

NAME:

# Liveability and Poverty

## ACTIVITY 1 – ASPECTS OF LIVEABILITY

Use the table below to list all of the things that increase and decrease the liveability of places.

THINGS THAT INCREASE LIVEABILITY	THINGS THAT DECREASE LIVEABILITY



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## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES

For each of the following images, write a brief description of what you can see in the picture and what you think is happening. Next, identify any positive and negative aspects of liveability that can be seen in the picture.



POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY

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## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES



POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY

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## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES



POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY

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## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES



POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY



# Teacher Guide – Liveability and Poverty

## ACTIVITY 1 – ASPECTS OF LIVEABILITY

Use the table below to list all of the things that increase and decrease the liveability of places.

THINGS THAT INCREASE LIVEABILITY	THINGS THAT DECREASE LIVEABILITY
Housing affordability	Extreme climates
Employment opportunities	War/conflict
Efficient public transport	Pollution
Human Rights	Crime
Adequate healthcare	Noise
Access to education	Traffic
Environmental quality	Unsuitable housing
Freedom	Low supply of food and water
Safety	Isolation

# Teacher Guide – Liveability and Poverty

## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES

For each of the following images, write a brief description of what you can see in the picture and what you think is happening. Next, identify any positive and negative aspects of liveability that can be seen in the picture.



This image is from Dhaka, the capital city of Bangladesh. It shows rows of slums built alongside a train line. Many families can be seen walking along the train tracks. The buildings look to be of poor quality and the ground is dirty, with large amounts of litter.

POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY
Social connections	Poor Housing
Adequate clothing	Litter
Public transport (train)	Crowded
	Noise
	Safety – next to a train line

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## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES



This image shows an open-air school in Kenya. There are around 15 children in the picture and a teacher standing next to a blackboard. There are a number of wooden tables and chairs and the lesson is taking place under a tree in a dirt field.

POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY
Access to education Social relationships	Lower quality of education Extreme climates (seen by the lack of vegetation) Lack of infrastructure

# Teacher Guide – Liveability and Poverty

## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES



This image is from Kenya. It shows two young boys (primary school age or below) who appear to be collecting water from a small stream next to the dirt road. There are a number of poorly constructed houses that can be seen in the background.

POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY
Community – perhaps working together as seen with the two boys Adequate clothing	Low supply of water/unclean water Poor Housing Lack of infrastructure (dirt roads) Health (dirty water)

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## ACTIVITY 2 – POVERTY STRICKEN COMMUNITIES



This image shows the slums in Caracas, the capital of Venezuela. There are a large number of houses built in a very small area. The houses appear to be built into a hillside.

POSITIVE ASPECTS OF LIVEABILITY	NEGATIVE ASPECTS OF LIVEABILITY
Shelter	Crowded Low quality housing Noise Safety (many people close by, possibility of landslides etc.) No privacy

## ACTIVITY 3 – POVERTY AND LIVEABILITY

Student responses to the questions in this section will vary. It provides a good opportunity to generate class discussion about what criteria/factors students are using to decide on liveability.