

## Standard 2.1: Content and teaching strategies of the teaching area

### EDSS428: Assignment One

#### *Teaching the issue of Poverty in the Primary Humanities Classroom.*

The contemporary issue that I have chosen is poverty, particularly the way it deprives many people around the world of basic human needs. Sarlo (1996) and Ross et al. (1994) cited in Akindola (2009) defines poverty as the “deprivation of economic resources that are required to meet the food, shelter and clothing needs necessary for physical well-being” (p.123). The World Bank (1992) cited in Akindola (2009) indicates that “people are considered as poor if their standard of living falls below the poverty line, that is, the amount of income (or consumption) associated with a minimum acceptable level of nutrition and other necessities of everyday life” (p. 123). Primary students should learn about relevant issues that occur in their local community, on a national level and on a global scale so that they are able to have an understanding of the world in which they live in (Reynolds, 2014).

The issue of poverty can be best explored through the teachings of Humanities. Reynolds (2014), states that teaching Humanities enables students to understand the world around them; it also assists in building knowledge, facts and skills that empower them to make educated choices. Gilbert & Hoeppe (2011) indicates that students should be provided with opportunities to make ethical decisions that develop a world that is fair and full of peace. Teaching Humanities helps students become active, involved citizens that have an understanding of the world. Learners of Humanities must be self-directed, flexible, creative and collaborative. Students must have complex thinking skills and be reflective (Reynolds, 2014). Poverty is a critical issue for young children to learn as many people around the world are being deprived of necessities to live a healthy life, such as shelter, food, clothing, clean water and an education. This issue needs to be exposed to students so they are aware of the world they live in. Teaching this issue develops student’s critical thinking skills, it encourages students to become active members of their society and to consider possible solutions for the future to reduce poverty. Teachers need to make students aware that only global collaboration can help reduce poverty (Education Services Australia, 2016).

**Comment [JV1]: Demonstrate knowledge and understand of the topic.**

It is vital that teachers research and have knowledge about the topic/content they are going to teach before teaching it to students.

The more knowledge a teacher has for a topic the more they can give to the students. This also helps teachers plan meaningful and positive learning experiences for students.

**Comment [JV2]:** Teachers need to make links with everyday life. This is important so that students are able to identify how it is connected to our world.

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Poverty is a critical issue that faces global, national and local communities. There are many reasons that lead to poverty that students need to be aware of such as a lack of individual responsibility, high unemployment, unfair government policy, agricultural issues, war and political instability, discrimination and social inequality, national debt and natural disasters. At a global level, many people that face poverty don't have access to clean drinking water and often go without food for several days. This leads to many health issues including malnutrition, malaria and dysentery (Outreach international, 2016). World Bank (2016) states that "in 2012, 12.7 percent of the world's population lived at or below \$1.90 day". Teaching this issue promotes critical thinking and allows them to pose questions regarding their family's lifestyle.

Despite Australia being considered 'the lucky country', it is not susceptible to poverty. Australian Council of Social Service (2016) indicates that in 2014 there were approximately "2.5 million people or 13.9% of all people living below the internationally accepted poverty line". Due to record increases in unemployment, house prices, housing costs and the cost of living many people in Australia struggle to pay for basic needs (Australian Council of Social Service, 2014). Statistics show that due to these factors approximately 100,000 people are homeless in Australia each night (Mission Australia, 2016). Students need to be made aware that poverty does not only affect people from less fortunate countries. Similarly, on a local level, both unemployment, house prices have increased over the years. Vedelago (2010) states that the cost of renting a house or unit has also become more costly by approximately 5%. This means that tenants are forced to spend over 70% of their income, just to keep a roof of their families head.

The issue on poverty corresponds with the Humanities subjects Geography, Civics and Citizenship and Economics and Business. The Geography curriculum can help students learn about the issue of poverty as it presents students with opportunities to explore characteristics of places. This helps students become more curious and allows them to gain diverse knowledge about different countries. The Victorian Curriculum (2016) states that "students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future" (pp. 26). According to the Victorian Curriculum (2016), under the Geography strand students in levels 3 and 4 need to look at the diverse characteristics of countries around the world, including those in our region. They

**Comment [JV3]:**

It is vital that teachers have knowledge about the content they are teaching to students so they can plan engaging activities.

The more information teachers know the more information they can provide to students.

**Comment [JV4]:** Teachers need to be able to link the content to the Victorian Curriculum.

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should be able to identify the differences and similarities between these places and the lives of the people that live there. In levels, 5 and 6 students need to explain the characteristics of places from local and global scales. This will help them gain knowledge of the differences in the economic, demographic, social and cultural characteristics of various nations around the world. This is relevant to the issue of poverty as students can look at developed, undeveloped and developing countries and identify what the differences between each country are. It also enables students to identify what countries have or do not have and how it may cause poverty.

The issue of poverty can also be explored through the Victorian Curriculum: Civics and Citizenship. According to the Victorian Curriculum (2016), in levels 3 and 4 students should be able to identify features of the government, their role and how decisions that are made affect communities. In the senior years of primary school, students should be able to identify the roles and responsibilities of the three levels of government. Furthermore, students should gain an insight into the rights and responsibilities of citizenship and how to participate in society on a local, national and global scale. Students also explore contemporary issues and identify possible solutions to help address these problems. Through the civics and citizenship domain, students are able to understand that the government plays a major role in addressing poverty in the country it governs. I believe students need to realise the importance the government has in providing us with services such as healthcare, education, infrastructure, defence, water, financial security and amenities. By exploring this contemporary issue to students, it encourages students to take action and helps them become active global citizens.

The modern-day issue of poverty can also be explored through Economics and Business. Through this subject, students are able to gain an understanding of how families, individuals, workers, communities and governments decide on how to allocate resources. Students are able to understand the importance of decision making in Economics and Business at a local, national, and global level and what the outcome of these decisions are on people and the community (Victorian Curriculum, 2016). Students will be able to develop the skills of interpreting, reasoning and problem solving when exposed to contemporary economic and business issues such as poverty. According to the Victorian Curriculum (2016), at level 5 and 6 students are able to recognise the difference between needs and wants and understand that choices need to be made in order to allocate resources. They recognise that the choices we make will affect themselves, their family and

the wider community. Students also learn about the purpose and importance of work. It is vital that students learn that choices need to be made and that work is important to help reduce poverty.

Teaching Strategy / Activity	Assessment Strategy	Effectiveness and relevance
<p><b>K-W-L Chart</b></p> <ul style="list-style-type: none"> <li>- Students will work in groups of four to complete the k-w-l chart (know, wonder, learn).</li> <li>- Students will be able to explore a range of websites to scaffold learning and to assist students in completing the 'L' column.</li> </ul> <p><u>Websites students can use:</u></p> <p><a href="https://www.worldvision.com.au/global-issues/work-we-do/poverty">https://www.worldvision.com.au/global-issues/work-we-do/poverty</a></p> <p><a href="http://acoss.wpengine.com/poverty-2/">http://acoss.wpengine.com/poverty-2/</a></p> <p><a href="http://www.worldbank.org/en/topic/poverty/overview#2">http://www.worldbank.org/en/topic/poverty/overview#2</a></p>	<ul style="list-style-type: none"> <li>• Teachers are able to look at the students 'K' column to find out what students prior knowledge is. This will help teachers plan engaging, purposeful lessons / activities. Reynolds (2014), states that teachers should assess student's prior knowledge before teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• K-W-L charts are an effective graphic organiser that helps students organise their information. This can be used when introducing a topic and to activate prior knowledge.</li> <li>• Students are able to add information to the 'L' column. This is a place where students can reflect on what they have learnt about a topic.</li> <li>• Working in groups help</li> </ul>

**Comment [JV5]:** Teachers need to know and use appropriate teaching strategies of the teaching area.

Teaching strategies are effective as they help students actively engage with the content, learn basic skills and facts and construct meaning.

**Comment [JV6]:** Many teaching strategies help students explore pre-existing knowledge and build on what they know.

		<p>foster rich discussions and help students learn from one another.</p> <p>(Facing History and Ourselves, 2016).</p>
<p><b>Think, Pair, Share</b></p> <p><b>Needs and wants activity.</b></p> <p>The aim of this activity is for students to think about what things they need in order to have a fulfilling life. Students will have to identify the difference between needs and wants.</p> <p>Students will work in a pair. Each pair will be given a set of cards that have needs and wants on them.</p> <p>Students will then have to organise which items are needs and which are wants.</p> <p>Once students have categorised them, they have to put the needs from most important to least important.</p> <p>Students will then pair up with</p>	<ul style="list-style-type: none"> <li>Teachers will take observation notes on group discussions and on student's arrangements of needs.</li> <li>Teacher may question students to identify their reasoning and thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Think Pair Share is an effective teaching strategy that builds confidence, participation and helps facilitate rich discussions.</li> <li>The strategy gives students an opportunity to share their ideas with one another and learn from one another.</li> </ul> <p>(Facing History and Ourselves, 2016).</p>

**Comment [JV7]:** Many teaching strategies actively involve participants and stimulate peer group learning.

Students are able to listen to diverse views and perspectives, share ideas and learn from one another.

**Comment [JV8]:** Teaching strategies promotes development of critical thinking and promotes higher levels of thinking (application, synthesis, evaluation).

<p>another pair and compare their choices. Students will need to discuss why they arranged their needs the way they did.</p> <p><b>Needs:</b> Clean water, food, education, safety, belonging, shelter, a government, love.</p> <p><b>Wants:</b> TV, laptop, iPad, fashionable clothing, phones, cars, lots of money.</p>		
<p><b>Graffiti Board</b></p> <p>Students will first watch the following YouTube videos.</p> <p><a href="https://www.youtube.com/watch?v=tXpm7xDRWk4">https://www.youtube.com/watch?v=tXpm7xDRWk4</a></p> <p><a href="https://www.youtube.com/watch?v=RCT5HsUi7VE">https://www.youtube.com/watch?v=RCT5HsUi7VE</a></p> <p>Teacher puts the following statement on the board.</p> <p>“Many people in our world live on less than \$1.00 a day.”</p> <p>Students will be given 3 sticky notes each and will have to write a</p>	<p>Assessment will take place through observation on student’s comments and discussions.</p> <p>Teacher may also like to take anecdotal notes.</p>	<p>Graffiti board is an effective teaching strategy where students are able to engage in written discussion. Graffiti boards promote many class discussions and enables students to read and listen to others ideas.</p> <p>(Facing History and Ourselves, 2016).</p>

**Comment [JV9]:** Teaching strategies actively involve learners in higher levels of thinking. They also provide students with opportunities to pose questions.

<p>comment on each. This could be wonderings, statements, questions... etc.</p> <p>Once everyone has written on the graffiti board, students will then be asked to summarise what they see on the board or what they notice.</p>		
<p><b>Jigsaw – Developing Community and Disseminating knowledge.</b></p> <p>Students will get into groups of 4-5 and create a PowerPoint on an organisation that works towards reducing poverty. (Caritas Australian, Care Australia, Australian Aid, World Vision, Oxfam Australia, UNICEF Australia).</p> <p>Students will have to find information on the organisation, what the organisation does to reduce poverty and any other relevant information.</p> <p>Students will be given an opportunity to share their presentation with the class.</p>	<p><b>Self – assessment</b></p> <p>In groups, students will have to assess their presentation by using the rubric the teacher has made.</p> <p>Reynolds (2014), indicates that teachers should “encourage self-assessment and goal setting” (p.267).</p>	<ul style="list-style-type: none"> <li>• By using ICT students will be engaged in their learning. ICT is an effective way to present information.</li> <li>• The aim of this strategy is for students to read and collect relevant information.</li> <li>• Students become experts in an area and then have to share their information to a group.</li> </ul> <p>(Facing History and Ourselves, 2016).</p>

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I believe before teaching the issue, teachers need to have a broad understanding of the topic, and should be able to link it to the Victorian Curriculum. Teachers also need to find appropriate teaching and learning strategies that meet the needs and learning styles of all students within the classroom. It is vital that teachers cater for Gardner's multiple intelligences as students learn and think in different ways, such as bodily/kinaesthetic, visual/spatial, musical/rhythmic, intrapersonal and interpersonal (Reynolds, 2014). Before planning lessons/ activities for students, teachers should consider Blooms Taxonomy, as it helps move students from lower order thinking to higher order thinking (Reynolds, 2014).



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