



Poverty



Lesson Title: Fair or Unfair Distribution

Duration: 40 minutes

Aim:

- To recognise and show respect for the similarities and differences between every child in the class

- To understand that all humans have basic needs and rights

Subjects: ■ Mathematics

■ Geography

Strands: ■ Data

■ Human Environments

Strand Units: ■ Representing and Interpreting Data

■ People and other lands

Class: 3rd and 4th Class / Key Stage 2

You will need:

10 flashcards with 10% written on each one, two flashcards with group information, circle of chairs, Poverty worksheet for 3rd and 4th class.

Introduction:

Ask the children what they think of when they hear the word 'poverty'. Where do they hear this word? Who lives in poverty? What does poverty mean? Brainstorm these questions and list the responses on the board.

STEP 1

In Circle Time, help the pupils to identify things they have in common and differences between them by saying, "Come into the circle if you ..." e.g. have long hair, have lived in this [city/town/village] all your life, can speak Bengali/Swahili, have family in another country. Finish by saying, "Come into the circle if you are in 3rd/4th class" so that all the children are in the circle. Next ask the pupils what they think are the most important things they need in life. A mobile phone? The latest football jersey? New CDs? What about things like having enough food, going to school or making friends? In pairs, ask the children to consider the needs all humans share e.g. we all need water, food and shelter in order to stay alive. Invite the pairs to make a list of these. Each pair joins with another pair to share their findings.

STEP 2

Tell the pupils to imagine that they represent all the children in the world. Divide them into two groups of 6 and 24 pupils [for a class of 20, have two groups of 4 and 16 pupils]. Ask the groups to read the information on their group's flashcard and to imagine how they would feel if they were in that position. Afterwards, allow both groups to feed back and ask for their reactions. Use questions such as: Why do six children never go to school and another six children go to both primary and secondary school? Is this fair?

Flashcard for group of 6

- All of you will attend primary and secondary school.
- There are taps and lavatories in both your home and your school.
- You can join clubs or teams to practice your hobbies.
- At least one of your parents/guardians has a job.
- Your families have cars and televisions.
- You have enough food to eat every day.
- When you are sick there is a doctor or a hospital close by.
- You walk and play games to exercise and keep healthy.

Flashcard for group of 24

- Ten of your families survive on less than €2/£2 a day.
- You do not have running water in your house, so you need to walk for up to ten miles to get clean water to drink.
- 18 of you live in rural areas.
- Six of you cannot write your name because you have never gone to school.
- Only four of you will go to secondary school.
- Seven of you go to bed hungry every night.
- Three of you will get very sick from malaria.
- Four of you will work to help your families.



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STEP 4

Show the pupils the ten flashcards with 10% written on each. Explain that all the flashcards (i.e. 100%) represent the wealth of the world and that you are going to see how it is shared. The group of 24 represents 80% of the world's population and the group of 6 represents 20% of the world's population. Give the large group two cards (each with 10%). Give the small group 8 cards (each with 10%). Ask the pupils what is fair or unfair about this distribution of wealth. Why does the small group (one fifth of the world's population) have the most wealth? What would the pupils in the larger group of 24 want to say to the smaller group? What way should the wealth be shared?



Brazil



Burma

Conclusion:

Distribute the worksheet to the pupils and ask them to put themselves in the shoes of people living in poverty (the group of 24 in Step 2 and Step 3) when filling in the first three boxes and to write the needs and wants (that were explored in Step 1) in the last two boxes. When the pupils have completed their worksheets, invite them to read their responses to 'Poverty means...' Revisit the words and descriptions that the pupils gave at the start of the lesson. What has changed? Have any phrases stayed the same? Ask the children to say why their thoughts on poverty have changed.

Step 3 adapted from 'Our World, Our Future' Irish Aid, 2008



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Poverty

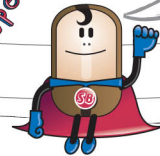
Worksheet for 3rd and 4th Class / Key Stage 2



Name _____ Date _____

What do you think poverty means?

super beanie



Join me in the battle against poverty!

Poverty means ...

If I was living in poverty, I would feel...

If I was living in poverty I would think...

What is a **NEED**?

List the things that everyone in the entire world **needs**.

What is a **WANT**?

List the things that you **do not need** to have, but that you **want** to have.

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Poverty



Lesson Title: Poverty is...?

- Duration:** 50 minutes
- Aim:**
- To introduce and explore the concept of poverty.
 - To develop a sense of empathy with people in other places.
- Subjects:**
- Geography
 - SPHE
- Strands:**
- Human Environments
 - Myself and the wider world
- Strand Units:**
- People and other lands
 - Developing citizenship
- Class:** 5th and 6th Class / Key Stage 2

You will need:

five flashcards, five chairs, five pieces of clothing e.g. hats, scarves, space to divide up the pupils, Poverty worksheet for 5th and 6th class.

STEP 1

Divide the children into three groups, representing the three income groups in our world today: high, middle and low-income groups. 15% of the pupils represent the high-income group, 30% will be in the middle-income group and the rest (55%) represent the low-income group. Tell the high-income group to stand at one end of the classroom. Have the middle-income group sit at desks near the middle of the classroom. Lastly, have the pupils who represent the low-income group sit on the floor on the other side of the room.

STEP 2

Once the class is divided into the three income groups tell the following to the class: Everyone on this earth has the same basic needs; it is only our circumstances that are different.

No one can choose the circumstances into which they are born. Look around and you can see that equality and balance do not exist here. [It is important to tell the children that no section of the room represents one country. Almost every country around the world, including Ireland, has people who fall into the income groups represented today. This is just a brief glimpse at how people live around the world. Furthermore, it is worth emphasizing to the pupils that being poor does not simply mean not having enough money, as will be explored in the following quotes.]

STEP 3

Introduce the three segments of the world by asking a volunteer from each group to read aloud about their group.

Child from the high-income group:

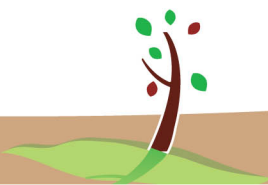
Our group represents approximately **15%** of the world's population. We can afford a nutritious daily diet. We have access to the best medical care. We all go to school and will go to university. Our families live in comfortable and secure houses. We receive pocket money from our parents and can buy whatever we want, like music, clothes and sweets. Our parents own at least one car, and we have two televisions. When we go on holidays, our parents do not worry about their jobs disappearing. It is a good life because we have access to everything we need and security to enjoy it.

Child from the middle-income group:

Our group represents roughly **30%** of the world's population. We live 'on the edge'. It would only take a serious illness or losing one harvest to drought to throw us and our families into poverty. Our parents work long hours, but do not get paid well. We may go to school for a few years, but girls may not, as they need to help at home looking after younger children. We ration our electricity use and live in over-crowded housing.

Child from the low-income group:

Our group represents the majority of the world's population: **55%**. Our parents earn €2/£2 a day, although many of our families earn much less. Most of us are from poor countries such as Ethiopia, Bolivia or Cambodia. For us, every day is a struggle. We are frequently hungry. Our parents spend several hours working in the fields, as tenant farmers. We often walk up to ten miles to find clean water. There are few schools and hospitals near our homes, and if there are, they are over-crowded with not enough books or medicine.





Poverty



Lesson Title: Poverty is...?

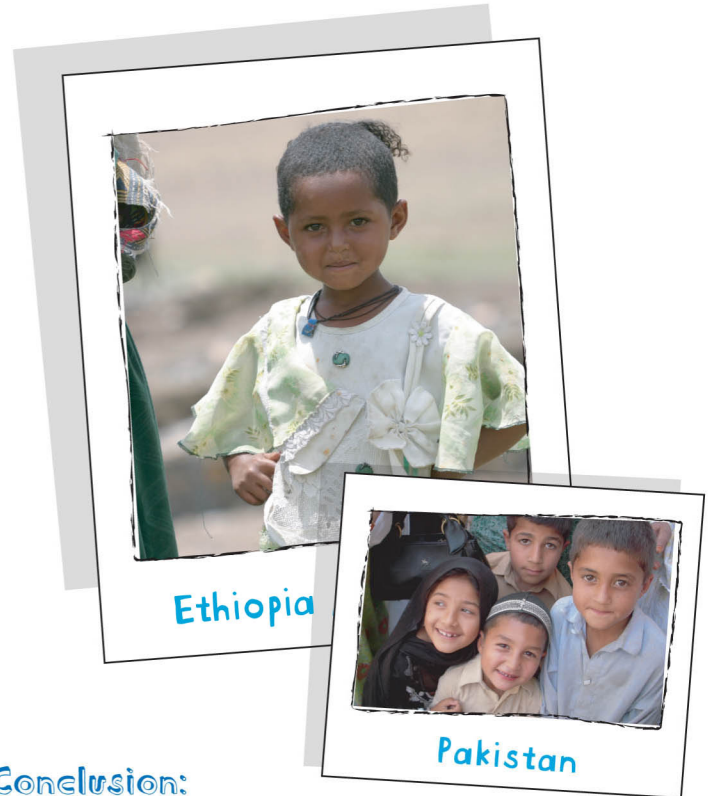
After they have read about their group, ask the class to pause for a moment to think about what they have heard. Ask them to look at the size of the groups and talk about what each group has e.g. from the extreme of owning two televisions to having little electricity to having to walk miles for water. What are the group members' lives like? Discuss.

STEP 4

Set up five chairs in the front of the classroom. Have the following phrases on individual flashcards and place them on the chairs.

- 1 Someone who is hungry
- 2 Someone who is homeless
- 3 Someone who has a life threatening disease
- 4 Someone who does not have a job
- 5 Someone who has never gone to school

Invite the pupils to volunteer to sit on one of the chairs and talk about being a person who is hungry, homeless, sick etc. In order for the children to get into character and avoid feeling uncomfortable, have a piece of clothing on each chair for the children to wear. Encourage the pupils to speak about how the person feels, how they spend each day, what they think/worry about and what their future may hold.



Conclusion:

Distribute the worksheet to the class and ask them to read the three quotes on poverty. Tell them to follow the instructions on the worksheet and write their own quote on poverty in their copybook. Write the words below on the board for the pupils to use if they need to. [Encourage the pupils to try to think of poverty as being more than not having enough money.]

- Health ■ home ■ hope ■ food ■ clothes
- rights ■ needs ■ education ■ friends
- heating ■ jobs ■ holidays ■ belong
- feeling happy.

Adapted from Oxfam International - Hunger Banquet



Poverty

Worksheet for 5th and 6th Class / Key Stage 2



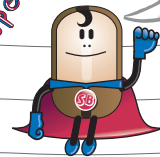
Name _____ Date _____



→ If you worked with Trócaire for a day and had €10,000 to spend in the poorest parts of the world, where and on what would you spend the money?

Use the space below to draw what you would do and next to your drawing, give some reasons why you would spend the €10,000 in this way.

super beanie



Join me in the battle against poverty!

Read these famous quotes and write in your copybook:

- How each quote makes you feel,
- Whether or not you agree with each quote,
- Your own quote on poverty.

"We have the cash, we have the drugs and we have the science. Do we have the will to make poverty history? Some people say we can't afford to, I say we can't afford not to! It is not about charity, it is about justice."

Bono

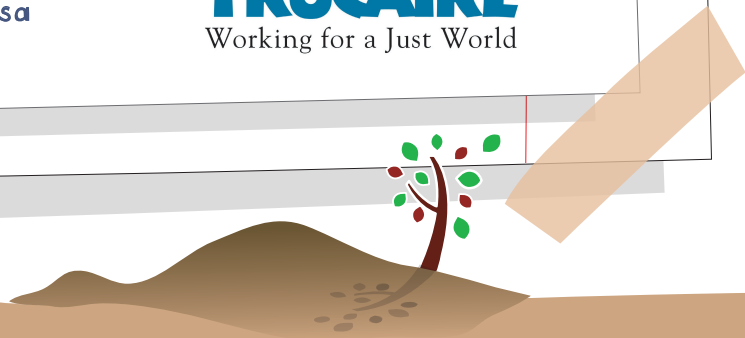
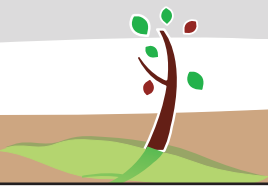
"We feel that what we are doing is just a drop in the ocean. But if that drop was not in the ocean, I think the ocean would be less because of that missing drop."

Mother Teresa

"If everybody took enough for their own needs and nothing more, there would be no poverty in this world."

Mahatma Gandhi

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Poverty

Fact Sheet



What is Poverty?

- Poverty is not knowing where your next meal is coming from.
- Poverty is not having a roof over your head.
- Poverty is being sick because there is no clean water.
- Poverty is being sick and not being able to see a doctor.
- Poverty is not being able to read or write and not being able to go to school.
- Poverty is being unemployed and having little chance of getting a job.
- Poverty is powerlessness and not being listened to.
- Poverty is a lack of freedom.
- Poverty is living one day at a time.

Who are the Poor?

There are poor people in every country in the world. Trócaire works with the poorest people in countries in Latin America, Asia, Africa and the Middle East.

People Living in Rural Areas

Most of the world's poor live in rural areas and rely on the land for growing food. They are especially vulnerable to climate change and natural disasters. They have to travel long distances on poor roads to markets, schools and hospitals.



Women and Girls

From an early age, girls carry out household duties like carrying water long distances, growing food and caring for younger children and the aged. Girls are less likely to go to school, or for as many years, as boys. In some cultures women cannot own land, take out a loan or even get a job.



Children

More than half a billion children live in poverty. Every day children die from hunger or diseases that could have been prevented. You are lucky to be in school: millions of children around the world miss out on school because of poverty.

