

Poverty

7 Lessons for 3rd and 4th class

Curriculum links

Revised Primary Curriculum

Aims of S.E.S.E.

That the child shall be enabled to:

- acquire knowledge, skills and attitudes so as to develop an informed and critical understanding of social, environmental and scientific issues
- play responsible roles as an individual, a family member and a member of local, regional, national, European and global communities
- cultivate humane and responsible attitudes and an appreciation of the world in accordance with beliefs and values

Geography

Human Environments

People living and working in the local area

People and other lands

Learn Together Curriculum

Equality and Justice

Activating Equality through Positive Action

That the child shall be enabled to:

- discuss analyse and debate controversial issues at both local and global level

Moral and Spiritual

Exploring Moral Development

The child shall be enabled to:

- deepen his / her understanding in relation to making personal and individual social choices through discussion of right and wrong and recognition of what is appropriate behaviour
- begin to apply moral principles, insights and reasoning to decision making.

An examination of poverty is, necessarily, a difficult and delicate area of study for younger children. It is recommended, therefore, that the classroom teacher be especially sensitive to the domestic situation and ethnic background of pupils in the class and use lessons partly or wholly at his / her discretion.

Lesson series:

1	2	3	4	5	6
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Objective: To analyse the concepts of 'rich' and 'poor'.

Time: 30 minutes

Location: classroom, I.T. room

Resources needed: interactive white board or printed photographs

Introduction: (5 mins) What do the words 'rich' and 'poor' mean?

Children are likely to first mention money. Acknowledge this but draw out the wider meaning of these words: rich colour (e.g. purple¹), rich smell, rich food; poor health, poor eating habits, etc.

After getting a broader sense that people can be 'rich' or 'poor' in different ways, return to concept of money

Activity: (10 mins) Rich and poor: Show attached photos on whiteboard.

Ask the children: Who do you think is rich and who do you think is poor?

Why? Do rich and poor have the same meaning in every situation?

Discussion: (10 mins) What issues are we dealing with today?

('Poverty' / 'Wealth')

Why do we have poverty? Why are people poor?

Children give reasons, which could be listed on the board (e.g. little money, no job, poorly paid, big family, have travelled to new country etc.).

This all relates to people. Now, can *countries* be rich and poor? Is it possible to be poor in a rich country?

Homework: Ask children to find one country they think is poor and one country they think is rich. Why do they think it's poor / rich?

NB: *This homework could, instead, be covered in class through use of I.T. - researching countries on the internet.*

¹ Historically purple has been viewed as a 'rich' colour, indicating wealth or power.



















Topic: Poverty



Lesson series:

1	2	3	4	5	6
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Objective: To analyse concept of 'poor' in both developed and developing countries

Time: 45 minutes

Location: classroom, IT room (optional)

Resources needed: Eight case studies on poverty,

Introduction: (5 mins) Review or KWL / Living Chart of previous lessons. Recap:

What do you think 'rich' means?

What do you think 'poor' means?

Why are people poor?

People can be 'poor', countries can also be 'poor'. People can be poor because their country is poor. Also, there can be poor people in a 'rich' country

Poor countries are often called 'developing' countries. Why do you think this is so?

Activity: (25 mins) Divide the class into groups. Distribute case studies. (Some groups may have same case study). Kuda or Calah case study is suitable for differentiated readers.

Note to Teachers: Teachers may choose to omit case study if, for example, a child in the class comes from the same country as that represented in case study.

Working in groups: Why is the person on your sheet experiencing poverty?

Each group reports back to the class.

My name is Helena. I live in a country area of Sri-Lanka, which is very poor as there are so few jobs and it keeps flooding. People grow their own food but the crops don't always survive as the weather is sometimes very, very hot.

I don't go to the school, which is quite far from home. My parents think it's not safe for me to walk to school and they also need me to help harvest the food.

Recently, we had to run away to a completely different part of the country, because a war broke out. We could only take a few things with us and it was really scary. We had to walk for two days to get to a camp and once we got there, we thought everything would be fine. But I didn't like it. It was all very strange and you had to queue for food and there were so many people.

We went back home after a while. Our house had been really badly damaged and we had to rebuild it with wood and mud and whatever we could find for free. It leaks when it rains and there is nowhere nice and quiet for me to do my homework.

Most of our friends are back too. My parents say things will be much better now. We have started growing different kinds of food and some of them are really nice to eat.

I am Francisco and at the moment I live in Buzi in Mozambique, doing odd jobs. Some days I gather plastic bottles, but there are a lot of other boys doing that. Other times I help a boy I met, Adolfo, on his market stall but he makes so little money he can only give me a few cents. Sometimes, I sneak a piece of fruit from the stall next to his when I feel too hungry to stop myself.

But I don't come from Buzi. My family is 100km away in Nianda, a very small village with just one small school for children up to 11. I'm 14 now. There was no work for me in Nianda so I had to move to Buzi. I'd like to earn enough money to send some home to my mother but it's really hard.

I don't have any particular skill or much education and there are so few jobs to go round. I have a few friends now - some of us help each other and we all sleep near the bus stop where there is a bit of shelter. Some people are nice but others shout at me and the other boys.

My name is Matthew Davidson and I live in Dublin and my Dad stopped working about two months ago. He came home one day and looked really serious and he and Mam went into the kitchen and had a big talk and when I went in to get my purple drink, Mam looked like she was crying and Dad said I was to get my drink really quick and just go.

I thought Dad not working would be fantastic 'cos he'd have more time for me and my sister but it turns out he's away a lot, trying to find another job and filling out a lot of forms. And even when he's around he's kinda quiet and grumpy and he's always asking how much something costs.

I was pretty sure I was going to get a bicycle for my birthday, just like the really cool one Peter has at school. It's red and green and has these brilliant lights that look like they're straight out of a spaceship. I think it's the best bike I've ever seen but whenever I mention it to Dad, he starts talking about how much it costs and so I realize how many bills come in the door every day and Mam says I'm to talk about something else.

Mam or Dad haven't said anything but I've a feeling I won't be getting that bike for my birthday. I'm not even sure if I'll be having a bouncy castle for my birthday party this year. Mam says that me and my friends should just be able to entertain ourselves and play games out the back.

My name is Mary O'Connor and me and my family move around a lot. Mostly we're in Tullamore but sometimes we go down to Kerry.

I like Kerry 'cos we put our trailers right close to the sea and I like playing on the sand but it can be a bit scary when the weather's bad 'cos the wind can be a bit mad and the trailer starts rattling and it feels like it's dancing around and is going to blow right into the sea. Kevin, my little brother, says that would be fantastic 'cos we'd sail away to America but I think that's a bit mad.

I have three sisters and two brothers and we fight sometimes, especially around tea-time when we want to get the nice, crusty bits of bread. I sleep right beside my sisters and I wake up loads of times with the blankets off me but I just pull them back on. Trassie is the baby and she's always crying and she's always sick but I'm really good at making her laugh and me Ma says I'm a great help.

We don't have a toilet in the trailer and we have to use the ones on the halting site and they're really smelly so I just run in and out as fast as I can.

I don't always get to school and sometimes I notice the other kids reading hard books with loads of writing but I don't care 'cos I like the ones with pictures. Sometimes, they don't talk to me - well, not much anyway but I don't care. Not one bit!

My name is Kuda and I come from Zimbabwe, which is in Africa.

I used to live with my parents and brothers and sisters. But no-one in my family was working and sometimes we slept without food. In my village, you have to pay to go to school and we didn't have any money.

My brothers and sisters were still young so my twin sister and I decided to go and look for a job.

We decided to go to South Africa because some people in my village went there and I heard it was nice.

But in South Africa things were quite hard. To be honest, it was quite scary.

My sister and I found it very tough. In the end, we did get jobs cleaning houses but we had to work very hard for very little money.

My name is Jophet, I'm 15 and I live in the Philippines. We have loads of trees where I live and children helped to plant most of them. Most people work on farms or they fish.

We have been affected by climate change. It's much hotter now and everyone feels it. Children get sick because of the heat and then they can't go to school. Parents get sick as well, and then they can't work and make money and the whole family becomes poor.

In the past it was really fun because children could play outside even during the hottest part of the day and sometimes we would go to the mountains where the air is cool and fresh. But now, children almost never play in the hot afternoons.

Because it's so hot some of the crops in the fields die and then the farmers don't make so much money. They become poor and the children in those families can't buy cool toys or games and sometimes they even have to work instead of going to school to make money.

I used to have loads of plans and ideas for what I'd like to be when I grow up but I'm not so sure I'll be able to do all those things now. How can we slow down climate change? Our school planted some trees and we've cleaned up some of the beaches and places beside the sea but I'm not sure if this is enough.

My name is Calah and I live in Sudan. I went to school for a little while and I really liked it. I especially liked learning about plants and animals. My favourite animal is a goat. I really like the way they are so quick and nifty and able to climb over anything. They can be a bit cross sometimes, as well, but I don't mind that. Sometimes, I can be a bit cross too!

It's very important for everyone that the goats in our village are healthy. They give us milk and cheese so when they get sick it's a big problem.

I had to leave school a little while ago because people think girls don't need to stay at school for a long time. They think girls should stay at home instead and look after the family. My family is very nice but I would love to study and become a vet and then I could come back and help my family and the animals in my village - including all the goats!



Topic: Poverty



Lesson series:

1	2	3	4	5	6
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Objective: To consider the effects of poverty on children in both developed and developing countries

Time: 30 minutes

Location: classroom

Resources needed: Effects of poverty on children cards (cut up), three column sheet

Introduction: (5 mins) Review or KWL / Living Chart of previous lessons

Activity: (15 mins) Effects of poverty on children

Worksheet outlining the effects of poverty is cut up, including the ones that are blank which should be used at discretion of teacher.

Working in pairs / groups , students place and then stick the effects onto the worksheet with headings 'Ireland'; 'Poor / Developing Countries'; 'Both'.

Discuss results of activity.

Hot seat children around some of these effects.

'How would you feel if you were the person experiencing this?' (10 mins)

Conclusion: Ask 'What can **we** do?'

Do you know any organisations that help countries or families that are poor in developing countries / developed countries? (Trócaire, Concern, GOAL, Oxfam, Red Cross, Plan Ireland, St Vincent de Paul, Focus Ireland, Simon Community, the government – through taxes on what we earn and what we buy)

Extension Ideas

Poverty in Ireland and Foreign Aid Budget

How does the government help people who are poor?

Here in Ireland?

In poorer countries?

Have you heard of foreign aid?

(Homework / research into foreign aid budget in Ireland, compared to other countries.)

Is the government doing enough to help people who are poor here in Ireland?

Is the government doing enough to help people who are poor in poorer countries?

Would you do anything differently

Effects of poverty on children

Being sick is a problem because there are no doctors nearby	Children needing to look after themselves because parents are always working
Not having enough food to eat to survive	Having nowhere nice and safe nearby to play with friends
Not having the same toys or games as your friends at school	Having to leave your country and move to another country
Moving house regularly because your family can't afford rent	Living on the streets
Having to give up school to work to buy food	Having to leave your country by foot because of war or famine
Not being able to do as many after school activities as other friends or go on as many trips	Not having the same cool clothes as other friends
Knowing that you probably won't get that special present for your birthday	Having to walk many miles to find any clean water
No water to drink at home	Skipping some meals and going hungry
Being sick is a problem because it's too expensive to visit a doctor	Being cold because there is no heating or the heating is on very low

Ireland	Poor / developing countries	Both



Topic: Poverty



Lesson series:

1	2	3	4a	5	6
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NB: teacher should choose between option 4a or option 4b

Objective: To demonstrate the inequality of distribution of the global 'cake' of wealth and to consider possible ways to change this.

Time: 30 minutes
Location: classroom

Resources needed: cake, vouchers, IOU cards, etc (see activity below)

Introduction: (5 mins) Review or KWL / Living Chart of previous lessons

If the world were a village of 100 people, the village would have: 60 Asians, 14 Africans, 12 Europeans, 8 South and Central Americans, 5 from the USA and Canada, and 1 from the South Pacific.

Teacher could introduce this, using map, to remind children of location of each area.

Put class into groups of similar ratio. Class of 30:

- 2 North Americans (American and Canadian)
- 3 European
- 18 Asians
- 5 Africans
- 2 South and Central Americans

Distribute counters / buttons representing global wealth.

Suggested ratio with 30 items:

North America - 9

Europe - 9

Asia - 8

South and Central America – 3

Africa - 1

Is there a problem here?

What is it?

How do you feel? Is this fair?

Map outlining distribution of wealth across countries is available at:

<http://www.worldmapper.org/display.php?selected=169>

Extension idea:

Poverty in developing countries

<http://plan-international.org/where-we-work>

Use the above to link to a map of where Plan work. Plan is one example of an organisation that addresses world poverty.

<http://www.planusa.org/contentmgr/showdetails.php/id/443460>

Use the above link to explore village life, in an I.T. session with your class.



Topic: Poverty



Lesson series:

1	2	3	4b	5	6
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NB: teacher should choose between option 4a or option 4b

Objective: To engender empathy in the children through participation in a simulation game.

Time: 1 hour 30 minutes (varying)
Location: classroom

Resources needed: Prepared simulation game

Introduction: (5 mins) Review or KWL / Living Chart of previous lessons

Run the simulation game as per the instructions for that particular activity.

The trading game

http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx

The Paper Bag game

<http://learn.christianaid.org.uk/YouthLeaderResources/pbag.aspx>

Trading trainers

<http://learn.christianaid.org.uk/YouthLeaderResources/trainers.aspx>

Teacher may wish to use a map to remind children of location of relevant countries.² (Note: A map indicating these countries is used later in activity)

Map outlining distribution of wealth across countries is available at:

<http://www.worldmapper.org/display.php?selected=163>

Extension ideas:

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Topic: Poverty



Lesson series:

1	2	3	4	5	6
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Objective: To give examples of practical ways to reduce poverty in developing countries.

Time: 30 minutes
Location: classroom

Resources needed: Case studies

Introduction: (5 mins) Review or KWL / Living Chart of previous lessons

Teacher notes: The topic of 'poverty reduction' is an important global issue. For this age group we have chosen two 'ways in' in which this issue can be addressed. One is the strategy of **fair trade**, which teachers may wish to combine with other materials or use to build on previous work or project. The other is the **Millennium Development Goals (MDGs)**.

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

You can find a version written for children in a set of educational resources 'Eight steps to change the world'. Use the following link:

http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/

"Fair trade is a tool for development that ensures disadvantaged farmers and workers in developing countries get a better deal through the use of the international FAIRTRADE Mark." (Fairtrade Foundation) **Teacher note:** **Fair trade** is a general concept and FAIRTRADE (one word) is the logo/trademark.

Note for teachers: These case studies are intended to demonstrate partnership and to not adhere to the stereotype of poor people being passive or 'dependent' on the rich. The examples intend to show examples of agencies working with local communities to combat the causes and the negative effects of poverty. At the same time, they each offer their own

focus on i) fairtrade, and ii) seeking to meet some of the MDGs, (in this case, access to education, maternal health, lowering child mortality and illness, reduction of poverty through employment and gender equality).

Introduction i)

What does Millennium mean?

Why do people think the year 2000 was a special year?

Was anyone born in the year 2000?

Why do you think countries decided to make special goals in that year?

In 2000, many countries agreed to work together to help achieve some important goals for the world's poor. These goals are about reducing poverty, improving education and health, providing greater chances for women and girls, protecting and sustaining the environment and working in partnership with local communities.

Do you think there should have been any other goals?

Why do you think reducing poverty was listed as the first goal? (It is one that will help improve all of the other goals if it is achieved)

Introduction ii)

When people 'trade' what happens?

(Things are made / grown / produced and then sold on for money).

How can trade be unfair?

What do you think fair trade means?

Fairtrade for example, is when a company chooses to only buy coffee beans when the workers who grew them were paid a fair wage.

How many different things have to happen before milk gets from a cow to our kitchen table? At each point in this process the milk becomes more and more expensive. The amount that one pint of milk is sold for straight from the cow is much less than the 90 cent we pay for a litre. In some products that originate in very poor countries, people are paid very little. (Examples: cocoa beans for chocolate, raw peanuts, sugar cane, coffee beans, bananas)

Activity: Read case studies in groups / pairs

Adoya case study is suitable for differentiated readers

Teacher may wish to put key vocabulary on the board. Groups / pairs asked to give feedback highlighting areas where situation is improving.

Conclusion: Ask 'What can **we** do?'

(Give money to group or charity / organise campaign which involves writing or emailing to government bodies / invite someone from aid agency in to talk to class / promote fair trade in school etc.)

Please see lesson 6.

Hello, my name is Mutua. I grew up in a coffee growing village in Kenya. My family looked after 300 coffee plants on some of our best land and I used to think it was really fun to carry a sack of coffee berries on my bicycle to the local co-operative, where it was stored before sending it abroad to other countries.

But more and more families in the village began to grow coffee and most of the best land got used up. I noticed that the village could no longer feed itself because it ran out of land to grow food. The price farmers got for their coffee kept falling. Farmers got less and less money for the same amount of coffee and people started to go hungry.

But we were very lucky. A company came to our village to start a fair trade co-operative. I didn't know what that meant at first but now I do! A fair trade co-operative means that farmers work together to plant and harvest all the coffee and they get to share the profits. It also means that the company always pays a good price for the coffee so that the growers are paid a proper wage for the job they do.

In Europe where people buy and drink a lot of coffee, they put a symbol on the packet of coffee so people know it's fair trade coffee.

The fair trade system has helped us here, and at the same time it helps people in Europe because now they know they are buying fairer coffee.



My name is Alice and I am from Malawi. I used to go to school but I had to leave when I was still very young because my parents couldn't afford it.

At 14 I decided to work at a local hospital and I was happy, as I had always wanted to work as a nurse. It was really interesting and I learned a lot but my parents didn't really like the idea of a girl working. They wanted me to stay at home and help out there and in the end I had to stop.

After a few years, I got married and I soon had a baby boy. My granny, who was a traditional birth attendant, helped deliver it. I started to help my granny deliver babies and I learnt how to deliver them on my own and very soon I also became a birth attendant. I got my official certificate after doing a training course, which was organized with the help of an Irish organization working in Malawi.

I am so happy now. Because I was so keen to learn and because people gave me the chance, I have now successfully delivered almost 700 babies! I've also given hundreds of check-ups to pregnant women. My training has meant that I've been able to help hundreds of women give birth in a clean and healthy environment.



Hello, my name is Adoya and I live in Guinea, which is one of the poorest countries in the world. We don't have enough schools and even when there are schools, they don't have enough desks, books or even teachers.

But in my area, there have been some good changes recently. They have built three new primary schools and these schools have proper toilets. (This is really unusual because schools don't usually have proper toilets)

In Koundou, which is very close to me, a new playground has been built. There is a group that helps look after the playground and it has both older and younger children on it. This means we have a say in what happens there.

Lots of children got to go on the radio during June, which is Children's Month in Guinea, to talk about themselves. I was really lucky. I got to do it as well and I told everyone about my family.

My name is Awa. I went to school for a few years and I really liked it, especially drawing. But I had to drop out when I was 11 because my family needed me to earn some money.

I became a shell-picker, collecting shells from the beach for a few cent a day, which I sold to builders to make cement. Me and the other shell-pickers had to plunge into the waves and scrabble for the shells in the sand. We had to work long hours and it was very dangerous work because the current was very strong.

One day, someone from a local charity invited us to join a group called the 'African Movement of Working Children and Youth', which was created to help working children. We were encouraged to attend a local centre where we could learn to read and also learn useful skills to help us earn money. All of us managed to make some kind of a living, including my sisters. I became an apprentice dressmaker.

Then I was elected by the rest of the members of the group to represent the whole movement. I learned about children's rights and went to meetings in other countries. I even gave a speech at the United Nations conference in New York! That was amazing!

I now know how important it is to listen to what children have to say - even very small children. I remember what life was like as a shell picker and want to do my best to help.



Topic: Poverty



Lesson series:

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Objective: To reinforce learning around poverty and to encourage the children to be proactive when addressing this area.

Time: dependent on project and class
Location: classroom

Resources needed: varied

This lesson contains possible areas for development / exploration.

Campaigning

Make Poverty History was an international campaign to end poverty involving celebrities like the band U2, and world famous leaders like Nelson Mandela. It has continued in various forms through campaigns of Actionaid, Oxfam and the ONE campaign. Find out what is happening in Ireland!

Gender and poverty

There is a strong link between gender and poverty. In many communities families remain poor because the mother is not allowed access to education or to control the family's spending. Girls are very often not allowed to go to school. Plan UK have released a report calling on governments and organisations to invest in girls. The Educate Together / Plan Ireland unit of work on Gender is recommended.

Climate change and poverty

Development organisations and charities have emphasised how climate change impacts most severely on poorer countries. The Educate Together / Plan Ireland unit of work on climate change is recommended.