

Tools For Solidarity

Learning about Poverty

Education For Sustainable
Development Session 2



Objectives

- Increase understanding of poverty
- Introduce concepts of extreme and relative poverty
- Encourage critical thinking about the causes and effects of poverty
- Foster empathy

Materials Required

- Learning about poverty (Session 2 Slideshow) - available to download from Tools For Solidarity (TFS) website
- decision making cards - download Session 2 'Materials' from TFS website
- character cards - download Session 2 'Materials' from TFS website
- N.B. You will require a lot of space to do 'The Giant Steps Activity'. Please note that one of the characters is a refugee - you may wish to adapt your character cards.
- string - punch holes and attach string to the character cards so pupils can wear them

Session 2 Outline

Decision Making Game

Slide 1: Title Slide

- revise session 1

"What did we learn last week? Which countries does Tools For Solidarity send tools and sewing machines to? Why does the charity send tools and sewing machines?"

Slides 2-5: Decision making...Would you rather...?

- Make a circle and introduce the game: "Did you make any decisions today? Can you give me some examples? Did you choose bread or cereal for breakfast?"
- Indicate the decision making cards: "Each person will get a card with a question. Ask as many of your classmates your question as you can. Remember to give an answer to their questions too!"
- Distribute the cards and carry out the game for 5 minutes. Return to the circle and collect the cards.
- Which was your favourite question? What answer did you choose?

N.B. Instead of using the cards, you could project the questions for the activity on slides 3-5.

What is Poverty?(Slide 6)

Slide 6: What is poverty? What do we mean by being poor?

- Listen to any ideas: "Did you come up with a definition or any ideas since the last session?"
- Introduce the basic needs. "We have many needs but there are 4 basic ones. What do you think the basic needs are? Ok, so they are **water, food, shelter** and **something to keep you warm**. If we are missing one or more of these we are in extreme poverty."



- "Imagine we have the basic needs but not other things we need or want. For example, I have water, food, shelter and clothes and heating but I don't have a car, internet, video games and can't afford to join a sports club or go to the cinema among other things. I am struggling to pay for rent and bills. In this case I'm in relative poverty."
- "Do you think money is a basic need? Imagine there are 2 houses – one is full of money. The other is warm and has plenty of food in the cupboards and there is water. You are not allowed to leave the house, open a window, call a friend or go on the internet – which house would you survive in?"
- "Did humans always have money? Did they survive?"

The Giant Steps Activity

Slide 7: The Giant Steps Game

- Read the instructions on slide 7. N.B. You will need the character cards.
- Ask for a volunteer and read the *David* card: "Your name is David. You are 11 years old...".
- Select volunteers and read the cards for each role as above. Put the required number of students in each group. For instance, *Abbo* lives with his parents and 5 siblings so 7 pupils should join *Abbo's* group. You might have to add more siblings to a group or more refugees to the refugee camp with *Abasi* if you have a big class / group. If it's a smaller class, leave out the *Niamh* or *Sophia* card.
- Ask pupils to stand in a line in their group behind the person who's wearing the character card. All groups need to start the activity from the same point in the room so the children with the cards should be in a row (with space between the different groups).
- Explain to the children that their whole group should take 1 step forward if they hear a statement that is true for their character. If they hear a statement that is false, they should take 1 step backward. Read the question – if the answer is yes: 1 step forward. If not: 1 step backward. N.B. You can also project the character cards (slides 8-14).
- Read the statements (these come with the downloadable character cards). Monitor the children to ensure they are taking the correct steps for their characters and answer any queries. You can display slide 15 (Listen up!).
- After reading statement 10, ask everyone to observe the gaps between the different groups and where their group ended up in the room. Then ask everyone to sit in a circle on the floor, but remain in character.

Reflection after the Giant Steps Activity

Reflection and discussion: remain on slide 15

- Ask pupils the following questions: How did you feel (as your character) during the game? Is anyone in extreme poverty? Is anyone in relative poverty? Can you give reasons why these characters might find themselves in poverty? Is there anyone who isn't in poverty? Who has the basic needs? Who doesn't have the basic needs? Do you think anyone has too much? Who?



Slide 16: Now you can be yourself again...

- "Close your eyes. 1, 2, 3 - you've recovered your identity!"
- Read the statements again but this time the children have their own identities. They can raise their hands if the statement is true for them or keep it lowered if it's false.
- Highlight that if we have the basic needs and even more than that, we are very lucky! Point out that while some people might have envied *Niamh's* or *Sofia's situation* during the activity, many of us may have a similar life to them!

Recap (Slide 17)

- "What did we learn today? What is extreme poverty? What is relative poverty? What are the basic needs?"
- "Thank you for listening and see you next time!"