

# LA 4.5: Comparing Living Conditions across The World through Photos



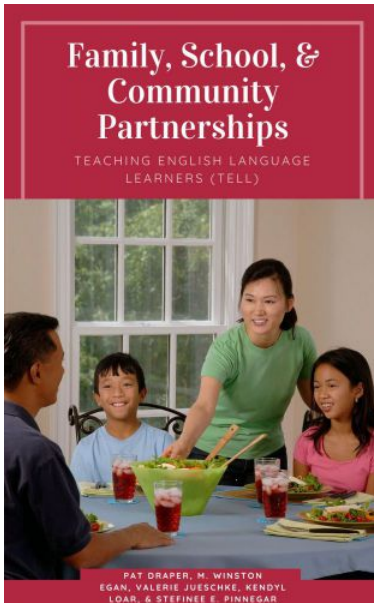
Learning Outcome	Pedagogical Intent	Student Position
<p>Employ strategies to empower parents/families to participate in their child's education. Provide support and advocacy.</p> <p>Assessment: 25 pts. TA: 50 Minutes</p>	<p>Teachers can reduce their own stereotypes about living in poverty as they view the world poverty levels so they can better support families in assisting in their child's education.</p>	<p>Students have read about what poverty is. They will add to their learning by watching a talk explaining levels of poverty as it exists world-wide.</p>

## Instructions

As a group you will watch [Anna Rosling Ronnlund](#). She will explore the ways in which data can inform us about world conditions.

1. Before watching the talk, click on this [link](#) that will guide your viewing. Individually write your answers to the questions at the top of the reading guide (1-4).

2. Then watch the talk by Anna Rosling Ronnlund called *See How the Rest of the World Lives According to Income*. As you watch the talk, you may want to jot down some notes to do this you will use the space below the final question which you will answer later in this activity.
3. As a group, discuss this talk and what you think of it and again jot any notes on your worksheet that are of interest to you.
4. As a group you will now go to [Gapminder](#). Click on the topic Dollar Street where you will find rows of pictures of families. In the bottom right corner of each family photo, the country where they live and the monthly income is recorded.
5. Scroll down to a row that looks interesting and click on a family noting their monthly income. In the column on the right side is tab that says "visit this family". Click on the tab and observe through photos the living circumstances of the family. Pay attention to the differences in living conditions in all the families in that row. Discuss the differences you see on that row and discuss the reasons for the differences and why the set of pictures about the family were included in that row.
6. Now fill out the bottom part of the viewing guide. Be prepared to share your thinking and ideas with the whole group in the discussion that follows.



Draper, P., Egan, M. W., Jueschke, V., Loar, K., & Pinnegar, S. E. (2019). *Family, School, and Community Partnerships*. EdTech Books.

<https://edtechbooks.org/partnerships>