Unit 8: CLOSING THE GAP

Level 4 VELS, Years 5 and 6

Overview
This unit is about the uneven distribution of wealth, resources and access to health services across the world’s peoples. Students will commence the unit by establishing the difference between their own needs and wants and begin to question what really is essential in their lives. They will investigate what poverty is, who it affects, and ways people are trying to address issues of poverty in the world. Students will compare the living conditions and health related issues of people from around the world including Australia’s Aboriginal and Torres Strait Islander people. Through examining the United Nation’s Millennium Development Goals they will identify ways different groups are working to support people in need. Through the ‘Close the Gap’ campaign students will identify the huge gap in the health needs and issues of the Aboriginal and Torres Strait Islander people as compared to other Australians.

Understandings
- In our world there are some people who have more than they need, some people who have enough, and others who do not have enough resources to meet their needs.
- There are people across the world, within Australia, and in our own community who cannot access what they need to maintain their wellbeing.
- Indigenous Australians have significant health issues compared to other groups within Australia.
- We all have a responsibility to contribute to a more ‘equitable’ world where the dignity of every person is respected.

Rich Question
How can we work towards a more ‘equitable’ world?

Contributing Questions
- What factors contribute to our wellbeing?
- What is essential in your life? (needs and wants)
- Who has enough in the world? Who doesn’t?
- Do all Australian people have enough to meet their needs?
- Why do some people have so little whilst others have more than they need?
- Why do Aboriginal and Torres Strait Islander people have more health issues than other Australians?
- Why are some groups of people more at risk than others?
- Who are the people who work to make a difference?
- How can we make a difference?

Background Notes
From the Yarra Healing website: essential learnings.

Koorie People Today
When developing units of work on this particular topic, the following learnings need to be considered:
- There is diversity of lifestyles amongst Indigenous communities today.
- Kinship ties are integral to Koorie identity and lifestyles.
A sense of belonging to 'a place' is an important feature of Koorie identity, although this has been impeded by the dislocation suffered by Indigenous people. Members of regional populations are knitted together by reciprocal relationships of hospitality and help and by lifelong bonds of affection, duty and loyalty to relatives and friends. Significant advances have been made by Koorie organisations and people seeking to overcome the long history of discrimination and disadvantage in mainstream social, educational and economic structures. Efforts to redress past injustices and to advance the status and cultural integrity of Indigenous people are responsibilities which belong to all Australians.

From the Close the Gap website:

Together we can end the Indigenous health crisis

- In the Social Justice Report 2005, the Aboriginal and Torres Strait Islander Social Justice Commissioner, Tom Calma, called for Australian governments to commit to achieving Aboriginal and Torres Strait Islander health and life expectation equality within 25-years. From the Social Justice Report, the Close the Gap campaign was born.
- The Close the Gap campaign calls on federal, state and territory governments to commit to closing the life expectancy gap between Indigenous and non-Indigenous Australians within a generation. The campaign is supported by more than 40 Indigenous and non-Indigenous organisations, and seventy-five thousand Australians have already pledged their support to Close the Gap.
- Aboriginal and Torres Strait Islanders have a life expectancy 17 years less than other Australians. Yet this is a situation that can be changed. Many successful community run health programs are making a difference: the Townsville Mums and Babies Program has increased child birth weights and cut the perinatal death rate by half. And Aboriginal and Torres Strait Islander controlled health services have some of the highest vaccination rates in the country.
- There is no quick fix but with a long-term commitment to work with Indigenous communities we can bring about change.

Resources

Written texts
- Smith, D, If the World Were A Village, Allen and Unwin, NSW, 2006.
- Kindersley, A and B, Children Just Like Me, DK Books London 1995

Websites

www.worldvision.com.au A comprehensive website with many stories and articles about issues of poverty and health around the world.

http://www.un.org/millenniumgoals/ The United Nations website which outlines the Millennium development goals and the world’s progress towards them.

http://www.australia.gov.au/about-australia/our-country/video-national-apology-to-the-stolen-generations Prime Minister Kevin Rudd, MP - National Apology to Australia’s Indigenous Peoples is available as a video clip or written text on this official website.

www.gapminder.org A website with statistical information about the unequal distribution of wealth and resources around the world presented in easy to read visual formats.


Audio Visual
- Living With World Families Kit (Peter Leyden)
- Make Poverty History, (video) 2005, Caritas Australia
- Project Compassion Story: Na Rin from Cambodia, DVD 2005
- Rekha and the Ragpickers, World Vision Educational Resource DVD
- Sharing Our Culture video Delta Productions
- One World, One Family, One Mission of Love DVD- Australian Catholic Mission

Guest speakers-
St Columban’s Mission Society
Aboriginal Catholic Mission
Caritas Australia
**VELS Links**  
Standards are indicated in italics.

## Physical, Personal and Social Learning Strand

### HEALTH AND PHYSICAL EDUCATION

Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others’ views about health and suggest what it might mean for certain groups of people; for example, the elderly, people with a disability or those from another culture. Students consider factors that affect their own and others’ ability to access and effectively use health information, products and services. They discuss and develop strategies for improving their personal health.

**Health knowledge and promotion**  
_They describe a range of health services, products and information that can be accessed to help meet health needs and concerns._

### CIVICS AND CITIZENSHIP

#### Community Engagement

_They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making._

---

## Discipline Based Learning Strand

### ENGLISH

**Reading**

At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text.

**Writing**

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.

**Speaking and listening**

At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning.

When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

### ECONOMICS

**Economic knowledge and understanding**

At Level 4, students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. Students describe the difference between needs and wants. They explain the role of work in society and distinguish between paid and unpaid work.

**Economic reasoning and interpretation**

At Level 4, students use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.

### GEOGRAPHY

Students develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places. They learn about and interpret their location relative to other places. They begin to identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find their way around, and plan trips to visit specific places. To enhance the electronic presentations they develop, students search for and annotate relevant images from the Internet.

**Geographical knowledge and understanding**

_They use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images._

### MATHEMATICS
**Measurement, chance and data**
Students recognise and give consideration to different data types in forming questionnaires and sampling. They distinguish between categorical and numerical data and classify numerical data as discrete (from counting) or continuous (from measurement). They present data in appropriate displays. They calculate and interpret measures of centrality (mean, median, and mode) and data spread (range).

**Interdisciplinary Strand**

**INFORMATION COMMUNICATION TECHNOLOGY**
**ICT for visualising thinking**
At Level 4, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

**THINKING PROCESSES**
**Reasoning, processing and inquiry**
At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

**Creativity**
At Level 4, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.

**Reflection, evaluation and metacognition**
At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.
<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre and post assessment.</td>
<td>Personal reflection</td>
<td>To determine development of ideas and understandings throughout the unit. To allow students to reflect on how their ideas have changed.</td>
<td>Students write reflections to the key questions: What do you need to be happy? What is essential in your life? What would you/could you give up? If you could have whatever you wanted what would it be? Who has enough in the world and who doesn't? When the activity is repeated hand back the original to the students and ask- what has changed for you? Why have you changed your ideas/opinions?</td>
</tr>
<tr>
<td>Pre and post assessment.</td>
<td>Attitude survey</td>
<td>To track changes in the students opinions and attitudes. To allow students to reflect on how their ideas have changed.</td>
<td>Students complete an attitude survey at the start and end of the unit. Teacher to discuss statements and clarify when required. When the activity is repeated hand back the original to the students and ask- what has changed for you? Why have you changed your ideas/opinions?</td>
</tr>
<tr>
<td>Pre and post assessment.</td>
<td>Mapping activity</td>
<td>To assess geographical and economic knowledge and skills at the start and end of the unit.</td>
<td>Give students a labelled world map. Ask them to colour the countries according to a key: Blue- countries that are very wealthy (rich in resources) Green- countries that have plenty Yellow- countries that have just enough Brown- countries that are poor and don’t quite have enough Red- countries that are very poor (don't have enough) Add information What makes you think this? Why do you think this has happened? They develop an accurate map during the Building stage. At the end of Building compare the original map to the new one. How have your ideas changed?</td>
</tr>
<tr>
<td>Start and end of Building stage.</td>
<td>Geography, Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Building stage</td>
<td>Concept map or mind map</td>
<td>To make connections about what students now know about the factors that influence people’s wellbeing.</td>
<td>Ask students to consider the question: What do people need to be happy and healthy? They draw on all the information that they have gathered so far to create a concept or mind map showing all the factors. Then ask students to consider all the factors that impact on these aspects of being happy and healthy and add another layer to the concept map to show this.</td>
</tr>
<tr>
<td>Throughout the unit</td>
<td>Personal Journals</td>
<td>To track students feelings, ideas and understandings about key issues as the unit develops.</td>
<td>Introduce the personal journals early in the unit (after the needs and wants activity). If the students are not used to using a reflection journal it would be important to introduce this style of writing and model it explicitly. Give students time regularly to reflect in their journals throughout the unit. Encourage the students to share journal entries. You could respond in writing to some of their entries over the course of the unit to give feedback and encouragement.</td>
</tr>
</tbody>
</table>
# BUILDING

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Activity</th>
<th>Teacher notes</th>
</tr>
</thead>
</table>
| To gather prior knowledge for further planning, and baseline information for assessment | Complete 3 pre-assessment activities.  
  - Personal Reflection  
  - Attitude Survey  
  - Mapping Activity | See assessment table |
| To share ideas from the attitude survey and establish current beliefs that may be challenged through the unit. | **Laying it on the line**  
Use quotes from attitude survey. Ask students to stand on an imaginary line/continuum to show where they stand on certain issues.  
Ask students to justify their stance.  
Generate wonderings and commence a wonderings and discoveries board. Revisit the wonderings regularly throughout the unit and record any discoveries as they are made. | Try not to impose own beliefs and judgements at this stage. Remain impartial. |
| To engage students emotionally in the topic and immediately establish links between the topic and their lives. | **Needs and Wants activity**  
Place words/concepts about needs and wants on cards:  
Example: Food, clean water, medicine, family, friends, internet, music, democracy, education, bathroom, movies, bed, playstation, mobile phone, car, good health, money, sense of humour, television, pets, electricity, fast food, clothing, hair products, church/faith, computer, books/magazines, sport.  
- Divide students into groups of 4 and hand out the cards evenly so they each get about 7.  
- Give them the instructions they have to decide which of these things are the most important to them. What couldn’t they do without? They work individually at first and have to discard the one that is least important to them. They put this in the middle of the group.  
- Group members can swap one of the things in their hand for something someone else discarded if they like it better.  
- In pairs they combine their cards and discuss. They select the 6 most important to keep and discard the others.  
- The 2 pairs join to make their group of 4. Share, discuss and decide on the top 6.  
- Each group then shares and compares their top 6.  
- Discuss as a class what they value in their lives, what is important; are there any things everyone agreed on? Who in the world might have a different list and why?  
- Discuss and develop agreed meanings for the terms | Use this activity to begin a discussion about what people can live without. It will be repeated later to see if their ideas change.  
Give students time regularly to reflect in their journals throughout the unit. |
<table>
<thead>
<tr>
<th><strong>To build each student's knowledge about a range of countries and begin to consider factors that affect 'standards of living'.</strong></th>
<th><strong>Statistics activity</strong></th>
<th>Introduce a template map of a world. Students can continue to add information to it throughout the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reflect on their ideas and thoughts in a personal journal. Use this learning experience to commence a reflection journal that will be used to record personal feelings and ideas throughout the unit.</td>
<td>Using information from 'Living with world families' kit and/or the Gapminder website, find out about a range of different countries and the living conditions within them. Students read the statistical information, graph their findings to compare, and consider implications of the information. As students find out about particular countries they locate the country on a world map outline, name it and colour code it.</td>
<td></td>
</tr>
<tr>
<td><strong>To continue to build student's knowledge about a range of countries and begin to consider factors that affect 'wealth'.</strong></td>
<td><strong>Carousel activities</strong></td>
<td>This could be done as a literacy rotation. Students could work in groups and rotate through the resources, or you could use a jigsaw grouping strategy.</td>
</tr>
<tr>
<td></td>
<td>Students find information about a variety of countries (both developed and developing nations) using a range of multi-modal resources. They record information about: education, health, climate, food, lifestyle, religion, housing and family, on a cross-classification chart.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possible multi-modal resources: 1. Posters from World families kit (posters depict the family and all their possessions from different countries). 2. Information texts from World families kit. 3. Information texts from library. 4. Internet sites especially World Vision. 5. World Vision Get Connected magazines 6. DVDs and pictures from Caritas/Mission week resource kits.</td>
<td>At this stage of the unit the focus is on global issues. The health issues of Aboriginal Australians is introduced explicitly in the Investigating stage and forms the basis of the second stage of the unit.</td>
</tr>
<tr>
<td></td>
<td>Share information and discuss the implications as a whole class. Ask students to sort and 'rank' countries from those who have the most to those who have the least. Discuss what the needs and wants might be for each of these countries. Students make own posters depicting their own possessions, homes and families.</td>
<td></td>
</tr>
<tr>
<td><strong>To provide a visual representation of some of the needs and wants. Commence a glossary of terms that will be added to during the unit.</strong></td>
<td><strong>If the world were a village</strong></td>
<td>Photos could be taken of the physical groups and students</td>
</tr>
<tr>
<td>Read the book as a shared reading experience. Physically make groups using the students to act out the statistical information in the book. Eg out of the 100 people here 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>To help students identify basic needs and rights of all people.</td>
<td>The rights of the child&lt;br&gt;Read the picture book <em>We are all born free: The universal declaration of human rights in pictures</em>. Discuss the rights portrayed. Encourage students to make links between the countries they have found out about and who may be in danger of not enjoying the human rights shown in the book.&lt;br&gt;The Get Connected magazines <em>(World vision)</em> Issue 4 child’s rights and issue 1- make good links to this as well.</td>
<td>could annotate the pictures.</td>
</tr>
<tr>
<td>To introduce students to the MDGs and to make connections between them and the declaration of human rights.</td>
<td>Millennium Development Goals (MDG)&lt;br&gt;Watch <em>Make Poverty History</em> DVD and identify the Millennium goals. Students create pictures to illustrate each of the goals like the illustrations in the <em>We are all born free</em> book. Discuss the connections between the MDGs and human rights. Discuss the importance of the role of wealthier countries, especially Australia in supporting the MDGs.</td>
<td></td>
</tr>
<tr>
<td>To make connections about what students now know about the factors that influence people’s wellbeing.</td>
<td>Concept map or mind map&lt;br&gt;Ask students to consider the question: <em>What do people need to be happy and healthy?</em> They draw on all the information that they have gathered so far to create a concept or mind map showing all the factors. Then ask students to consider all the factors that impact on these aspects of being happy and healthy and add another layer to the concept map to show this.</td>
<td>Example: one thing people need is food. Factors that impact on this are: money to buy food, good climate to grow food.</td>
</tr>
<tr>
<td>To identify answers to student wonderings</td>
<td>Wonderings and discoveries&lt;br&gt;Go back to the wonderings board set up at the start. Are there any questions that can now be answered? Scribe these on to discoveries board. Wonderings that have not been answered can be investigated individually by students then shared with class.</td>
<td></td>
</tr>
</tbody>
</table>

**INVESTIGATING**

Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have developed.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>To challenge the belief that many students often have that all Australians have what they</td>
<td>Who Am I?&lt;br&gt;Shared reading of text ‘A People In Need’. (This text is included as part of the unit.) Students guess/predict who the people in the text are. Show students the PowerPoint ‘Closing the Gap’ Caritas. Discuss students’ reactions. Re-read the shared text. Discuss issues raised in both the</td>
<td>The investigation stage will take a deeper and more specific focus on</td>
</tr>
<tr>
<td>Need to be happy and healthy.</td>
<td>Text and the powerpoint. Students generate new wonderings for wonderings and discoveries board about the health issues for Aboriginal Australians.</td>
<td>Australia and in particular Aboriginal health.</td>
</tr>
</tbody>
</table>

| To help students develop an understanding that historical events have contributed to the health issues Aboriginal people face today. | **Sorry** Watch the DVD and/or read the text of Kevin Rudd's *National Apology to Australia’s Indigenous Peoples*. These resources are available on the website [http://www.australia.gov.au/about-australia/our-country/video-national-apology-to-the-stolen-generations](http://www.australia.gov.au/about-australia/our-country/video-national-apology-to-the-stolen-generations) Identify why the Prime Minister was saying sorry and what the implications for his actions were. Discuss the historic events that have contributed to the health issues the Aboriginal people face today. Make links to the 10 reasons stated on the Closing the Gap powerpoint such as ‘dispossession’- and what they really mean. How they came about. | |

| To hear first hand experiences of health issues facing some Aboriginal communities and what is being done to support them. | **Guest Speaker** Invite a guest speaker to talk to students about the health issues of Aboriginal and Torres Strait Islander people, including remote communities. Possible sources for guest speakers cited on the Yarra healing website include: **Victorian Aboriginal Community Services Association Ltd (VACSAL)** VACSAL is a service organisation for Koorie people. It liaises closely with Health and Community Services Victoria. It has three main divisions - Youth Support, Community Support, and Women’s Support. It is also able to provide visiting speakers. **Victorian Aboriginal Health Service Cooperative Ltd (VAHS)** VAHS is a primary health care agency. It has a Health Promotions Unit which can make speakers available. **Aboriginal Catholic Ministry, Melbourne (ACMM)** ACMM is funded by the Archdiocese of Melbourne to minister to Aboriginal and Torres Strait Islander people. Staff will visit schools to talk about Aboriginal and Torres Strait Islander cultures and spirituality and the work of ACMM Caritas Australia, or someone who has worked and lived in remote Indigenous Australian communities may also be able to talk to the students about the types of projects that are already in place and how they impact and benefit people and communities in need. | It is important in any unit with Aboriginal and Torres Strait Islander perspectives that students are able to gain a first hand experience of some kind. |
To further investigate the health issues that many Aboriginal and Torres Strait people face. To identify current projects and programs responding to the needs of Aboriginal and Torres Strait Islander communities.

### Carousel
Investigate the health and wellbeing issues for Indigenous Australians. Students read or view multi-modal resources and record information on a data chart under the key headings of: What are the issues? What is being done to help?

Possible multi-modal resources include:
- Langiki’s story (Fred Hollows website)
- Amos story (Project Compassion student workbook)
- Closing the Gap film clip (available on Caritas website)
- Tania Major film clip (available on Caritas website)
- Laminated pictures of remote Aboriginal communities
- Newspaper stories

At the completion of these activities students break into groups to pool information and create a class brainstorm of what we know now about Aboriginal and Torres Strait Islander health issues, and what is being done about them.

Students respond individually in their personal journals.

### PERSONALISING
Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.

<table>
<thead>
<tr>
<th>Pre and post assessment</th>
<th>Select current articles from newspapers or magazines that highlight contemporary issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the pre-assessment tasks Attitude survey and Personal response</td>
<td>Pre and post assessment tasks Attitude survey and Personal response</td>
</tr>
<tr>
<td>When the activity is repeated hand back the original to the students and ask- what has changed for you? Why have you changed your ideas/ opinions?</td>
<td>Students respond individually in their personal journals.</td>
</tr>
</tbody>
</table>

### Reflection webbing activity
Use photos (from Missions posters etc) that reflect the living conditions of people around the world, and in Australia. The students stand in a circle with the pictures on the floor in the middle of the circle. Each student selects a picture they feel strongly about. They share their selection and the reason why they chose it one by one. As students see that the picture they chose and the reason connects with something someone else has said they throw a ball of wool holding one end of the wool to create a web of connections.

Use this activity to generate a discussion about how the students themselves can help to make a difference. As a class determine an action you can take to enable students to act on their learning.

<table>
<thead>
<tr>
<th>Possible Actions</th>
<th>It is important that the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing to organisations</td>
<td></td>
</tr>
</tbody>
</table>
enables students to transfer their understandings into a real life context.

- Signing on line petitions
- Sea of hands ANTAR
- Raising money for a Caritas (or another organisation) project

| Links to Literacy | Journal writing  
|                  |  Reading, listening and viewing for information  
|                  |  Note-taking and summarising  
|                  |  Distinguishing fact from opinion  
|                  |  Giving verbal opinions  
|                  |  Opinion writing- with justification  
|                  |  Debating  

| Links to Numeracy | Statistics- percentages, ratios (modelling of statistical information in book *If the world were a village*)  
|                  |  Dealing with large numbers  
|                  |  Mapping  

students are involved in the choice of action.
 ATTITUDE SURVEY

Read the statements below and tick the box that most applies to you using this scale:

1. Strongly agree
2. Agree
3. Not sure
4. Disagree
5. Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia is a wealthy nation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are no poor people in Australia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Africa has more poor people than any other continent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asia has more poor people than any other continent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europe has more poor people than any other continent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody in Australia has access to food, health services and education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being wealthy means you have lots of money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being wealthy means you have plenty to eat and drink and have access to health services and education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who live in poor countries die earlier than people who live in wealthy countries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People who live in wealthy countries have more opportunities for education than those in poor countries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in all countries have access to health services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If all the resources in the world were shared equally no one would be hungry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The wealthy countries should use their money to eliminate poverty in the poor countries.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All wealthy people should give some of their wage to the poor people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There should be no limit to how much one person can earn (eg movie stars and sports stars).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is more important that boys go to school than girls.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children should go to school until they are 16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can do something to help world poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A People in Need

Life expectancy and major health issues

My people have higher rates of ill health and lower life expectancy than any other group of people living nearby.

The average age men live to is 60.
The average age women live to is 65.
This is similar to the life expectancy of many developing countries such as Cambodia, Bangladesh, Eritrea, Nepal and Ghana. Yet where we live is surrounded by people with good health, good nutrition and access to excellent health services. Our life expectancy is 17 years younger than our closest neighbours.

We are ten times more likely to have kidney disease and three times more likely to have diabetes than other people who live nearby.

There are many factors that contribute to this problem. Our diet is often poor due to lack of access and education about nutrition. This leads to a number of disorders including obesity, cardiovascular disease and diabetes. Many of our people live in poor and overcrowded housing. We have high levels of unemployment, low income and lack of opportunity for education. Many of us have had to leave our traditional homes and feel a sense of not belonging.

Issues for our children

We have a very high rate of infant deaths, three times higher than average. Many babies are born underweight. Reasons for this include:

⇒ Poverty
⇒ Insufficient weight gain during pregnancy
⇒ Little or no antenatal care
⇒ Cigarette smoking
⇒ Young age
⇒ Anaemia
⇒ Urinary infections
⇒ High blood pressure
⇒ Alcohol.

Poverty has a profound impact on the health and welfare of our children. Most babies are breastfed, which offers protection against various illnesses in the first six months of life. However, limited access to a range of fresh, wholesome foods after weaning means that many children are undernourished. Malnutrition reduces immunity, so children are more likely to catch infections. Infections place further nutritional demands on the body, creating a vicious circle. Without enough nourishing food, the child runs the risk of never reaching its full height.

Eye disease
30% of my people suffer from eye problems. Many of these are very serious. Cataracts and blindness are much more common than in other races. Lack of money to pay for treatment and access to specialist treatment means many eye diseases that could have been cured have caused serious damage. My people are scared of going to hospital for treatment because many of my people who go to hospital die.

**Population**

About 200 years ago we had a population of approximately 750,000 people. One hundred years ago that had been reduced to only 93,000 people. Today our population is close to 500,000.

**Who are we?**

**Where do we live?**