



POVERTY: CAUSES AND SOLUTIONS

Introductory notes for school speakers

This workshop contains facts and the most recent stories from Christian Aid's partners around the world, as well as ideas for interactive activities for older and younger pupils. You can adapt the material and the activities to suit the needs of the school you are visiting, the age and ability of the pupils, the timings and format of the session, and your own preferences. The age group appropriate for each activity is indicated, and suggestions are given for how activities can be adapted and extended.

The issue: poverty

Fighting poverty is at the core of Christian Aid's work and vision. But what does that actually mean? Poverty is about much more than not having enough money; poverty robs people of dignity, freedom and hope. Christian Aid has a vision – an end to poverty – and we believe that vision can become a reality. We must understand that poverty is about inequality, not just in terms of wealth, but in terms of power, rights and freedom. Poverty denies opportunity and takes away the power of people to shape their own lives and provide for their families. People should have the power to live life in all its fullness – and everyone should be able to thrive, not just survive.

Key facts

- Almost half the world – over 3 billion people – live on less than £2 a day.*
- 22,000 children die each day because of poverty.**
- This is the wealthiest era in human history – but it is also the most unequal.***

Countries featured in this workshop: Kenya, Zambia, Sierra Leone, Bolivia, India.

PowerPoint presentation

There is an optional *Poverty Over* PowerPoint presentation to accompany this workshop, but it is not essential to use it – most of the stories and activities can be adapted to leave out the PowerPoint elements. The PowerPoint presentation is available to download from the volunteer teachers' Dropbox.

Film

This workshop makes use of film footage, which can be downloaded in advance. All the suggested films are available to download from the volunteer teachers' Dropbox, or you can ask your local Christian Aid office for help with this. If there are no facilities available for playing films (check with the teacher first), or if you prefer not to use them, you can adapt the activities to leave them out, or in some cases show PowerPoint slides instead.

Session planner

The table overleaf provides an overview of suggested activities and approximate timings. It also lists materials, worksheets and films required for each activity. You can tailor your own session plan from this list, and add or adapt activities to suit your needs.

*World Bank, 2008, Human Development Report.

**UNICEF

***Christian Aid



Age group	Activity	Approx. timing (mins)	Materials	Worksheet (available to photocopy at end of this pack)	PowerPoint slides	Film
Primary	Warm up	10 – 15	Ball, pen, board/ paper.	x	x	x
Primary	Cake consumption	10	Cake	x	✓ (optional) Slide 2	x
Primary	Living a full life	15	'Living a full life' sorting cards (six sets)	'Living a full life' worksheet (six copies)	x	x
Primary	Overcoming challenges	15 - 20	x	'Overcoming challenges' worksheet (one per pupil)	✓ (optional if films are used) Slides 3 - 5	<i>Jeremiah's story</i> <i>Patricia's story</i> <i>Ivana's story</i>
Primary	Reality check	20	Signs listing: Alcohol* Cigarettes* Pet foods Perfumes Ice cream Make-up Basic education Safe water Basic nutrition Health services for mothers and babies (*optional)	x	✓ (optional) Slide 6	<i>Transformers</i>
Secondary	Warm up	10	Five breadsticks	x	x	x
Secondary	Important global issues	25	Dot stickers (approx. 70 for a class of 30 students), whiteboard/ blackboard	x	x	<i>Power to end poverty</i>
Secondary	Hope for the future	10	x	x	x	<i>Emmanuel's story</i>
Secondary	People power v poverty	10	x	x	✓ (optional) Slide 7	<i>Inequality in India</i>
Secondary	What can you do?	10	x	'What can you do?' worksheet (one per student)	✓ (optional) Slide 8	
Primary	Concluding activity	5 -10	Paper and pens	'What can you do?' worksheet (one per pupil)	x	<i>Emmanuel's story</i>
Secondary	Concluding activity	5 -10	x	x	✓ (optional) Slide 9	<i>Poverty Over animation</i>

Aims of the workshop

For younger pupils:

To understand issues relating to poverty and what is being done to tackle them around the globe.

For older students:

To understand that poverty can be ended and to identify opportunities for their own involvement.



Learning outcomes

By the end of this session, **younger pupils** should be able to:

- understand that the world’s wealth and resources are distributed unequally
- reflect on the things essential to living a full life
- relate to some stories of people living in poverty and use these to identify and challenge stereotypes
- understand that extreme poverty can be overcome.

By the end of this session, **older students** should be able to:

- define poverty in terms beyond income, understanding poverty as a lack of power and opportunity
- understand that inequality underpins poverty
- comprehend the challenges that poverty represents for some people around the world
- identify and challenge stereotypes relating to poverty and development.

Warm-up activity for younger pupils

Ask pupils to arrange themselves in a circle and to throw a ball between them. Whoever catches the ball should shout out a word that they associate with poverty. As they do this, you should write the words up on a board/sheet of paper. Once everyone has had a chance to shout out a word, ask them to sit down and talk through the kinds of words that were mentioned. You should gently lead them to identify some of the stereotypes that they might hold about other countries/people living in poverty and to consider where these come from and whether they are accurate.

Questions:

- Where do pupils’ ideas about people in other countries come from?
- How many people do pupils think live in poverty in the world – and where do they think they live?
- Are pupils’ ideas about life in other countries mainly:

- a) negative
- b) positive
- c) a mix of both?

Explain:

Nearly half of all people living in the world are living in poverty. That is a shocking fact. But what does ‘poverty’ really mean – and where do the 3 billion poor people on this planet live?

It’s important to understand that poverty is complicated; it is not just about having too little food, or medicine, or clothes – though it can be partly about all those things. Above all, it’s about not having the options to live your life to the full. Because if you live in poverty, then it is likely that you do not have much choice over the sort of work that you do, or where you live. It’s likely that getting hold of the things that many other people take for granted – like clean water, food and medicines – is a major worry and a drain on your time and energy. It means that if a disaster, like a flood or an earthquake, strikes the place where you live, then you are much more likely to be injured or killed, because your home will probably not be very safe. It means that you are much more likely to get ill, and be hungry and tired and badly-treated by other people. Basically, it means that life is difficult.

And where might these poor people live? It is too simplistic to say that some countries are ‘poor’ and some countries are ‘rich’. Very often, there are communities of very poor people living in countries that are not so poor at all. For example, India has more billionaires than the UK, and yet it also has more hungry children than the whole of sub-Saharan Africa. In many countries – including our own – poorer people live alongside much richer people, so we need to remember that it is not as simple as ‘poor countries’ and ‘rich countries’. Today, it makes more sense to talk about ‘poor communities’, rather than poor countries.

And we must also remember that, even when most people in a country are poor, that does not mean that there is something ‘wrong’ with that country. Often the causes of, and solutions to, poverty lie closer to home than we might realise.



Activity: Cake consumption
(For younger pupils)

Ask for 10 pupils to come up to the front of the class and present them with a cake. Ask them how they would divide it fairly between them. Explain that these 10 people represent the whole population of the world. Now split them into two groups of two and one of six, and get them to stand in their groups – the two pairs on either side of the middle group of six. One pair represent the richest 20 per cent of the world’s people, the middle six represent the middle 60 per cent of the world’s people, and the other pair represent the poorest 20 per cent of the world’s people. Then cut the cake and hand it out on plates, roughly as follows:

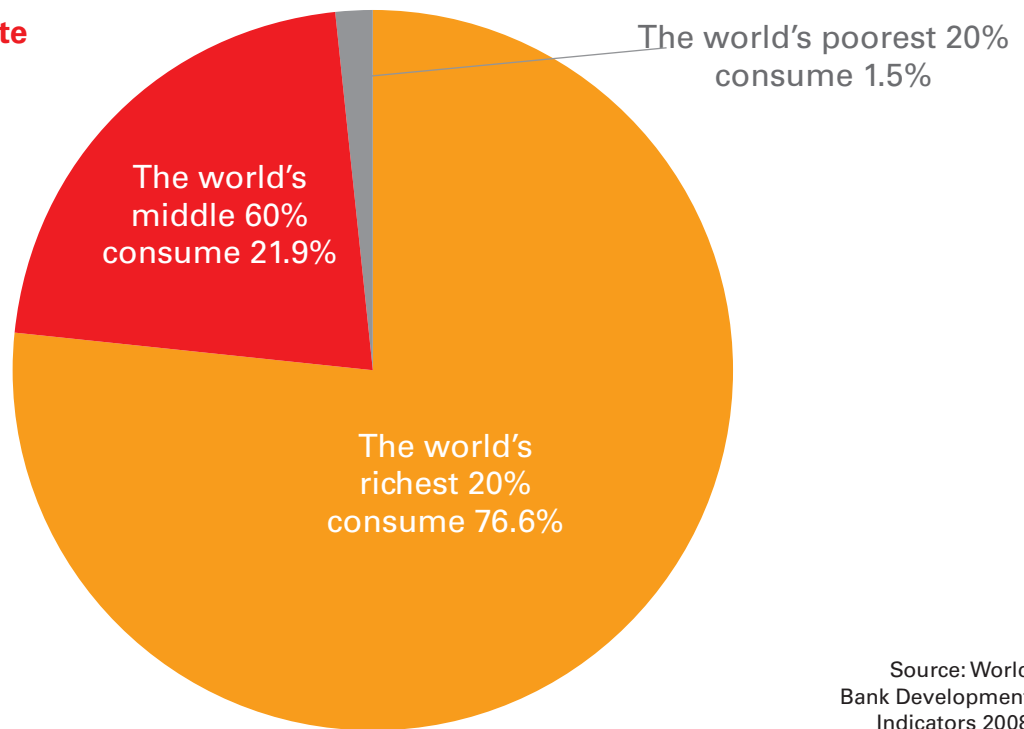
Three-quarters should go to the pair who represent the richest 20 per cent of people in the world.

Just under one-quarter (22 per cent) should go to the middle 60 per cent.

The remainder (about 1.5 per cent of the whole cake) should go to the pair who represent the poorest 20 per cent.

The diagram below shows how the world’s consumption is divided. This will give you a rough guide as to how to divide up your cake! (This diagram is also shown on slide 2 of the *Poverty: causes and solutions* PowerPoint presentation.)

Share of world’s private consumption



Source: World Bank Development Indicators 2008

Questions:

- How did this make the different groups feel?
- Was it fair?

Explain:

This really does represent how things are divided between rich and poor in this world: The world’s richest 20 per cent consume over three-quarters of the world’s goods and services, and most of the rest is consumed by the middle 60 per cent. The very poorest 20 per cent consume a tiny bit, just 1.5 per cent.



Activity: Living a full life

(For younger pupils)

Split the class into six groups (around five per group) and hand each group a set of 'Living a full life' sorting cards and the 'Living a full life' worksheet.

Ask pupils to discuss, in groups, which of the things listed are essential to living a full life. Encourage them to think, beyond the things that are important to them, and to consider instead what all people need, irrespective of where they live, how old they are, or what their own interests are. Ask them to organise the cards into groups on the diamond diagram on the 'Living a full life' worksheet:

Questions:

- Which things are absolutely essential (things humans couldn't live without)?
- Which are not vital for survival, but pupils feel are still very important for human existence?
- Which are less important?
- Are there any that might be very important for some people but less so for others?
- Which of the things are common needs of all people, regardless of whether they are rich or poor?
- Which of the things they identified might be a real challenge for people living in poverty?

Activity: Overcoming challenges

(For younger pupils)

Show the films featuring the stories of Patricia, Jeremiah and Ivana (or you could choose to focus on just one of these). If you prefer not to show films, or facilities are not available, there are images of these young people on slides 3-5 of the *Poverty: Causes and Solutions* PowerPoint presentation.

(Slide 3) *Jeremiah lives in Matopeni, a slum settlement in Kenya. In the film, he explains how sanitation issues make his life difficult, as he has to carry clean water a long distance and avoid the risk of Matopeni's 'flying toilets'. He looks forward to the building of a new toilet block, provided by his local council, and drains and taps with clean water, provided by Christian Aid partner Maji Na Ufanisi.*

(Slide 4) *Patricia lives in the town of Gbap, in Sierra Leone. This film explains how war led to hunger*

in Sierra Leone, and how people in Gbap are now being helped to farm more food, with seeds, tools and a new food-processing centre. Patricia explains why she thinks education is important, and talks of her excitement about the new school building that is being built by a Christian Aid partner.

(Slide 5) *Ivana lives in a remote community, deep in the Bolivian rainforest. In this film she takes you around her local community, sharing how Christian Aid partner CIPCA has helped people here to rear woolless sheep and also chickens, ensuring the people have food all year round.*

Hand out the 'Overcoming challenges' worksheet, which features pictures of Jeremiah, Patricia and Ivana. Ask pupils, as they watch and/or listen, to jot down anything of interest that they notice in the films, or in your descriptions, in the space around the pictures.



Questions:

- Where do Patricia, Jeremiah and Ivana live? (You could get pupils to find Sierra Leone, Kenya and Bolivia on a map.)
- What were the main challenges faced by the different communities in the places that they live?
- What has happened to make things better for the communities?
- What questions might you like to ask them if you had the chance?

Explain:

Patricia, Jeremiah and Ivana all live in communities that are affected by poverty – they are poor. But as we can see from the films, that doesn't mean that they are helpless or miserable. (If pupils came up with very negative stereotypes in the warm-up activity, you could gently challenge those by

comparing their stereotypes to the messages communicated by the children in the films.) *Their communities are working as hard as possible to come up with ways to improve their situation and to overcome the challenges they face.*

Christian Aid supports people living in the very poorest communities around the world, such as those where Jeremiah, Patricia and Ivana live, finding ways to help people use all their skills, ideas and hard work to escape poverty for good. It works through partners (organisations whose staff are already living and working alongside the communities they are trying to help), because it understands that local people have the best understanding of the problems affecting their own communities – and will have the best ideas about what they need to do to fix those problems.

Activity: Reality check

(For younger pupils)

Get all pupils to stand up. Explain that one side of the room is 'high' and the other side of the room is 'low'.

Ask six students to come forward. Hand each one a sign, with one of the following written on it:

Alcohol*, Make-up, Perfume, Ice cream, Pet food, Cigarettes*

*Please note: the aim of this activity is to highlight injustice and to demonstrate that huge amounts of money are spent on luxury items and things that are bad for human health, like alcohol and cigarettes. The intention is that this should reinforce the work that schools do to promote healthy choices – as well as put expenditure in context, to highlight the relatively low cost of fighting poverty. However, if you feel unsure about talking about cigarettes and alcohol with under-18s, do feel free to leave these figures out, or to seek advice from a teacher first.

Ask the six pupils to organise themselves according to how much money they think was spent on each of the items on their signs by people in America and Europe – they should arrange themselves from 'most spent' to 'least spent'.

Reveal that the correct order was (from highest to lowest):

- Alcohol***
- Cigarettes***
- Pet foods**
- Perfumes**
- Ice cream**
- Make-up**

Now ask another four pupils to come up to the front and hand each of them a sign, each with one of the following statements written on it: Basic education for all; Safe water for all; Health services to keep women and babies safe; Basic nutrition.

Ask these pupils to think about how much extra money it might have cost to provide these things for everyone in the world, and then to arrange themselves around the other pupils and their signs (for example, would it have cost more to provide



basic education for all than the amount spent on ice cream?).

Once the pupils have arranged themselves, reveal that this was the true order (from highest to lowest):

Amount spent on alcohol: £67bn

Amount spent on cigarettes: £32bn

Amount spent on pet food: £11bn

Amount it would have cost to provide basic health and nutrition for everyone in the world: £8bn

Amount spent on perfume: £7.5bn

Amount it would have cost to provide health services to keep women and babies safe: £7.5bn

Amount spent on ice cream: £7bn

Amount it would have cost to provide clean water for everyone in the world: £6bn

Amount spent on make-up: £5bn

Amount it would have cost to provide basic education for everyone in the world: £4bn*

(This information is also shown on slide 6 of the *Poverty: Causes and Solutions* PowerPoint presentation.)

*Note: these figures are from the UNDP Human Development Report, 1998 (http://hdr.undp.org/en/media/hdr_1998_en_chap1.pdf), and may not reflect current spending levels. The exercise is helpful to demonstrate the disparity between spending priorities in the past and to highlight how under-resourced the fight against poverty has been. Please note that figures represent the estimated additional annual spending (rather than total spending), required to provide these things (obviously, there is already investment in these areas).

Show the *Transformers* film. This film provides an overview of the way that Christian Aid works and some of the issues that it works on. Please note that this film was produced in 2008, and some information should be updated. For example, there are now 7 billion people in the world, not 6 billion.

Warm-up activity for older students

Ask five students to come up to the front of the class, and present them with five breadsticks. Explain that the five people represent all of the people in the world and the breadsticks represent all of the money in the world. Ask how they think the breadsticks should therefore be divided up.

Then give out the breadsticks like this:

Give the first person (the richest 20 per cent) four breadsticks.

Give the second person two-thirds of the remaining breadstick.

Give the third person two-thirds of what's left of the breadstick.

Give the next person a little over half of what you have left.

And to the last person, representing the poorest 20 per cent of the world's population, give about 20 per cent of a breadstick, or the crumbs you have left.*

Explain

This is roughly how the world's wealth is currently divided: the poorest 20 per cent of the world's people, many of whom live on less than US\$1 a day, account for just 1.5 per cent of world income.**

Questions:

- How did the students feel about the amount they were given?
- Can they explain any reasons why the world is so unequal?

*unicef.org/socialpolicy/files/GlobaL_Inequality.pdf

**http://hdr.undp.org/en/media/Human_development_indicators.pdf p269



Activity: Important global issues
(For older students)

Walk around the class and hand out dot stickers. Most of the students should receive just one sticker, but make sure that three students receive two stickers each, three students receive four stickers each, and three students receive 10 stickers each. Ask the students to hang on to their stickers for a while.

Write 'Important global issues' up on the board, and ask students to shout out the issues that they think are most important in the world today. Explain that there are no right or wrong answers, and make them feel comfortable about making suggestions.

As they suggest things, write them up around the edge of the board. (For reference, the following issues have been suggested in previous sessions with Key Stage 3 groups: water, poverty, climate change, animal rights, human rights, disease, war, drought, oil, energy, corruption, education, HIV, sanitation, pollution, power, governments, money, big companies, globalisation, hunger, food, famine, trade, waste.)

Next, ask students to think about which issue they think is most important. Then ask them to come up to the front and place their sticker on that issue. Explain that if they have more than one sticker they can choose to stick them all on one issue, or they can spread them around different issues.

Once they have voted, comment on the results and note which issues they thought were most important. Ask students which issues have a direct relation to poverty – either as a cause or effect? Circle these as students identify them.

Ask students if they can see any links between any of the issues and, as they shout them out, draw lines between the issues. As you draw in the links, the picture will become increasingly messy. Ask students how this big mess makes them feel. The answer will probably be something like: 'a bit depressed'.

Explain:

Although the world is complicated, and the situation can seem very messy, there are plenty of

reasons to be hopeful. According to Christian Aid, since 1950:

- child mortality has halved*
- the number of children getting primary education has grown to just under 90 per cent*
- life expectancy in developing countries has risen by an average of twenty years.*

Largely, these successes are down to the determination of people to make the world better. The very fact that issues are so interlinked means that tackling one issue can have a positive impact on another issue. For example, tackling the problem of hunger will make people less vulnerable to disease, because people are much stronger when they are well-nourished. And dealing with the energy crisis has the potential to limit climate change, as the world adapts to a more efficient and less-polluting future. We live in a very challenging – but also extremely exciting – era of change, and advances in medicine, science and technology are changing the picture all the time. For this reason, we have the greatest chance ever of ending poverty.

Then, ask them if they noticed anything about the way that the stickers were distributed.

Explain:

Of course, the stickers were not distributed evenly. A few people got many more stickers than the others, and so their choices have had much more influence on the results. This is reflective of the way that wealth is distributed, resources are consumed and power is held in our world:

- Wealth: the richest one per cent of people control more than 75 per cent of the world's wealth.**
- Resources: the richest 20 per cent of people in the world consume over 75 per cent of the world's goods and services – more than 10 times what the poorest 50 per cent of people consume.***
- Power: nearly a billion people entered the 21st century unable to read a book or sign their names. This puts people at an obvious disadvantage when it comes to finding work and accessing information, but it also means*



*that many people are unable to engage fully in decision-making, which limits their power to control their own situations. Women face particular obstacles to achieving positions of power – less than 20 per cent of government positions worldwide are held by women.**

People in poverty tend not to benefit from advances in medicine, science, engineering and technology; they are often locked out of decision-making processes; they are more likely to miss out on education and therefore be denied the opportunity to live their lives to the full. These people are also most likely to be women or girls, as the majority of people living in poverty are female.

Christian Aid doesn't think this is fair. In an age of immense wealth and opportunity, no one should have to struggle to survive – everyone should be able to thrive.

Play *The Power to End Poverty* film.

Questions:

- What do you think about this film?
- What do you notice about the types of images that are shown?
- Name three things that Christian Aid is doing to overcome poverty.

Explain:

Christian Aid believes that poverty is an outrage against humanity. It also believes that poverty can be ended – and that this must happen soon. Christian Aid recognises that people living in poverty are often at the mercy of systems – like the trade system and the tax system – that are keeping them poor by pushing money away from poor people and keeping it in the hands of the rich and powerful. It wants those systems changed to make them fairer and to enable millions of people to lift themselves out of poverty.

Christian Aid doesn't want people to pity people living in poverty, it wants them to recognise how unfair it is and to challenge and change the systems that keep people poor.

Activity: Hope for the future

(For older students)

Play *Emmanuel's Story*, about Emmanuel Kalunga from Zambia. This film will help students consider the impact of poverty on the life of an individual. This film was made over five years ago, so it is important to make it clear that Emmanuel would be older now.

Questions:

- In what ways are the hopes that Emmanuel expresses in this film the same as our own?
- Which of his needs were not being met?
- Which of the important global issues that were mentioned in the first activity have affected Emmanuel's life so far?
- What do you think life might be like for him now, over five years later?
- In what ways might poverty have affected this?

Explain:

Emmanuel Kalunga's mother died when he was nine, and after that he was brought up by his grandmother. 'I remember most of all the good times with my mother, laughing with her,' he says. 'I miss my mother's smile most of all.'

Christian Aid worked with a Zambian partner organisation to support the family. Emmanuel showed promise at school, but his grandmother was aware that, even so, his future was far from certain. Life for children like Emmanuel can be tough without lots of family around to support them – many of Emmanuel's friends hung out on the streets because there was no one at home to encourage them to go to school. His granny's ultimate wish was for Emmanuel to finish his education: 'If he gets an education, he can choose his future. I don't know if I will be around when he is big,' she said.



Activity: People power v poverty (For older students)

Show the *Inequality in India* film.

This film will help students consider the impact of poverty on the life of a whole community of poor people.

Questions:

- Why are so many people in India poor, in spite of the country's growing wealth?
- Why are land rights so important?
- What is being done about it?

Explain:

(There is an image of the marchers on slide 7 of the PowerPoint presentation.)

Many people in India are subsistence farmers, who live off the land that they farm. The wealth that has been generated by India's rapidly growing economy has not trickled down to the poorest

people. And as India's wealth grows, so do the business interests – and many poorer people have found that their land and livelihoods are threatened as large areas of land are sold off to big business.

Christian Aid's partner Ekta Parishad fought back with a mass movement to demand land rights. In 2012, having spent several years travelling around India drumming up support, hundreds of thousands of poor people joined a march towards the capital city, Delhi, to demand rights to their land. It was one of the biggest non-violent campaigns the world has ever witnessed – and it worked!

Before the marchers reached the capital, the Indian government agreed to meet their demands and bring about a change that would guarantee access to land and livelihood-resources for all, regardless of wealth or caste. This amazing victory has the potential to lift millions of people out of poverty – and shows what can be achieved if enough people stand up to injustice.

Activity: What can you do? (For older students)

Explain:

Christian Aid works in many different ways to fight poverty. It supports people living in the very poorest communities around the world, finding ways to help people escape poverty for good. It works through partners, which are local organisations whose staff are already living and working alongside the communities they are trying to help. It works through these partners because it understands that local people have the best understanding of the problems affecting their own communities – and will have much better, and more workable, ideas about what they need to do to fix those problems.

Christian Aid also works by campaigning to change the systems that keep people poor. This means asking people in power – like governments and big corporations – to change the rules, and the way they do things, so that the needs of poor people are considered. (There is an image of tax campaigners on slide 8 of the PowerPoint presentation.)

For example, Christian Aid currently campaigns to change tax laws, so that companies who make a lot of money in poor countries pay their fair share of tax money back to those countries.

Share the 'What can you do?' worksheet, which has space for students to list their ideas under the headings Give, Act and Pray/Wish/Hope. This is a good time to hear their ideas about what they might be able to contribute to the fight against poverty, and also to provide information about the latest appeals and campaigns. If you are in any doubt about what these are, then you can look at the website (christianaid.org.uk) or contact your local Christian Aid office.

Remind students that Christian Aid is an organisation founded on Christian principles, but that you don't have to be a Christian to support Christian Aid – the charity works with people of all faiths and none, wherever the need is greatest, irrespective of religion or nationality.



Concluding activity for younger pupils

Think about/draw the images that came into your mind when you first thought about poverty today. Now think about/draw the images that come into your mind when you think about poverty. What has changed?

You could show the *Emmanuel* film, which has a nice, reflective tone, and ask pupils to reflect on the ways in which Emmanuel's hopes and dreams are the same as their own. You could leave pupils with the 'What can you do?' worksheet.

Concluding activity for older pupils

Show the *Poverty Over* animation and ask pupils to suggest ways in which they think they could help to end poverty. (Possible suggestions might include: prayer, campaigning, fundraising, helping to challenge stereotypes.)

There is an image of the Poverty Over logo on slide 9 of the PowerPoint presentation.

Other resources you could use to explore issues of poverty with younger pupils:

Global Explorers

This interactive whiteboard resource is a great tool for volunteer teachers. Most schools will have an interactive whiteboard, so check with the teacher prior to a visit. The films of Jeremiah, Patricia and Ivana are also available within this resource (just click on Kenya, Sierra Leone and Bolivia to view these films). Where this facility is not available, you can access the resource through the internet.

'Forest foods forever' game

This simulation game explores the challenges facing a remote community in the Bolivian rainforest, where Ivana lives, as they work together to overcome hunger.

'IF' campaign resources for schools

These resources are produced by the IF campaign to end hunger and include a PowerPoint, teaching resource, and school campaign action. They are available from: christianaid.org.uk/if-assembly

Assemblies

Our assemblies all touch on issues relating to poverty.

Please note: all these resources can be downloaded from christianaid.org.uk/learn

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'Poverty Over' sixth form workshop

This workshop for sixth formers will help you to explore issues relating to poverty at a more advanced level.

The Poverty Challenge

This simulation game can now be downloaded in full from the Learn website.

Assemblies

Our assemblies all touch on issues relating to poverty.

Please note: all these resources can be downloaded from christianaid.org.uk/learn



Living a full life SORTING CARDS

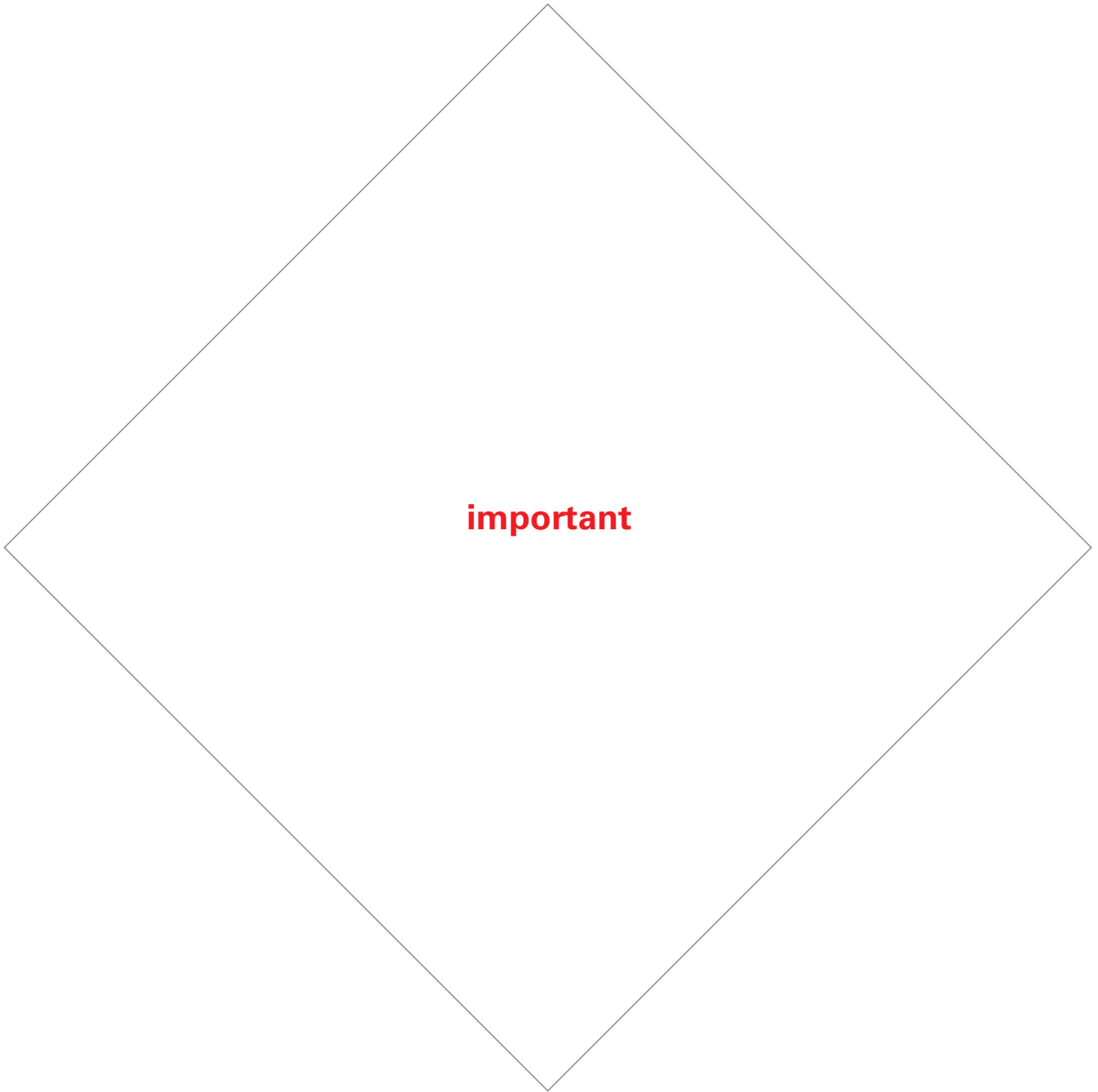
Photocopy this sheet so that you will have one set of cards per group (you will probably have around six groups of five in an average class) and cut the cards out.

Music	Shoes	Friendship	Family
Love	Fun	Sport	Food
Television	School	Time to play/ socialise	Water
Football	Medicine	Rights	Internet access
Bicycle	Clothes	DVDs	Shelter
Toys	Mobile phone	Jewellery	Pets
Perfumes	Ice cream	Make-up	



Living a full life
WORKSHEET

essential



important

less important



Overcoming challenges WORKSHEET

Watch the films about Jeremiah, Patricia and Ivana, or listen to their stories, and note down any important information about their lives and the places where they live.

Jeremiah, Kenya



Patricia, Sierra Leone



Ivana, Bolivia



What can you do? WORKSHEET

Christian Aid encourages its supporters to Give, Act and Pray to end poverty. What could *you* do to help be part of the generation that ends poverty? Draw or write your ideas in the boxes below.

Give

What could you give to help fight poverty?

Note: be imaginative! This could mean fundraising, but it doesn't have to. It could mean your time/your thoughts/your ideas/your consumer choices.

Act

How could you act to make the world a better place?

Note: this could mean actions that change the whole world, but it could also mean actions closer to home.

Pray/hope/wish

What are your hopes for the future and what are your wishes for the world?

Note: this could take the form of a prayer or it could be a poem or another expression of your hopes and dreams.