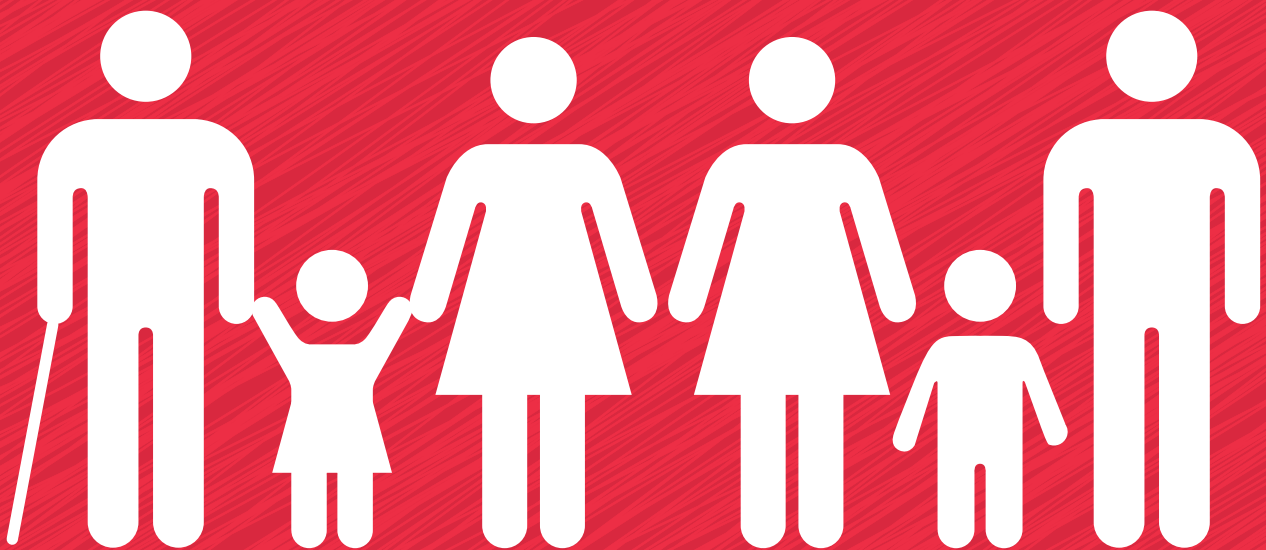


NO POVERTY

EDUCATIONAL RESOURCE FOR TEACHERS AND FACILITATORS



NO POVERTY

EDUCATIONAL RESOURCE



Despite the fact that the global poverty rate has been halved since 2000, intensified efforts are required to boost the incomes, alleviate the suffering and build the resilience of those individuals still living in extreme poverty. In this resource you will find ways in which to introduce students to the epidemic of poverty, its causes and consequences and the work Concern Worldwide is doing to tackle poverty and suffering in some of the world's poorest countries.

What is Poverty: The causes of poverty are varied and complex, broadly speaking though, poverty is caused by the unequal distribution of and access to power and resources in society. Through surveys and other measures we can find out how much poverty exists in our society, identify which groups are most affected and monitor changes in its level and distribution.

Extreme (Absolute) Poverty: The World Bank defines “**extreme poverty**” as living on less than \$1.90 per person per day. 10.7 percent of the world's population are classified as extremely poor. Sub Saharan Africa has the highest percentage of extremely poor people.

Relative Poverty: A person is considered poor if either income or spending falls below some minimum level that represents basic needs in each society. This is called the *poverty line*. The poverty line is not the same everywhere because it is relative to what is the norm in a particular country.

WHAT ARE THE SUSTAINABLE DEVELOPMENT GOALS?



Sustainable Development Goals (SDGs) are an intergovernmental set of 17 goals with 169 targets covering a broad range of sustainable development issues including ending poverty and hunger, improving health and education, making cities more sustainable, combating climate change, and protecting oceans and forests.

SDG 1 NO POVERTY

Goal: End poverty in all forms and dimensions by 2030.



The SDGs are a bold commitment to end poverty in all forms and dimensions by 2030. This involves targeting the most vulnerable, increasing access to basic resources and services, and supporting communities affected by conflict and climate-related disasters.

Global Statistics



- People living in extreme poverty dropped by more than half between 1990 and 2015 – from 1.9 billion to 836 million
- Globally, more than 800 million people are still living on less than US\$1.90 a day
- South Asia and sub-Saharan Africa, account for 80% of those living in extreme poverty
- The vast majority of the global poor live in rural areas and are poorly educated, mostly employed in the agricultural sector, and over 50% are under 18 years old
- 22,000 children die each day due to poverty related causes
- Preventable disease like diarrhea take the lives of 2 million children a year who are too poor to afford proper treatment
- Right now, 30 million children are growing up poor in the world's richest countries
- The World Food Programme says, “The poor are hungry and their hunger traps them in poverty”
- New threats brought on by climate change, conflict and food insecurity, mean even more work is needed to bring people out of poverty
- In Ireland, almost 1 in 5 children live in households with incomes below the poverty line

WOMEN AND POVERTY



60% of chronically hungry people are women and girls



Girls make up about 54% of the global population of children who are out of school



Child/Early/Forced Marriages (CEFM) is most common in the world's poorest countries and is often concentrated in the poorest households within those countries



Women make up about 43% of the agricultural labour force in developing countries



1 in 3 women are excluded from making economic decisions within their own household



Less than 20 percent of the world's landholders are women



Women in sub-Saharan Africa collectively spend about 40 billion hours a year collecting water. This significantly impacts women's employment opportunities



HIV exacerbates property insecurity, especially for widows whose husbands have died from AIDS-related causes, but who may not have rights to inherit or own their land



TEACHER/ FACILITATOR ACTIVITY 1

Maslow's Theory

NEED:

A copy of Maslow's Theory (p4), black/white board.

ROOM:

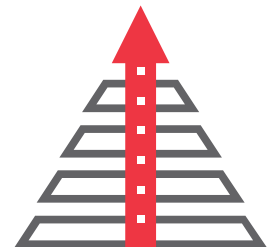
Classroom style

PREPARATION:

Familiarise yourself with Maslow's theory and the difference between 'needs' and wants'. Brainstorm on what the class consider to be essential for their own survival. Discuss where students placed each item.

INSTRUCTIONS:

1. Introduce students to the concept of basic human needs and develop their capacity to distinguish between needs and wants.
2. Read aloud content provided on Maslow's pyramid of needs.
3. Distribute a copy of Maslow's theory (p4)
4. Ask them if they agree or disagree with Maslow's theory?
5. Remind students of the concepts of 'absolute' and 'relative' poverty.
6. Ask students to write the list of needs into the pyramid at the level they belong.
7. Brainstorm on what the class consider to be essential for their own survival. Write these on the board for all to see.



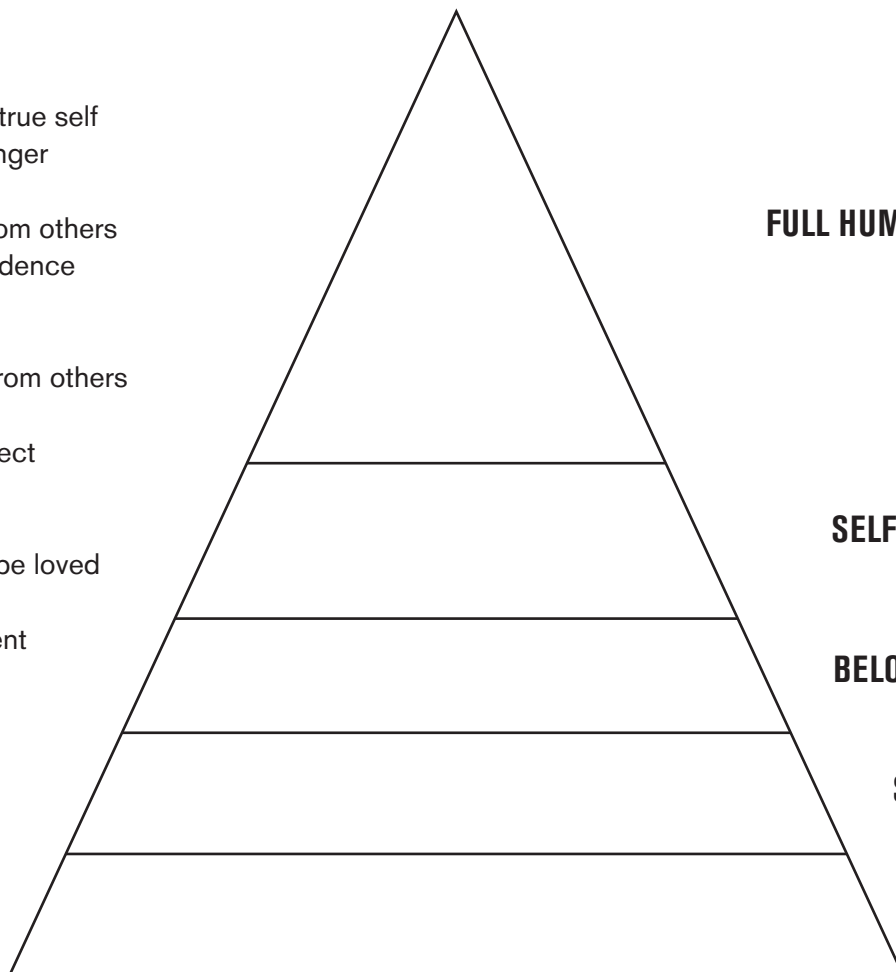
Maslow's Pyramid of Needs

Abraham Maslow was a psychologist who thought that people grew and developed when their needs were met. He believed that human beings do their best to reach their full potential. He set out his beliefs in the shape of a pyramid; each person starts at the bottom of the pyramid. When one type of need is met the person is motivated to reach the next highest level. For example if a person has no food to eat they are not concerned with whether they are loved or not. Not everyone agrees with Maslow, do you?

Write the needs listed to the left of the pyramid into the level of the pyramid to which you think they belong.

MASLOW'S PYRAMID OF NEEDS

- Warmth
- Affection
- Shelter
- Being my true self
- Out of danger
- Food
- Approval from others
- Self Confidence
- Air
- Rest
- Respect from others
- Health
- Self-Respect
- Property
- Belonging
- To love & be loved
- Water
- Employment



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17 GOALS TO TRANSFORM OUR WORLD

POVERTY IS ...?



Remember – try to think of poverty as being more than the lack of income and resources to ensure a sustainable livelihood. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Economic growth must be inclusive to provide sustainable jobs and promote equality.

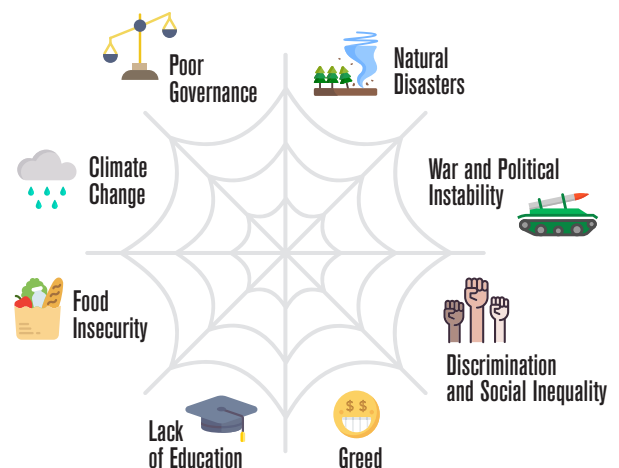
To survive, millions of people rely on negative coping mechanisms: withdrawing children from school, child marriage, eating fewer meals, and selling off their last precious assets.

THE WEB OF POVERTY

Why are so many people living in poverty? Around the world, in so called rich or poor nations, poverty has always been present. Today however, the gap between rich and poor is at an all-time high, with the richest one per cent having as much wealth as the rest of the world combined.

Poverty can be a complex web of causes and consequences, even taking into account the individual histories and circumstances of particular countries and regions, there are significant trends in the causes of poverty.

Here are just some of the root causes of poverty in our world today:



TEACHER/ FACILITATOR ACTIVITY 2

Poverty Web



NEED: Causes of Poverty information cards, scissors, balls of wool/yarn, camera to document

ROOM: Large space

PREPARATION: Cut out Causes of Poverty information cards

INSTRUCTIONS:

- Have the students break into 2 groups with 12 students per group. Distribute a set of information cards and a ball of wool/yarn to each group. Each student should pick an information card at random.
- In their groups, encourage students to read their card and discuss.
- Encourage student to explain what is on their card to the rest of the group, in their own words.
- Once everyone has shared the information on their card, explain to the students they will be trying to discover if any of the causes of poverty are related to on another. For example, if someone's livelihood was affected by extreme weather events (Climate change) they would have less money to buy food (Hunger).
- Give groups 10 minutes to think and make a list of connections to their causes.
- Make a large circle. Ask one group to choose another group whose cause is related to theirs.
- Ask one member of the group to take the ball of ball/yarn. Have that person loop the yarn around a finger, then toss it someone they believe whose cause is related to theirs.
- Each person in turn should catch the ball of wool/yarn, loop it around a finger, and then toss it to someone else. As the ball unwinds, it creates a web of interconnection. It's okay for people to get the ball more than once.
- Continue until everyone has gotten the ball at least once and the web is nicely filled in (or you run out of yarn, whichever comes first).
- Remember to stop during the activity to discuss the range of causes.
- Take a photo of the web and display it to highlight how interlinked the causes and consequences are.

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SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD

✂ CAUSES OF POVERTY INFORMATION CARDS

EDUCATION

If children cannot go to school it leaves them without literacy and numeracy skills they need to further their careers. Their children, in turn, are in a similar situation years later, with little income and few options but to leave school and work.

ILLNESS

Being very sick can prevent someone from going to school, work or enjoying life. The burden of caring is often taken on by a female relative, who may have to give up her education as a result, or take on waged work to help meet the household's costs.

DISCRIMINATION

Marginalised (socially excluded) groups and vulnerable individuals are often worst affected, deprived of the information, money or access to education, health services and jobs, or are not able to make their own choices about where they live.

CLIMATE CHANGE

Rising temperatures and unpredictable rain makes it harder for farmers to grow key crops. They are unable to feed their families or earn a proper income.

NATURAL DISASTERS

Floods, droughts and cyclones trigger infectious disease epidemics. Natural disasters destroy homes, schools and other infrastructures.

WAR AND CONFLICTS

Poverty increases the risk of civil war. During times of armed conflict, civilians are killed, infrastructures are destroyed and governance and economic performance is weakened, thus increasing the risk of conflict relapse.

HUNGER

Very poor and vulnerable people may have to make harsh choices – knowingly putting their health at risk because they cannot see their children go hungry. Malnutrition affects development and many opportunities, such as going to school or work.

CORRUPTION

The effects of corruption are personal and devastating. Corruption and bribery leaves families without healthcare, people without food and clean water, the elderly without security, and businesses without capital.

LAND DISPOSSESSION

People who live and work on someone else's land are more vulnerable to evictions. Being landless makes it more difficult to earn money, plough and feed themselves or contribute to economic growth

WHERE YOU LIVE

Some families live in places where there is high unemployment and there are no schools.

UNFAIR TRADE DEALS

Poor governments have to pay high taxes because of unfair trade deals. If taxes were lowered these governments could fund essential services such as education and healthcare for their people.

UNEMPLOYMENT

If someone does not have a job they are less likely to be able to purchase food, medicine or shelter.

Discussion point

Without the eradication of poverty, can the SDG's be achieved?



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**SUSTAINABLE
DEVELOPMENT
GOALS**
17 GOALS TO TRANSFORM OUR WORLD

BANGLADESH AND POVERTY

Poverty is a constant companion of 12.9% of people of Bangladesh. Formerly known as East Pakistan, Bangladesh won its independence on 16th December 1971 after a bloody and bitter struggle.

Poverty is most concentrated in the rural areas of Bangladesh, hence creating disparities between the rural and urban areas. However, urban poverty remains a problem too. 28% of the urban population lives below the poverty line. People living in urban areas, like Dhaka, enjoy a slightly better standard of living, with electricity, gas, and clean water supplies.

Even in the major cities, however, a significant proportion of Bangladeshis live in squalor in dwellings that fall apart during the monsoon season and have no regular electricity. These Bangladeshis have limited access to health care and to clean drinking water.



WHAT IS CONCERN WORLDWIDE DOING?

CONCERN
worldwide

Concern Worldwide is an international humanitarian organisation dedicated to tackling poverty and suffering in the world's poorest countries. We work in partnership with the very poorest people in these countries, directly enabling them to improve their lives, as well as using our knowledge and experience to influence decisions made at a local, national and international level that can significantly reduce extreme poverty.

The history of Concern Bangladesh is at the heart of the story of Concern Worldwide. Concern has worked in Bangladesh since 1972 - longer than any other country - and the work of the Concern Bangladesh team shows a commitment working with the most vulnerable. Concern is one of very few development organisations tackling extreme urban poverty in Bangladesh. Through the urban programme, Concern has improved the lives of over 24,000 street and squatter dwellers in the city of Dhaka. Through livelihood, health and education interventions, we have provided much needed support to those who need it most.

PAPER BAG EXERCISE

In the developing world it is estimated that about 250 million children work in order to help support themselves and their families. Some work full-time and some combine work with school.

Many workers have no employer or regular wage. Instead they work as street vendors: shining shoes, selling newspapers or recycling waste materials. In the city of Dhaka, Bangladesh some people earn a living making paper bags out of recycled waste paper – such as old newspapers – and selling them to shopkeepers.

Paper bags are made mostly by women and children from poor families who then sell them to shopkeepers. They are sold in batches of 20 and on average a child makes 200 bags in a day. For this, the child will earn about 15 ₳ - which is equivalent to 17c.

The object of the Paper Bag Game is to show how people work so hard, yet earn so little. Using real cost-of-living prices and wages, players can get an idea of how they would manage if they had to survive making and selling paper bags.



TEACHER/FACILITATOR ACTIVITY 3

The Paper Bag Game



NEED: Lots of newspaper, cut into half-tabloid sheet size, a pot of wallpaper paste for each group (If making a mess is a problem, use a glue stick, though this is less authentic in style) Sample paper bags, 50 buttons – each representing 1 Bangladeshi Taka (₳), 1 photocopy for each group of:

- How to make a paper bag
- Family shopping list
- Will you survive?

1 set of chance cards, damp cloths for wiping up at the end.

SPACE: Large room with plenty of floor or table space for each group

PREPARATION: Prepare sample paper bags for each group to refer to. Make a demonstration set showing each step in the process. For each group make 1 photocopy of:

- How to make a paper bag
- Family shopping list
- Will you survive?

Photocopy and cut out the chance cards, prepare your room so that each group has paste, paper, a sample bag.

INSTRUCTIONS:

1. More than 6 participants, split into equal 'family' groups. Two organisers – one to lead the game, and one to act as shopkeeper, paying groups for the bags they make.
2. Explain that each group represents a family living in a crowded and poor slum in Dhaka. There is a huge demand for paper bags, which are mainly made by women and children from the poorest families. The glue is made by boiling water and flour, and adding an anti-fungal chemical.
3. On average, one child makes 100 bags a day, earning up to 15 ₳ per batch. For the purposes of this game, the figure has been rounded up to 1 ₳ per batch of 10 bags – meaning that however poor the players feel at the end of the game, the real-life situation for the bag makers is even worse.

4. Tell the groups that they have to survive for a day by making and selling as many paper bags as possible. They have 40 minutes (= 3 months)
5. Show the groups how to make a bag using a sample bag so everyone can see, then ask them to start making bags.
6. Each time a batch of ten bags is ready, a group member should take them to the shopkeeper to sell, while the others continue making bags for the next batch.

Shopkeeper duties: Check that each bag is properly made, and pays the group 1 ₳ for each batch.

- Hand out the chance cards randomly to change the conditions each group is working under.
- Each group keeps its own checked bags. *With younger children it is easier if the shopkeeper keeps the bags and notes down how many each group produces.
- Note how the groups organise themselves. Some will operate a production line with each member specialising in one task; in other groups individuals will make their own.
- When they have finished making bags, don't let the children wash their hands immediately – point out that bag makers may not have the luxury of soap and water.

Extra! Extra!

Remind students they have to pay for rent, food, and other supplies. To send two children to school they must save 16 ₳ by the end of the game.

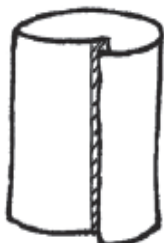


Extra! Extra!

Throughout the game, hold "health seminars" that they could attend. Whether or not they should send somebody will be a difficult decision – they will lose manpower! However, not going later may prove to have dire circumstances...family members would get sick, and some even died.



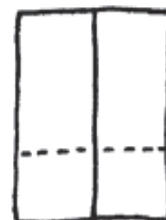
HOW TO MAKE A PAPER BAG



1. Fold the sides of the paper to the middle, overlapping by about 2cm



2. Paste one edge. Stick down the overlapping edge



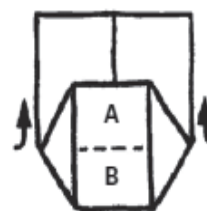
3. Turn up the bottom edge about one third of the way up the bag. Crease it then unfold it.



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.

NOTE: IF YOU WANT TO STRENGTHEN THE BAG, STICK A STRIP OF PAPER ACROSS THE BOTTOM.

✂ Changing the conditions during the game



<p>CHANCE CARD</p> <p>The shopkeeper has too many bags in stock and is therefore reducing the price he pays. You will be paid 1 ¢ for every 15 bags.</p>	<p>CHANCE CARD</p> <p>There is a shortage of bags so the price per batch of ten has risen from 1 ¢ to 2 ¢</p>
<p>CHANCE CARD</p> <p>The shopkeeper has changed the shape of the bags he orders - they now have to be half the size of the ones you've been making. Work out how to make them.</p>	<p>CHANCE CARD</p> <p>The shopkeeper has changed the shape of the bags he orders - they now have to be tall and narrow. Work out how to make them.</p>

FAMILY SHOPPING LIST

IMPORTANT: PRICES FOR ESSENTIALS ARE PER PERSON, PER DAY.



ESSENTIALS	EMERGENCIES	DESIRABLE
<p>Food:</p> <ul style="list-style-type: none"> • Cooking fuel • Rice • Vegetables • Fish <p>Cost: 15 ¢</p>	<p>Medicine:</p> <ul style="list-style-type: none"> • Antibiotics • Painkillers • Ointment for a relative <p>Cost: 60 ¢</p>	<p>Clothes</p> <ul style="list-style-type: none"> • Shoes • School uniform • Trousers <p>Cost: 0.7 ¢</p>
<p>Paper:</p> <ul style="list-style-type: none"> • To make bags <p>Cost: 12 ¢</p>	<p>Disaster</p> <ul style="list-style-type: none"> • Dhaka is one of the most vulnerable cities in the world to earthquakes. You live in a slum along the water's edge. Flooding causes damage to your family home. <p>Cost: 40 ¢</p>	<p>Savings</p> <ul style="list-style-type: none"> • Schools fees • Health seminar <p>Cost: 8 ¢</p>
<p>Rent</p> <ul style="list-style-type: none"> • Living with family <p>Cost: 1 ¢</p>	<p>Travel</p> <ul style="list-style-type: none"> • A relative living in rural has become ill <p>Cost: 15 ¢</p>	<p>Entertainment</p> <ul style="list-style-type: none"> • Celebrations • Festivals <p>Cost: 3 ¢</p>

WILL YOU SURVIVE?



Section One:



1. We earned _____ ₮ in 20 minutes
2. We would earn _____ ₮ in 1 hour
3. We would earn _____ ₮ in a 10-hour day
4. We would earn _____ ₮ in 1 week

Section Two:



5. The minimum cost (of essentials) for one person each day is:

Food and fuel: _____ ₮

Paper: _____ ₮

Rent: _____ ₮

Total: _____ ₮

6. The minimum cost (of essential) for our family for one day _____ ₮
7. The minimum cost (of essentials) for our family for 1 week _____ ₮
8. If you family had worked a 10-hour day, would you have earned enough money to buy all the essentials for 1 day? If not how many were you short?

If you had more than enough for the essentials, how much money was left over for emergencies?

TEACHER/FACILITATOR ACTIVITY 4



'True' or 'False'

NEED: Two signs with the words 'true' and 'false', prepared statements with answers and facts.

ROOM: Large empty room

INSTRUCTIONS:

- Hang the signs at opposite sides of the room
- Explain that you will read out a number of statements about poverty. Those who agree with the statement move towards the sign that says 'true'; those who disagree move to the opposite end of the room.
- Read out the following statements to the whole class and get the students to decide if they are true or false.
- From your own additional research and add other

STATEMENTS

1. The level of poverty in the world has stayed roughly the same for the past three decades.
2. The richest 1% of people today control 40% of the world's wealth, while the poorest 50% own just 1%.
3. 30% of chronically hungry people are women and girls.

4. 780 million people in the world don't have access to clean water.
5. In Africa, a child dies every five minutes from malaria.
6. Major companies dodge more money in taxes each year than the annual global aid budget.
7. 10 million children are growing up poor in the world's richest countries.
8. In Bangladesh, 20% of the population lives below the national poverty line.



ANSWERS

1. False, the number of people living in poverty has been almost halved since 1990.
2. True.
3. False, 60% of chronically hungry people are women and girls.
4. True.
5. False, a children a dies every minute in Africa due to malaria, a preventable disease.
6. True, major companies dodge \$160bn in taxes annually.
7. False, 30 million children are growing up poor in the world's richest countries.
8. False, 31.5% of the population lives below the national poverty line.

WHAT YOU CAN DO TO COMBAT WORLD POVERTY

- Observe International Day for the Eradication of Poverty on the 17th October each year
- Encourage Peer to Peer Global Poverty Workshops
- Trim your Waste – Food waste is linked to global poverty. Consumers increase the demand for food by purchasing excess food causing food prices to rise and makes food less affordable for others
- Buy Fair Trade and other ethically sources products – Offering people decent prices for their produce can help to support jobs, improve living conditions for producers, their families and the community
- Join Climate Chaos – Climate change hits the poorest people the hardest, those living in vulnerable areas with the fewest resources to help them adapt or recover quickly. As the effects of climate change worsen, escaping poverty becomes more difficult
- Campaign for solutions for Peace - Chaos, violence, and devastation of warfare and political violence is one of the leading causes of poverty
- Write to your local TD's, and ask them to make sure Ireland continues to work towards achieving an end to world poverty



**I am committed
to achieving SDG 1**



Want to Learn MORE?

Concern Worldwide's Active Citizenship Team run workshops for students during the academic year. If you are interested in exploring and critically examining global issues in the classroom please contact us on schools@concern.net



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