

Economic and
Management Sciences

Unit 1

Inequality & Poverty

**Learner Activity
Book**

ACTIVITIES FOR INEQUALITY AND POVERTY

Content:

- Definition of concepts: inequality and Poverty
- Discussing the causes of socio-economic imbalances
- Discussing the reasons for inequality in South Africa Explaining how education and skills could be used to fight inequality and injustice
- Describing the urban and rural challenges
- Discovering how SA is creating sustainable job opportunities

Sustainability Related topics: Creating sustainable job opportunities

Important Words

Inequality, Poverty, Inclusive growth, Unemployment, Integrated sustainability, Rural development, Urban

Aims and Objectives

By the end of the lesson/s learners will be able to:

- Define all the relevant concepts
- Discuss the causes of socio economic imbalances and the reasons for inequality in South Africa and how we can try overcome this injustice
- Identify sustainable job opportunities

You will see these icons next to the activities. This is what the icons mean:



Activity



Group activity



Suggested assessment



Single learner activity

Suggested Assessment Ratings

Rating code	Description of competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

ACTIVITY H

Name of Learner/Group:

Grade:

Duration:

Start Date:

End Date:



Activity H.1



Group work or single learner activity

After watching the following video/s. Answer the questions that follow.

1. South Africans struggle to eradicate poverty
<https://www.youtube.com/watch?v=WueibbR28b4>
2. Trevor McDonald: Return to South Africa | White poverty after the apartheid | ITV
<https://www.youtube.com/watch?v=YM4BE14pAgo>
3. A large number of South Africans live in extreme poverty
<https://www.youtube.com/watch?v=vBc1T6SZ0-o>
4. South Africa documentary living in Johannesburg
https://www.youtube.com/watch?v=Nt09_8wurpY

Answer the following questions

In groups discuss your thoughts and impressions of what you have seen.

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Do you think there is equality and poverty experienced in these video clip(s)? Discuss

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What can people, communities and government do to change or improve the lives of people?

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Name of Learner/Group:

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Activity H.2



In your groups choose 2 statement/s and the discuss the following questions and provide feedback.

Discussion in groups

1. Describe your feelings when you read the statement.

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2. Explain the life of the person who is experiencing poverty.

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3. Choose 3 to 5 words from the statement to describe poverty.

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The following statements represented on the next page is an extract from the World Bank Report 2018

<https://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1124115102975/1555199-1124115187705/ch2.pdf>

Don't ask me what poverty is because you have met it outside my house. Look at the house and count the number of holes. Look at my utensils and the clothes that I am wearing. Look at everything and write what you see. What you see is poverty.

— **A poor man, Kenya 1997**

When I leave for school in the mornings I don't have any breakfast. At noon there is no lunch, in the evening I get a little supper, and that is not enough. So when I see another child eating, I watch him, and if he doesn't give me something I think I'm going to die of hunger.

— **A 10-year-old child, Gabon 1997**

I used to never worry about my illiteracy and the fact that I was not able to send my children to school, as long as we had something to eat. But now . . . I realize that my children are in trouble for life because they cannot get any decent job if they don't know how to read and write.

— **Swaziland 1997**

One farmer's family has worked for a family for three generations, hard physical labor every day. This man has worked since his birth for the same farmer but has nothing, no savings, not even a bicycle. These people can afford nothing but survival.

— **South Africa 1998**

It's the cost of living, low salaries, and lack of jobs. And it's also not having medicine, food and clothes.

— **Brazil 1995**

Poverty is humiliation, the sense of being dependent on them, and of being forced to accept rudeness, insults, and indifference when we seek help.

— **Latvia 1998**

Your hunger is never satiated, your thirst is never quenched; you can never sleep until you are no longer tired.

— **Senegal 1995**

Poverty (is) inherited. If you were born to a poor father, he cannot educate you and cannot give you any land, or very little land of poor quality; every generation gets poorer.

— **Uganda 1998**

If one does not own land, a house, household property, or domestic animals, then the person is considered to be poor.

— **Uganda 1998**

"Poor people care about many of the same things all of us care about: happiness, family, children, livelihood, peace, security, safety, dignity and respect."

"We're ashamed of our poverty. We have been forced to be ashamed. But the misery goes away in the evening when I watch my children sleeping. I can see only them, and I weep. This way they never see my tears.

"Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not being able to go to a school, not knowing how to read, and not being able to speak properly. Poverty is not having a job, is fear for the future, living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom."

Name of Learner/Group:

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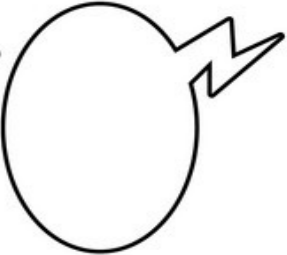
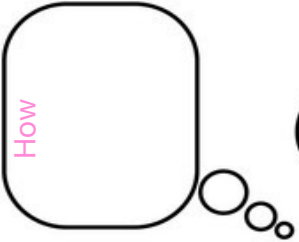

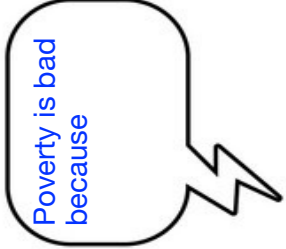

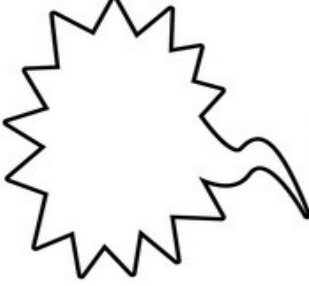



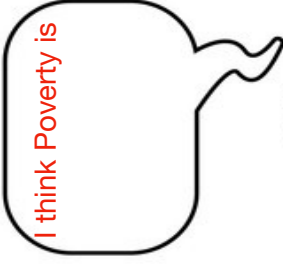

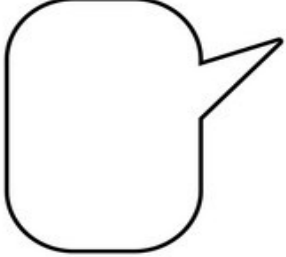
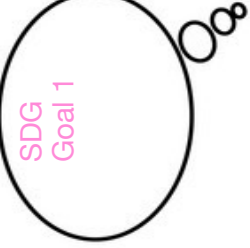
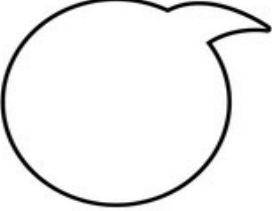
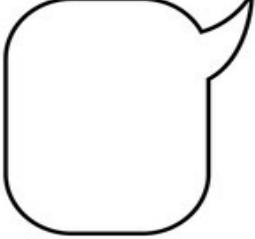
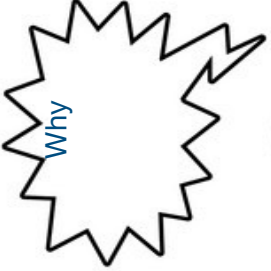





Activity H.3



Write a short article describing your views of what "Poverty is".

Plot your thoughts in the speech bubble below before writing your article

ACTIVITY J

Name of Learner/Group:

Grade:

Duration:

Start Date:

End Date:



Activity J.1



Group work

Prepare a presentation on Education and Skills. The presentation may be completed on chart paper or an electronic presentation may be done.

In your group discuss the following questions and record your discussion and include in your presentation. Be creative in your feedback.

1. What is a good education?

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2. What is a bad education?

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3. What are the advantages of a good education?

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4. Is it important that all persons are developed in some form of skill?

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5. What are the important skills that people should have?

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ACTIVITY K

Name of Learner/Group:

Grade:

Duration:

Start Date:

End Date:



Activity K.1



Individual task

Choose pictures on urban and rural areas. Write TWO sentences for each picture on the following headings:

1. Challenges

2. Impact on the environment

The following aspects may be considered: Land, Housing, Basic services, Employment, Industrialisation, Infrastructure, Cost of living, Health, environmental issues.

URBAN PICTURE

Aspects to consider	Challenges	Impact on Environment
Land : Urban		
Housing		
Basic Services		
Employment		
Industrialisation		
Infrastructure		
Cost of living		
Health		
Environmental Issues		

RURAL PICTURE

Aspects to consider	Challenges	Impact on Environment
Land : Urban		
Housing		
Basic Services		
Employment		
Industrialisation		
Infrastructure		
Cost of living		
Health		
Environmental Issues		



ACTIVITY L

Name of Learner/Group:

Grade:

Duration:

Start Date:

End Date:



Activity L.1



Group task

After watching the video and reading the extract below, answer the following questions that follow and report back to the class:

“The issue of youth unemployment in South Africa has picked up momentum and number released by Stats SA now stands at 55.2%.

Youth Employment Service (YES) Chief Executive Tashmia Ismail-Saville says the country needs to create an environment where jobs can be sustainable.

Her comments come after Stats SA released a report stating that youth (15-24 years) unemployment now stands at 55.2%.

Corrin Varady from IDEA Digital Education says South African students don't have foundational content, knowledge and skills. She was emphasising the challenges faced by the education system in the country.

He says the country has lack of digital literacy, making it difficult to produce proper

- Write FIVE or more sentences on education, youth employment and sustainable job creation.

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- In groups discuss: What is the relationship between good quality education and sustainable job creation in South Africa?

