

Effects of poverty and inequality on health

Module	Subjects	Materials	Classroom setting
Module 1 <i>Basic approach</i> (100')	Students are introduced to the UN and the SDGs Students are introduced to the project and its work plan	Teacher's PPP / handouts https://www.verdensmaalene.dk/www.oekolog.at/static/fileadmin/oekolog/SDGs/GlobalGoalsComic.pdf www.sdgwatch.at/de/ https://17ziele.de/ziele/4.html www.youtube.com/watch?v=M-iJM02m_Hg www.youtube.com/watch?v=9-xdy1Jr2eg	Individual classroom
Module 2 <i>Establishing contact</i> (100')	Students elaborate video-presentation of school, class (and country) for partners Ice-breaker activity: Austrian and Danish stereotypes Presentation of school, class (and country) in shared classroom, getting to know each other	Elaborated videos and presentations	Preparation in individual classroom Shared classroom to get to know each other
Module 3 <i>Getting in touch with "our" SDGs</i> (100')	Students of both countries form 3 (6, if there are a lot of students) groups. Every group is responsible for one of the chosen SDGs (1, 3 and 10) and prepares a short speech or presentation to underline why "their" goal is that important (both, academic and personal-individual approach, possible)	If necessary, short educational videos (youtube, e.g.) to present the single SDGs.	Shared classroom (breakout-rooms)

<p>Module 4</p> <p><i>Definitions and status</i></p> <p>(150')</p>	<p>Students create a post-it wall with their very personal (non-academic) definitions of “poverty”, “wealth” and “inequality”, “discrimination”</p> <p>Students do some research work on academic definitions of poverty and inequality, identify highly affected groups and effects on society and health.</p> <p>Students do some research work on the SDG status on poverty and inequality in Denmark/Austria.</p> <p>Students meet up in a shared classroom to share and compare their results and to comment on the country’s SDGs status.</p>	<p>Danish documentary „En syg forskel“ Statistics on doctors’ visits and medicine expenditures for different social groups</p> <p>https://www.dst.dk/da/Statistik/Sdg https://dashboards.sdgindex.org/ www.statistik.at/web_de/statistiken/internationales/agenda2030_sustainable_development_goals/un-agenda2030_monitoring/index.html</p>	<p>Individual classroom</p> <p>Shared classroom</p>
<p>Module 5</p> <p><i>Welfare models</i></p> <p>(100')</p>	<p>Introduction to different types of welfare models and the impact on poverty and inequality of the models.</p> <p>Comparison of the welfare models in our two countries in a shared classroom. Share of personal experiences with the welfare system.</p>	<p>Kureer, Henrik: <i>International Økonomi</i>, Systeme, 2018 – chapter 8 “Velfærdsstaten” (The Welfare State)</p> <p>Welfare models (“Der Sozialstaat” by Friedrich-Ebert-Stiftung) in easy language</p>	<p>Individual classroom</p> <p>Shared classroom</p>
<p>Module 6</p> <p><i>Living with or without poverty – Ways into and out of poverty</i></p>	<p>Students (in mixed national groups) are given example characters (poor and wealthy ones) and think of a story how this character could find a way out of or into poverty. The students visualize their story by creating a video with mysimpleshow</p> <p>Dollarstreet: Students are introduced to dollarstreet and explore the street and the families living there with</p>	<p>https://videomaker.simpleshow.com/de/</p> <p><i>Using photos as data to understand how people live:</i> https://www.youtube.com/watch?v=vvsAvvKeGhc&t=14s</p>	<p>Shared classroom</p>

(150')	<p>key questions and focus on poverty, health and inequalities parameters.</p> <p>Students prepare an exhibition at school (information wall) to share the most important facts out of module 4 to 6.</p>	<p>Dollar Street on Gapminder: https://www.gapminder.org/dollar-street</p>	
<p>Module 7</p> <p><i>Move to action – getting local</i></p>	<p>Students get in contact with local actions and organizations to prepare volunteering activities to fight poverty and inequality, e.g.</p> <ul style="list-style-type: none"> - help kids with homework after school (“Lerncafé”) - organize a take-away coat-stand with clothes for cold days - organize a flea market and donate money - open a take-away/exchange library with donated books <p>Exchange of results, experiences and reflection in a shared classroom</p>		<p>Individual classroom (groups)</p> <p>Shared classroom</p>
<p><i>Evaluation with class</i></p> <p>(25')</p>	<p>Lessons learned and personal statements</p>		<p>Individual classroom</p>
<p><i>Evaluation with partner</i></p> <p>(25')</p>	<p>Lessons learned and personal statements, evaluation of project</p>	<p>Discussion in video conference Mentimeter</p>	<p>Shared classroom</p>