



Poverty and Wealth

Young people on the global stage: their education and their influence

Teachers in Birmingham, Berlin and Madrid have developed some teaching ideas for exploring key global questions. The ideas are aimed at students 11 years old and above, and cover different subjects and abilities. We think they are most useful as a stimulus for teachers working together to develop ideas for their students in their classrooms. We invite you to try the ideas below and share your learning with us.



What is poverty? Why are people poor?

Activity Starter

Participants are given three file cards each. On each file card they note one idea that comes to their mind when they think of people in need. All cards are then collected and clustered. Each cluster is given a headline.

The clusters are then compared to categories used by social scientists from the European Values Study [EVS]. This starter is based on correlations found between specific and general causes of poverty [see table 1].

Table 1: Correlations between specific and general causes

generic causes	unlucky	lack of willpower	injustice	modern world
specific causes				
long-term unemployment			X	X
alcoholism	X	X		
family break-up	X			X
sickness	X			
drug abuse	X	X		X
social welfare cuts			X	
lack of education				X
their parents were poor	X	X		
losing community spirit in society			X	
they live in a poor area			X	X
they are lazy		X		
they don't plan for the future		X		X
they have too many children	X	X		
they are immigrants		X	X	
lack of concern among neighbours			X	
they have chosen to be like this		X		X

X = these specific causes have been stated more often by people who stated these generic causes [above average]

For more precise data see:

English: www.atlasofeuropeanvalues.eu/new/lesmateriaal.php [→ work, → people in need]

German: www.atlasofeuropeanvalues.eu/new/lesmateriaal.php [→ Arbeit, → Menschen in Not]

Spanish: www.atlasofeuropeanvalues.eu/new/lesmateriaal.php [→ trabajo, → personas necesitadas]

Alternative starter

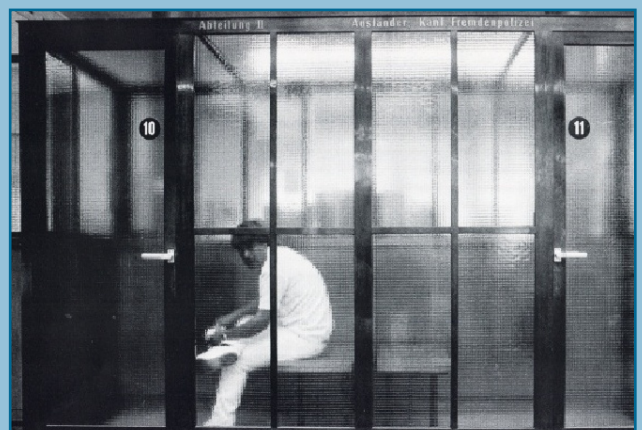
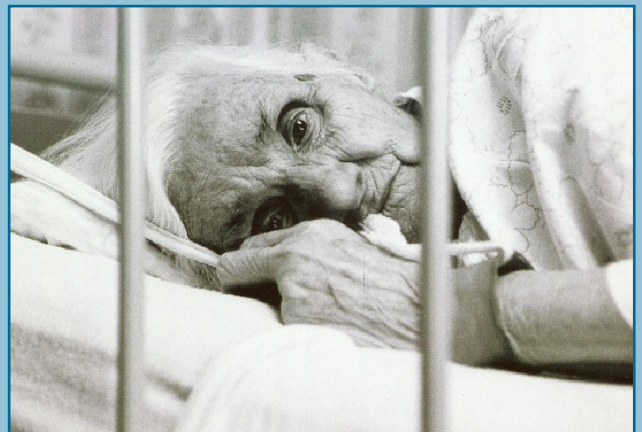
Participants in the UK were given the Causes Quadrant and asked to discuss which of the four causes stated was the most important cause of poverty in the UK. Results were then compared between the groups.

Why are people poor?

					Unlucky									
					5									
					4									
					3									
					2									
					1									
Laziness or lack of willpower					0					An inevitable part of modern progress				
5	4	3	2	1	0	1	2	3	4	5				
					0									
					1									
					2									
					3									
					4									
Injustice in society					5									

Main Activity 1

Participants are shown several photographs. They are asked to decide which of the four general causes these people might be affected by and give reasons for their choice.

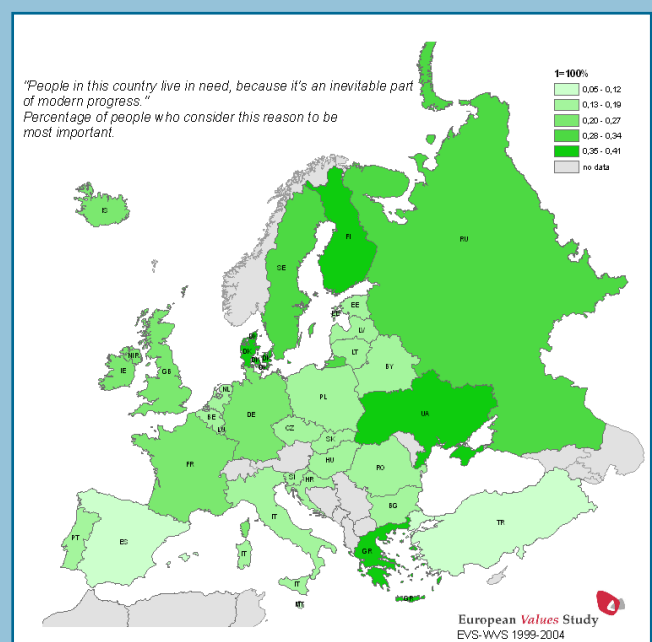
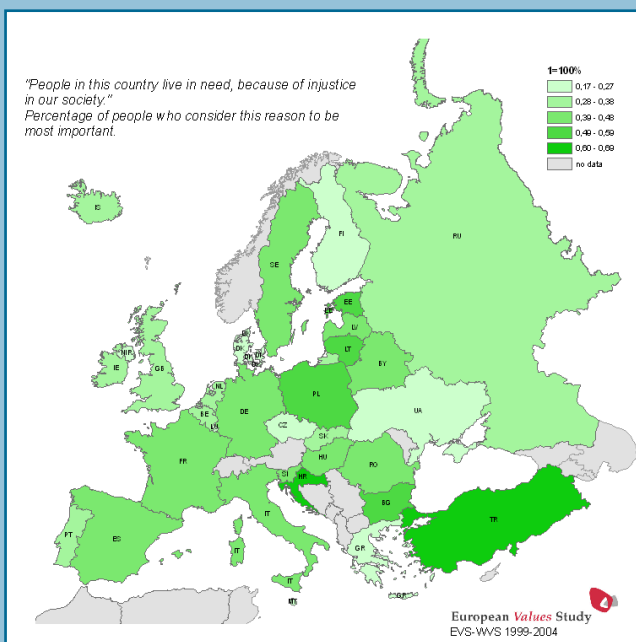
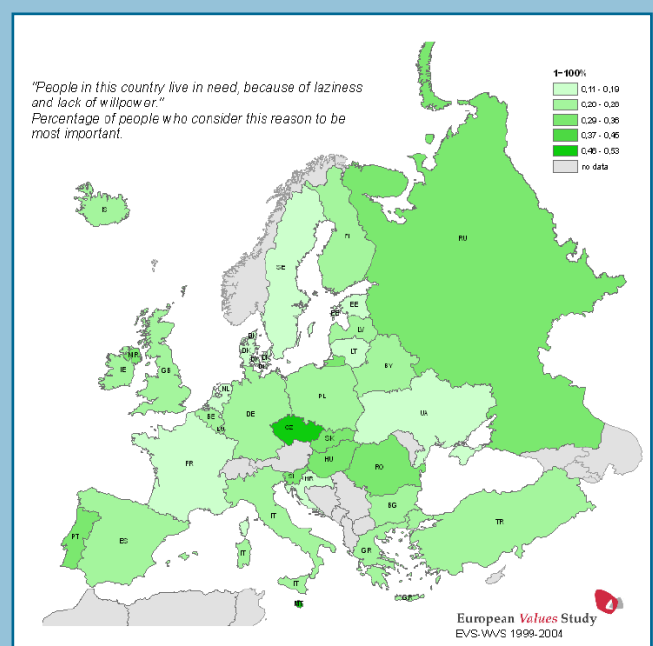
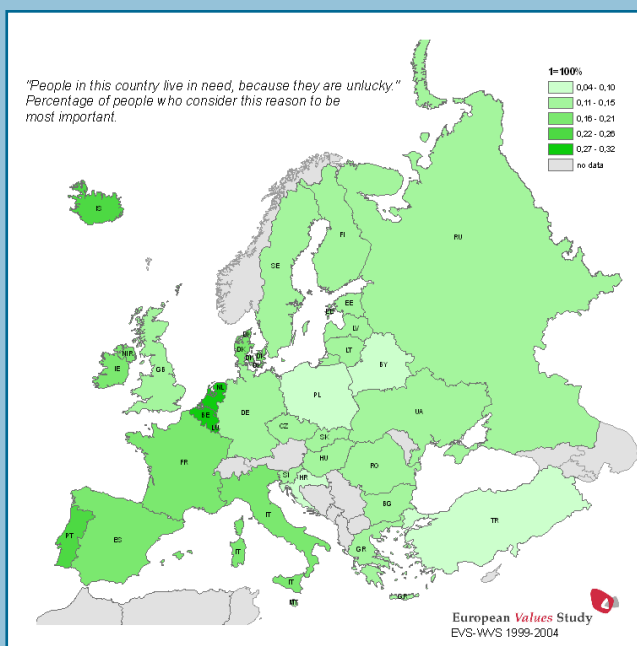


Main Activity 2

Participants are given maps from the European Values Study that show which causes people in different European countries find most important for people being in need.

The questions here may be:

- What patterns can we find that show that people in different types of countries hold different views on the causes of poverty?
- If there are any categories for these countries how could they be described?
- Especially if there aren't any categories, why might people in different countries hold different views?
- What do these maps tell us?
- What don't they tell us?
- Why were these maps produced in this way?
- Who has an interest in having maps on this question?



Questions developing from these activities

- Is the woman in the picture really poor or is it rather an example for efficient health care?
- Does the concept of poverty need the concept of wealth? Would people in a world without poverty be rich or poor?
- What would change if we suddenly became richer or poorer?
- Should we also ask why people are rich?

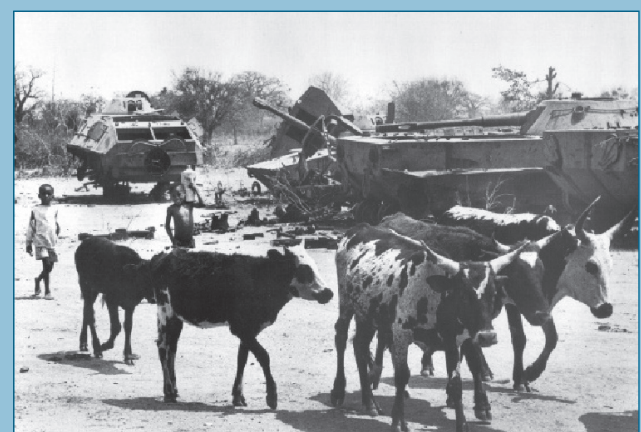
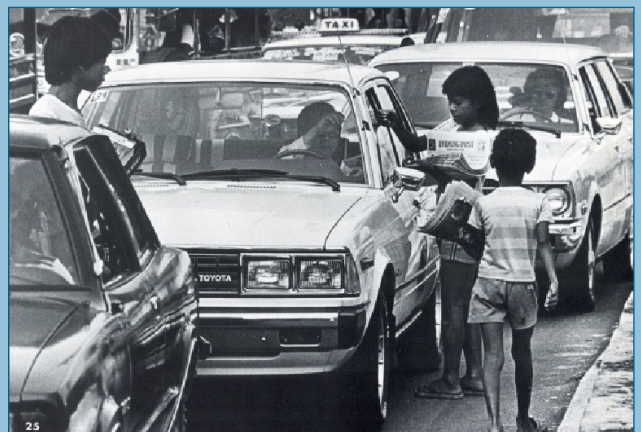
Students' Activities developing from these activities

- In their local area, students are asked to take photographs that show poverty and wealth respectively. Each photograph has to be accompanied with a comment on why this situation has been chosen.

These pictures can later be compared to pictures taken in Germany by a photographer from Peru [Luis Felipe Cueto: Die Umkehr des Blicks. – o.O. 1995].

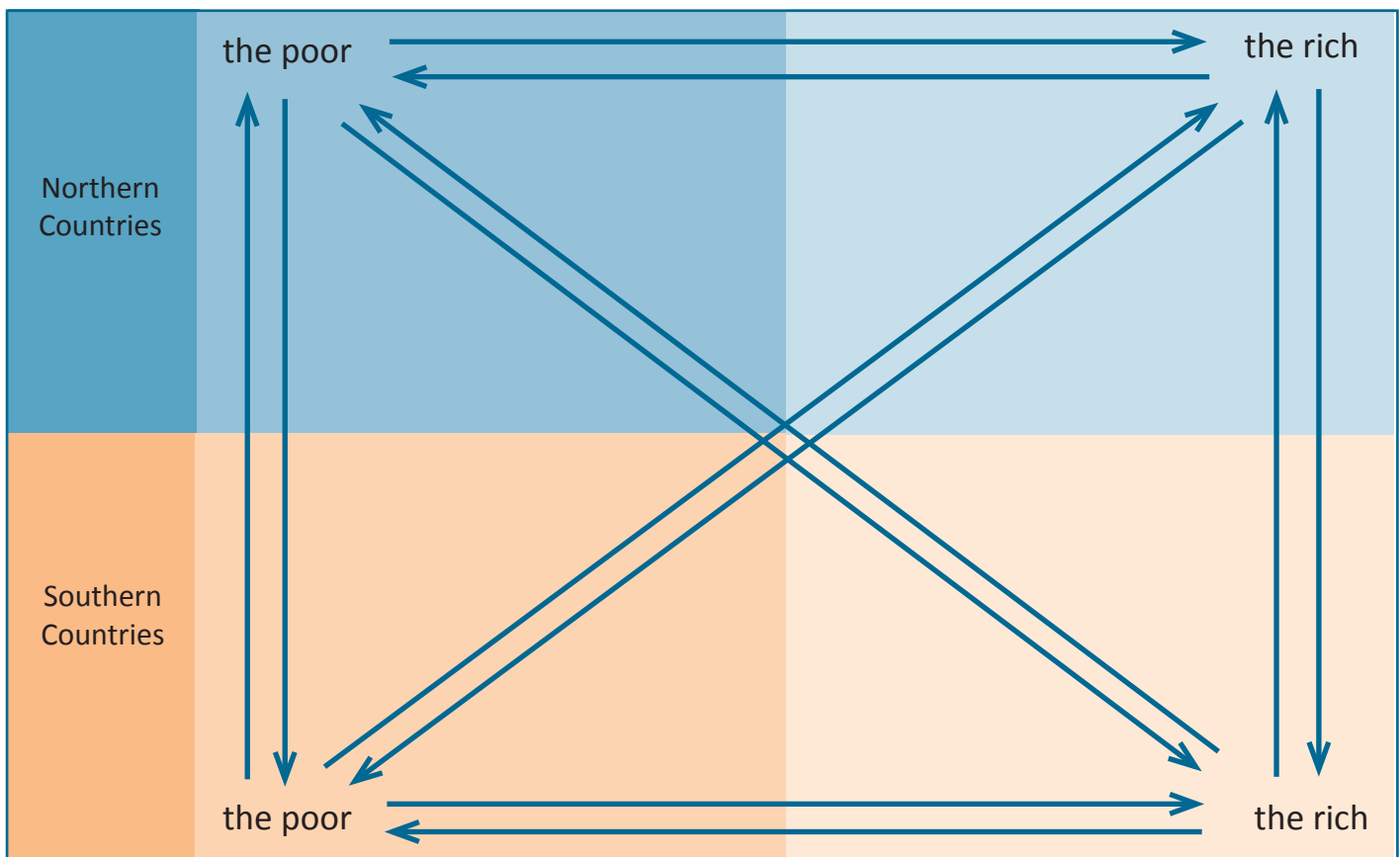
Alternative Main Activity 1

Participants are shown several photographs. They are asked to decide which of the four general causes these people might be affected by and give reasons for their choice.



Alternative Main Activity 2

Participants are asked to consider how rich and poor people from northern and southern countries may view each other. The activity could be developed by people from northern and southern countries answering the questions respectively.



Questions developing from these activities

- May 'we' tell other states what to do? And may people from other states do the same to us?
- Can and may we keep people of other countries [eg China] in a state of poverty to promote sustainable development? Do we have to share our wealth?
- Who profits from poverty? What can we do against poverty?
- What kind of poverty is 'sexy' and what is not? [eg the use of images of run-down houses in Berlin in the film and music industry]
- How do the media construct poverty? [eg Brot für die Welt using a child with crutches/black people as a symbol for hunger]
- What can we learn from the South? [eg entrepreneurship, initiative ...]

Students' activities developing from these activities

- Students discuss their concept of poverty. They write a text which they send to a partner school in a contrasting country to ask for views from their place [see www.toietmoi-projekt.org]

From here you could also go on to ask why people are risking their lives to come to Europe and how their dream sometimes turns into a nightmare [see documentaries "I broke my future – Paradies Europa" or "Oury Jalloh" – a film on an asylum seeker who burned to death tied up on a fireproof mattress in police custody].

A “rich” variant

This alternative is based on the question whether one should maybe also ask why people were rich.

The second starter could be changed accordingly:

					Industrious and willing to exploit others									
					5									
					4									
					3									
					2									
					1									
An inevitable part of modern progress					0									
	5	4	3	2	1	0		1	2	3	4	5		
						0								Lucky
					1									
					2									
					3									
					4									
					5									
Opportunities offered in our societies														

You could then go on with main activity one using the following photos.



If you did Activity 1 and 2 before, you might now state that the European Values Study has no maps that show what people think about the causes of being rich. You could then go back to the last two questions above:

- Why aren't there any maps like this?
- Who has an interest in not having maps on this question?

In preparing this activity, we found it fairly hard to find photographs of rich people [who are not performing on a stage etc.]. The same happened when we searched the internet. When we put in "Germany rich country," the first pictures we got were those on the right.

Google search:
'Deutschland reiches Land'



'Young people on the global stage: their education and influence'
is a three year creative curriculum development project for secondary students.

Project partners are Tide~ global learning and University of Exeter in the UK, FERE-CECA Madrid in Spain, A Rocha [Kenya] in Kenya and TANGO in The Gambia.

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This document has been produced with the financial assistance of the European Union. The contents of this publication are the sole responsibility of the project partners and can under no circumstances be regarded as reflecting the position of the European Union.

To find out more about the project and for a full list of those involved in it see
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