

ONE WORLD YOUTH PROJECT

Feeling Poverty

Objective: To help youth express their knowledge or predictions of the emotional and physical effects or poverty.

Materials: Paper, writing utensil(s), chalkboard (optional)

Curriculum Connections: language arts, social studies, art

Introduce and discuss the following statistics with your group:

One third of deaths - some 18 million people a year or 50,000 per day - are due to poverty-related causes. That's 270 million people since 1990, the majority of which are women and children, roughly equal to the population of the United States of America.

Over 1 billion people live on less than \$1 USD a day.

Estimates indicate that 2.8 billion people are living on less than \$2 USD a day --- 462 million of them are youth.

600 million children live in absolute poverty.

Ask youth how they would define poverty? You may wish to lead a group discussion around this topic. Here are a few possible questions for discussion:

- Have you ever experienced poverty? If so, what did it feel like? If not, what do you imagine poverty would feel like?
- How does poverty affect a person emotionally and physically? Why?

Explain that poverty can have physical as well as emotional effects. Ask for two volunteers. Explain that one volunteer represents the emotional effects of poverty and one represents the physical effects of poverty.

Ask the "physical effects" volunteer to write on the chalkboard or on a piece of paper. Tell the group that they are going to think of parts of the body. Ask the group to think of 10 or more body parts. The volunteer should record the ideas.

Now ask the group to identify which parts of the body listed can be affected by poverty. Ask the group to describe how each part of the body can be affected. For example, the stomach may be affected because a family may not be able to afford enough nutritious food. Or, the back and hands may be affected from having to work long, tiring hours for a small amount of pay. Or, teeth may be affected from the inability to visit a dentist or to access hygienic mouth-cleaning supplies.

Ask the "emotional effects" volunteer to write on the chalkboard or on a piece of paper. Ask the group what emotions they associate with poverty. Youth may say things like: sadness, stress, frustration, anger, the feeling of working together as a family, etc. The volunteer should record all of these ideas. After a list is created, ask the group to describe each of the emotions listed. For instance, what does sadness feel like? What does stress feel like?

Introduce Feeling Poverty activity.

Activity: Have you ever experienced poverty? If yes, what did it feel like? If not, what do you imagine poverty feels like? Try not to describe the logistical conditions of poverty, but rather describe the emotions you know or imagine are associated with poverty. Be creative! You may wish to write a poem or a narrative piece of writing. In each sentence, try to use multiple adjectives (describing words). Also, try to use creative and unusual verbs (action words). Consider the physical effects (how might one's stomach, back, or feet feel when s/he is in poverty?) as well as the emotional effects. Go beyond the commonly used emotion words (e.g.: happy, sad, etc.) –dig deeper into the emotions. For example, if poverty feels like sadness, what does sadness feel like? What adjectives would you use to describe the feeling of sadness? You can also choose to draw, paint, or carve a picture of what poverty feels like.

Showing Poverty in the MDGs

Objective: To show the connection between poverty and the Millennium Development Goals.

Materials: Index cards or scraps of paper, writing utensils, various art supplies (will vary)

Curriculum Connections: social studies, art

Pass out an index card or paper scrap to each group member. Ask everyone to write down on the paper one cause, outcome, or issue involving your group's focus MDG. Tell the group to be specific. For instance: "forest destruction" rather than "damaging of the environment".

Collect all the pieces of paper/index cards and then spread them out (statements facing up for all to read) on the floor or on a table. Make sure each group member has a pen or pencil.

Ask the group to come up one by one and put a small X or dot in the corner of all the statements that they feel have something to do with poverty. Poverty may be a cause or an effect.

After everyone has had a turn, ask all the members to get up together and look at the results on. Most all of the papers should have X's or dots.

Ask for volunteers to explain each statement's connection to poverty.

For instance: "Forest destruction is related to poverty because when people do not have enough money they are sometimes forced to cut down protected trees for cooking and building materials rather than planting their own trees for this use."

Introduce Showing Poverty in the MDGs activity. This activity can be done as individual or group project.

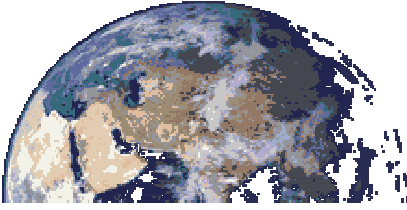
Activity: Visuals (pictures, paintings, drawings, sculptures, etc.) are a powerful way to portray a message. Visuals can be understood in all languages and by most all people regardless of their educational experience. As the saying goes, "A picture is worth a thousand words." Your mission is to create a visual that illustrates the following message:

"All the Millennium Development Goals are connected to poverty."

All visuals that are submitted to One World Youth Project will be passed along to the United Nations and some may be used to help educate the public about the Millennium Development Goals and their connection to poverty.

Think about the following points while creating your visual:

- *How can my message be clear without using words?*
- *Since someone looking at my visual may not be aware of the Millennium Development Goals, how can I make my message understood without assuming prior knowledge of the Goals?*
- *What do I want people to feel when they see my visual?*
- *What do I want people to think when they see my visual?*
- *Do I want to affect change or spread awareness with my visual? If so, how can I do this effectively?*
- *How can I make my visual creative and different?*
- *How can I make my visual compelling?*



Poverty

How does poverty have a role in your focus MDG?

Every Millennium Development Goal is connected to poverty. Poverty is the underlining factor in many of the world's greatest challenges. Read the facts below slowly. Think carefully about what they are really saying. Sometimes it's hard to understand the true meaning of numbers and statistics. But, these numbers represent lives. Therefore, we ask you to read them carefully.

One third of deaths - some 18 million people a year or 50,000 per day - are due to poverty-related causes. ...That's 270 million people since 1990, the majority of which are women and children, roughly equal to the population of the United States of America.



The Perfect Youth Group of Arusha, Tanzania takes action to fight against poverty!

UN Millennium Development Goal 1 is to eradicate extreme poverty and hunger. This goal aims to reduce by half the proportion of people living on less than a dollar a day. As you have already learned, all the MDGs are interconnected.

In particular, each MDG is strongly related to poverty.

How do you think your focus MDG relates to poverty?

Pause. Think about these figures...

50,000 a day

18 million a year

Over 1 billion people live on less than \$1 USD a day.

Pause.

What does a \$1 USD mean to you? What could buy with this amount?

Estimates indicate that 2.8 billion people are living on less than \$2 USD a day --- 462 million of them are youth.

Pause.

Think: 462 million youth living on less than \$2 USD a day.

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Reflect

Many people around the world live or have lived in poverty. There is poverty on every continent and in every country. For such a universal issue, those in and out of poverty rarely have open and honest dialogue about the topic. In order to eradicate poverty we all have to work together.

Feeling Poverty

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Showing Poverty in the MDGs

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- What do I want people to feel when they see my visual?
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- Do I want to affect change or spread awareness with my visual? If so, how can I do this effectively?
- How can I make my visual creative and different?
- How can I make my visual compelling?