
ALTERNATIVE INCOME

SECONDARY LEVEL

Uncovering Poverty Activity

- **Purpose:** The purpose of this activity is for students to learn about poverty issues around the world and the prevalence of poverty in the global community.
- **Instructional method(s):** class discussion, partner work
- **Differentiated instruction:**
 - Simplified: Pairs choose one country to focus on for the data analysis activity and report their findings to the class.
 - Advanced: Pairs present their findings in a written report.
- **Curriculum connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Science, Social Sciences and Humanities, Technological Education.
- **Estimated time:** 1 hour
- **Steps:**
 1. Write the word “Poverty” on the board. Ask students the following suggested questions to prompt discussion:
 - What is poverty? What classifies an individual living in poverty?
 - What causes poverty? What are the mechanisms that cause the cycle of poverty to grow and continue?
 - Does poverty take on different forms in different parts of the world? How?
 - Is it possible to bring an end to poverty? How?
 2. Read the following statistics to the students:
 - One-third of deaths — some 18 million people a year or 50,000 a day—are due to poverty-related causes.
 - 600 million of the world’s children live in absolute poverty.
 - 800 million people go to bed hungry every day.
 - Every year, almost 11 million children die before their fifth birthday. That’s 30,000 children a day. Most of these children live in developing countries and die from a disease or a combination of diseases that could be prevented or treated if the means were there. Sometimes, the cause is as simple as the lack of antibiotics for treating pneumonia or oral rehydration salts for diarrhea. Malnutrition contributes to over half of these deaths.
 3. Ask students to describe how these statistics made them feel.
 4. Divide the class into pairs and distribute B.L.M.2 and B.L.M.3 to each pair.
 5. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 6. Distribute B.L.M.2 and ask students to colour in and label these seven countries.
 7. Introduce the idea of looking at numbers, graphs and charts as evidence to support or refute a position on a topic.



8. Distribute B.L.M.3. and explain that in this worksheet they will find a data chart outlining different indicators for those seven countries. Allow them the opportunity to look over the chart and ask any questions they may have regarding the data and what it means.
9. Ask pairs to discuss the different indicators together so that they can gain an understanding of what they mean.
10. Following this discussion, ask the pairs to analyze the chart and identify the following:
 - Visible effects of poverty in each country.
 - The areas of most need in each country.
 - Possible solutions to the country's struggle with poverty.
11. Have each pair compile their theories and hold a class discussion around students' correlations and findings.
12. Before concluding this activity ensure students are aware of global poverty and its implications.

World Map

