows, ankles and knees – especially if you're a bit thin from not eating properly. And if you do that for six hours a night for six nights you'll feel like you fell out of a train. Try sleeping on concrete then.

And don't forget the cold. If you've ever tried dropping off to sleep with cold feet, even in bed, you'll know it's impossible. You've got to warm up those feet, or lie awake. And in January, in a doorway, in wet trainers, it can be quite a struggle. And if you manage it, chances are you'll need to get up for a pee, and then it starts all over again.

And those are only some of the hassles. I haven't mentioned stomach cramps from hunger, headaches from the flu, toothaches, fleas and lice. I haven't talked about homesickness, depression or despair... how it feels to know you're a social outcast in fact, a non-person to whom every ordinary activity is closed.

So. You lie on your bruises, listening. Trying to warm your feet. You curl up on your side and your hip hurts, so you stretch out on your back so your feet stay cold and the concrete hurts your heels. You force yourself to lie still for a bit, thinking that'll help you drop off, but it doesn't. Your pack feels like a rock under your head and your nose is cold. Can you stop listening now, or could someone still come? Distant chimes. You strain your ears, counting. One o'clock? It can't be only one o'clock, surely? I've been here for hours. Did I miss a chime?

...Chimes again. Quarter past. Quarter past one? I don't believe it. And so it goes on, hour after hour. Now and then you doze a bit, but only a bit. You're so cold, so frightened and it hurts so much that you end up praying for morning even though you're so dog-tired – even though tomorrow is certain to be every bit as grim as yesterday.

And the worst part is knowing you haven't deserved any of it.'

Adapted from *Stone Cold* by Robert Swindells  
(Hamish Hamilton, 1993).

**TASK 1: Write** a list of different points of view that people have about young people who sleep rough.

**TASK 2:** What is your attitude towards the teenager in this story? Give reasons

Everyone has a need for basic things like food, clean water, a home, education, health care etc.

**TASK 3:** In this country, most people do have these things, but what do you think we should do about those people who don't have them?

**TASK 4:** Research and produce a brief report (about 1 side of A4) on the work of a charitable organisation that helps homeless people to find a home e.g. Shelter.

## Section 2

### Malawi: The Poverty Cycle

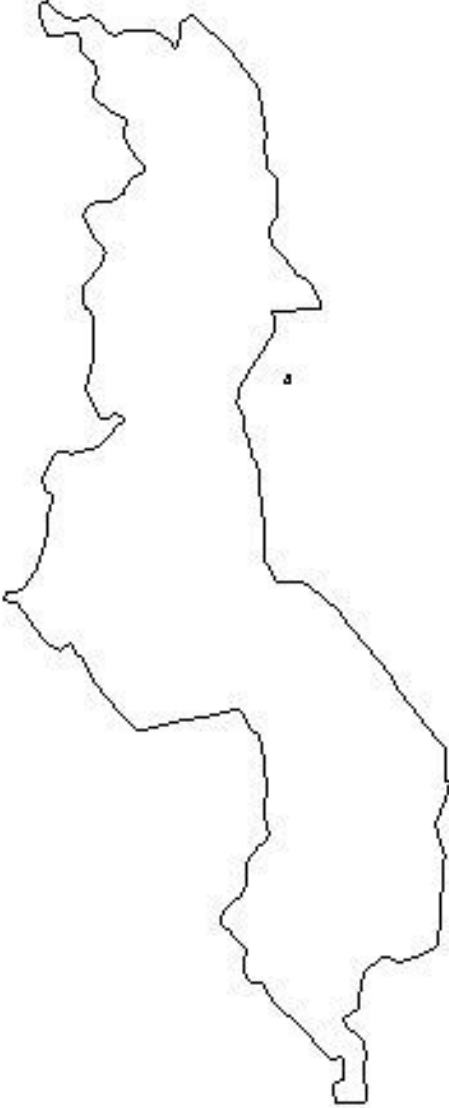
**The Poverty Cycle** is when poor families become trapped in poverty for generations. Because they have no access to important services, such as education and money, their children and their grand-children remain poor for generations.

Living in poverty isn't just a problem for some people in the UK.

**Malawi** is a poor country in **Africa**. Find where it is using an atlas or visit [www.geography.about.com](http://www.geography.about.com).

**TASK 1:** Produce a description or fact-file with at least 10 facts about Malawi.

**TASK 2:** Using the outline map below to mark on the main features of the country.

	<p><b>Draw</b> on the outline of the 3 main lakes: <b>Nyasa, Malombe &amp; Chilwa</b></p> <p><b>Shade</b> the lakes in light blue</p> <p><b>Shade</b> the rest of Malawi in yellow</p> <p><b>Mark on and label</b> the following features:</p> <p>The neighbouring countries of <b>Tanzania, Mozambique, &amp; Zambia</b></p> <p>Capital city: <b>Lilongwe</b></p> <p>8 other main towns: <b>Karonga, Mzuzu, Nkhata Bay, Nkhotakota, Chipoka, Monkey Bay, Zomba, Blantyre</b></p> <p><b>Draw</b> a North Arrow</p> <p><b>Cut out the map</b> and <b>stick</b> it into your project</p>
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## Solving the Cycle of poverty in Malawi

**Read** about one idea that has worked well for poor people who live off the land in Malawi

### ‘The Loan a Cow Scheme’



‘In Malawi many families are living in hardship. Every day is a struggle for survival. And it’s hardest of all for women who have just lost their husbands. Margaret has seen her husband and neighbours killed in a country torn apart by years of civil war. They do all they can to put food on the table, but often that is just not enough.

Aid to Margaret living in an African community came in a surprising form. To a family in need, just one cow made all the difference. Margaret remembers how hard it was before she got her first cow from the scheme. Already desperately poor, she faced the daily struggle simply to survive. If the crops failed, her children would often go to bed hungry.

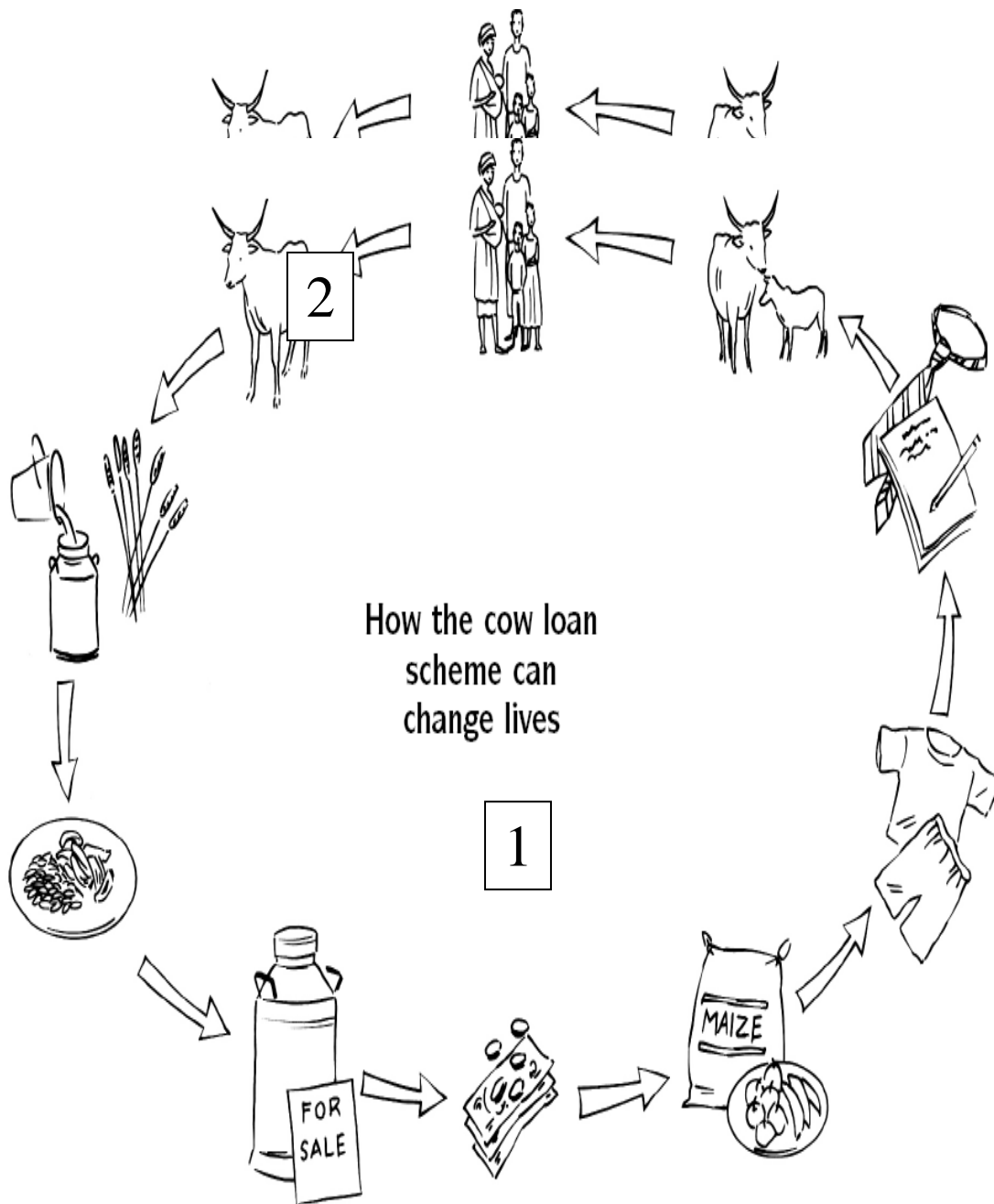
The cow loan scheme is a simple idea. But it can have a dramatic impact on hundreds of families. It works by giving cows to those families in greatest need. Margaret was given a loan – not of money, but of one cow. And by ‘recycling’ these cows, the women’s lives have been changed forever. Margaret gets about 8 litres of milk a day from her cow. The milk that the cows produced meant Margaret’s children had nourishing milk to drink, greatly improving their health. She has enough to keep some for herself, and sell the rest. With the money she makes, Margaret can buy food and basic items that make such a difference – like soap and salt. All thanks to one cow!

The cows produced manure, which Margaret used to fertilise her small plot of land, improving the quality and quantity of her crops. And, with enough food left over to sell, Margaret then had more money to pay for basic necessities like clothes, medicines and schooling for her children. When the cow gives birth the loan is repaid, and the calf is passed on to another family. And so on. Margaret was then able to keep the cow she had originally been given. Most importantly of all, she didn’t need help any more. Margaret’s cows were then lent to another village association and so helped even more people.’

**TASK 3: Cut out the diagram below and stick it into your project.**

**Complete** the diagram by adding the labels to show how the 'Loan a Cow Scheme' works:

- 1) A steady income from the milk
- 2) Family is given a cow from the loan scheme
- 3) Money to clothe the family
- 4) Improved diet for family from crops and milk
- 5) Female calves are returned to the scheme so another family can benefit
- 6) A family in need
- 7) Milk sold at the market
- 8) Enough money to buy food if crops fail
- 9) Cow produces milk and manure which is good for the crops and soil fertility
- 10) Can now afford pens, paper and school uniforms so children can go to school



TASK: Produce a report on 'The Cycle of poverty in Malawi' (1 side A4)

Find out more about the 'The Cycle of Poverty' in Malawi from the websites:  
[www.everychild.org.uk](http://www.everychild.org.uk) and [www.thp.org](http://www.thp.org) (the Hunger Project in Malawi)

How are charities like 'EveryChild' trying to help orphan children in Malawi?

What is the Hunger project trying to do to improve food security and/or health and hygiene? (Find out more about Community food Banks)

### **Section 3**

#### **Using Fair-Trade schemes to solve the Cycle of Poverty**

TASK: Find out about a scheme that is being used to help poor people out of poverty in another country:

For example: The Fair Trade Scheme for coffee producers in Uganda

or cocoa in Southern Belize

or rice in Northern India etc.

Visit: [www.fair-trade.org.uk](http://www.fair-trade.org.uk) and follow links to 'Producers'  
(or use a similar web-site)

Present a report on how your chosen scheme works.

Try to include maps of the country where the scheme is working. Also include diagrams, pictures and text. (It should be about 2 or 3 sides of A4)

### **SECTION 4:**

#### **CYCLONE DISASTER IN BANGLADESH**

**Read the text below to learn about cyclones:**

#### **Information on cyclones in Bangladesh**

A cyclone is one of a tropical storm (also called hurricanes, typhoons, or whirlwinds) that develop over warm tropical oceans and have sustained winds of 74 miles per hour.

Not only are the winds dangerous but they blow on the water from the sea, creating the problem called a storm surge and huge waves. Water can rise as high as thirty feet and floods can occur up to 30 miles inland. Cyclones destroy people's livelihoods. In 1991, 1 million cattle were killed and 380,000 hectares of crops were destroyed. Most people in Bangladesh live in houses that are strong enough to survive the floods.

# Dealing with Disasters: When Disaster strikes

**TASK:** Imagine that you are in charge of the relief operation in Bangladesh and you have just arrived at the scene of the flood disaster. Below are some decisions. Decide whether they are **right or wrong** and **TICK THE BOX** and **give your reasons**

1: Immediately you receive the news of the disaster, you send out an urgent appeal for doctors, nurses, and other medical staff.  **Right**  **Wrong**

**REASON:** .....

2: Through the press and TV, you ask people in Britain not to collect and send medicines, clothing and equipment.  **Right**  **Wrong**

**REASON:** .....

3: The top priority must be gathering and disposing of dead bodies, because there is a danger that they will cause infectious diseases.  **Right**  **Wrong**

**REASON:** .....

4: It is best to house people as close as possible to their own homes, rather than in resettlement camps.  **Right**  **Wrong**

**REASON:** .....

5: Food is a top priority after a major disaster, otherwise people will starve.  **Right**  **Wrong**

**REASON:** .....

6: When there are limited food supplies, the young and the old should be given food first.  **Right**  **Wrong**

**REASON:** .....

7: When disaster strikes the people who live in the area should take care of their own family and belongings first.  **Right**  **Wrong**

**REASON:** .....

8: You ask the police and the army to guard homes, shops, and factories. This will stop people from stealing things while the owners are not there.  **Right**  **Wrong**

**REASON:** .....

9: Even weeks after the disaster you must expect things to be far from back to normal. Most services will not be running properly.  **Right**  **Wrong**

**TASK: Produce a report on the most important things that need to be done when a disaster strikes a poor country.**

**You should link it top a real life situation e.g. The Indian Ocean tsunami**

## Dealing with Disasters



**A cyclone shelter in Bangladesh**

This cyclone shelter was built in 1992. It is used by people who live within about five kilometres of it. It is open to anyone who wishes to come.

As you can see, this shelter is definitely the strongest building in the area! It is made from solid concrete and its foundations are 11 feet deep. The rooms upstairs rest on strong concrete pillars. Sometimes in a cyclone there are huge waves of water. In this shelter, the water rushes underneath the building and people stay protected above.

The shelter is shaped like two sides of a triangle, facing into the wind. To come in everybody climbs the staircase at the back. It's slightly more sheltered from the wind there. Railings help people climb if winds are very strong.

Upstairs there are two large rooms -- one for men, and another for women and children. There are bars on the windows, and metal shutters, but no glass in case it breaks. There is a water supply and toilets, but these are downstairs. Last year the cyclone shelter was used three times when there were cyclone alerts -- once in May, and twice in November. Luckily these cyclones did not actually strike this area. The last to actually hit was on 29th April 1995. Seven hundred people sheltered here. They started to arrive at about 5pm and the cyclone hit at 10pm. It was at its most serious at 1am and people started to go home the next morning. Only the older, or injured people stayed on. Because people knew about this shelter and could take refuge here, only 12 people in the area died during that cyclone.

When the cyclone shelter is not being used to provide safety, it is used for other purposes. Some are used as schools. This shelter is used as a public space where marriage ceremonies can be conducted, or disputes settled. It is also used as a vaccination centre for children."

**A cyclone shelter in Bangladesh** The picture on the previous page shows a cyclone shelter in Bangladesh. It has a number of special features.

**TASK:** Produce a report on the special features that make it strong and safe for the people. Explain how and why it makes a difference to their lives.

**TASK:** Find out how richer countries like the UK and the United States help poor countries that are suffering hunger and famine. Again you should link this to a real life example e.g. Hunger and famine in East Africa: Ethiopia & Sudan

# Extended Learning Project: Assessment

## Pupil Self-Assessment:

What did you enjoy the most and why? .....

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What do you think you have learnt? .....

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What did you find difficult and why? .....

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## Teacher Assessment:

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Your Target:.....

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