

Tools For Solidarity

Extreme Poverty

Education For Sustainable
Development Session 6



Objectives

- Revise what poverty means

N.B. For an introduction to the topic of poverty see session 2 which is available to download from the Tools For Solidarity (TFS) website.

- Increase understanding of what it's like to be in extreme poverty
- Encourage further discussion about basic needs
- Develop teamwork and problem solving
- Introduce topics of labour rights and children's rights

Materials Required

- Learning about Extreme Poverty (Session 6) Slideshow - available to download from the TFS website
- Plenty of A4 scrap paper
- 4 / 5 Pritt sticks

Session 6 Outline

Recap (Slide 1)

Slide 1: Learning about Extreme Poverty

"Do you remember what we learnt last week? What are the two types of poverty? What are the basic needs? What did we vote about in the last session? Last time I asked you to find something out for this week. What currency is used in India? Rupees."

Slide 2: Would you survive in India?

"Which continent is India in? Asia. You're going to imagine that you live in India - in a town called Kolkata. Some children there might be in school, but others have to work by making bags out of recycled waste paper. You'll be doing this soon, but first let's learn how to make a paper bag together."

The Paper Bag Game (Slides 3 and 4)

Slide 3: Paper Bag Instructions

- Put several sheets of paper and a glue stick in the middle of each table and make sure everyone has one sheet of paper.
- Go through the instructions on slide 3 step by step, demonstrating how to do each step and monitoring pupils' progress:
 1. Fold the sides of the paper to the middle, overlapping by about 2cm.
 2. Paste one edge. Stick down the overlapping edge.
 3. Turn up the bottom edge about one third of the way up the bag. Crease it then unfold it.
 4. Fold up the bottom corners to the crease. Unfold them.
 5. Tuck the corners up inside the tube.



6. You now have a tube with two flaps, A and B.
7. Fold the upper flap A down on itself to the middle line.
8. Paste the shaded edge of flap B very carefully.
9. Fold it over flap A and stick it down.
 - When everyone has made a paper bag, sort the class into 4 or 5 groups. Each group should be assigned a name, e.g. red, yellow, blue, green, purple. Write the names in a text box in the slideshow or on the board. You will need to mark off how many rupees each group earns during the game.

The Paper Bag Game (Slide 4)

Slide 4: Would you Survive by Making Paper Bags?

- Explain the rules of the game. The teacher is the shopkeeper.
1. Pupils have to survive for a day by making/selling as many paper bags as possible in 20 minutes.
 2. Each time a batch of 10 bags is ready, 1 person from the group must take them to the shopkeeper, while the others keep producing.
 3. The shopkeeper checks that each bag is properly made and pays 1 rupee for each batch of 10 bags. Make a tally of how many rupees each group earns in the textbox.
 4. If some of the bags in a batch aren't properly made, the pupil should take the whole batch back to their group, fix them and return to the shopkeeper when they have 10 well made bags.

Changing the Rules of the Game

- You can change the rules of the game by announcing either of the following:
 - The shopkeeper has too many bags in stock and is therefore reducing the price. Groups will now be paid 1 rupee for every 15 bags.
 - The shopkeeper doesn't have enough bags in stock and is therefore increasing the price. Groups will now be paid 2 rupees for 10 bags or 1 rupee for 5.
- N.B. You may wish to introduce this rule so at least one group gets close to being able to afford the essentials – 26 rupees per person.
- After 20 minutes, end the game by announcing that the shopkeeper has now finished business for the day.

How many Rupees did you Make? (Slide 5)

- Ask pupils to do the calculations to work out how much each group would earn in one hour, in a day and so on. Divide the number of rupees made in a 10 hour day, by the number of children in each group. Explain that this is the amount each person would make in 1 day. Write the answers for each group on the board.

Which Items can you Buy? (Slide 6)

- In their groups, pupils discuss which items they would buy before discussing this as a whole class.
- Was anyone able to afford all the essential items on the list?
- Is there anything on the list you would like to buy, but could not afford?



Concluding Discussion (Slide 7)

- Possible questions for discussion include:
- What does this activity show about life in India?
- What do you think is better - to be paid by the number of paper bags you make or the number of hours you work? Why?
- How did the groups organise their work? Could you have organised yourselves in a more effective way and produced more bags?
- Was there any aspect of the game that you thought was unfair? How would you feel if you had to do this for 10 hours every day? Is it fair that many children can't go to school?

"If you didn't make enough to buy the essentials, do you think you are in extreme or relative poverty? *Extreme* poverty. Remember in the last session when we carried out the 'Why are people poor?' vote? Would you change how you voted after playing the paper bag game?"

Slide 8: End of Session