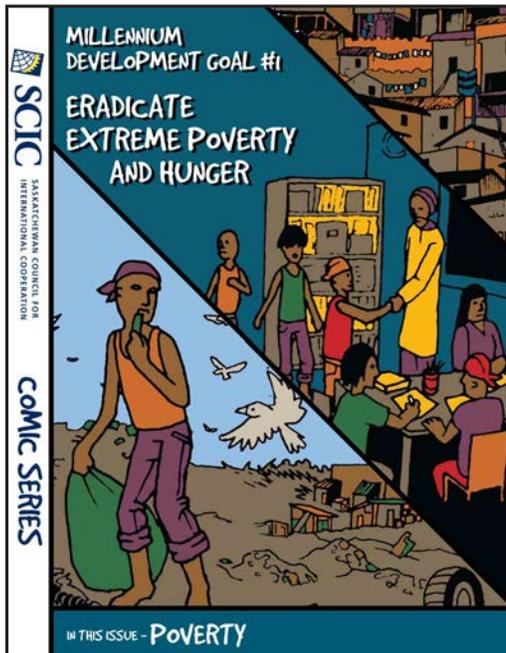


# GOAL 1: Eradicate Extreme Poverty and Hunger

**CUT IN HALF THE NUMBER OF PEOPLE WHO LIVE ON LESS THAN ONE US DOLLAR A DAY AND WHO SUFFER FROM HUNGER.**



**THIS COMIC TAKES PLACE IN BRAZIL**  
CONTINENT: **SOUTH AMERICA**  
CAPITAL: **BRASILIA**  
LANGUAGE: **PORTUGUESE**  
SPORT: **FOOTBALL (SOCCER)**  
POPULATION (2010): **190,732,694**



By landmass, Brazil is the fifth largest country in the world, and the largest country in South America. Known for its beautiful landscapes, Brazil is home to both a diverse range of natural and human-made environments, from the exotic plant and wildlife of the Amazon to the bustling shorelines of Rio de Janeiro.

In this comic, put yourself in the shoes of Andres and his family as they struggle to live in Brazil. What is Andres' life like, and how does he survive? What can YOU do to help eradicate hunger and poverty?

## GOAL 1 – RELATED LEARNING IDEAS:

1. Have students do some research on life as a catadore (garbage collector) in Brazil. What are some daily struggles for people in this situation? What are some dangers of working in a garbage dump? If the class is interested in going further with this project, have them watch the documentary "Garbage Dreams", which is about life as a catadore in Egypt. Discuss the issues that arise in the film with the class.
2. Using a globe, discuss the power and wealth distribution with the class. Which countries are the richest? Which are the poorest? Point out the clear distinction between the developed and rich Northern Hemisphere, and the developing and poor Southern Hemisphere. Have students brainstorm why they think there is a distinct power divide between the two hemispheres. Explain to students the unfair resource distribution in the world, and how that can account for the power divide.

Source: Wikipedia

*“Overcoming poverty is not a gesture of charity.  
It is an act of justice.”  
–Nelson Mandela*

## DID YOU KNOW?

The difference between a LIVING WAGE & MINIMUM WAGE

- Everyone needs a certain amount of money to spend on things like food and shelter.
- A living wage refers to the hourly wage necessary for a person to achieve a basic standard of living.
- In a developed country like Canada, this standard is generally considered to require that a person working forty hours a week, with no additional income, should be able to afford housing, food, utilities, transportation, healthcare, and a certain amount of recreation.
- The tool used to measure how much money is needed for individuals to be able to make a living wage is called the Low- Income Cut Off (LICO). A person living at the LICO is living at the “poverty line.”
- In Saskatchewan, 115,000 people live below the poverty line, which means that in a three person household (two parents and one child, for instance), the total before-tax income is less than \$29,222. After taxes, this means that each of these people live on under 21 dollars a day.
- A living wage differs from the minimum wage because the minimum wage is set by the government and may exceed or fail to meet the requirements of a living wage.
- Currently there are no Canadian provinces/territories with a minimum wage above a living wage so this means that anyone in Canada who is working full time (40hrs/week) at minimum wage is living in poverty.

## GLOSSARY

**CATADORE(S):** garbage collectors who pick through garbage dumps to find items to sell.

**FAVELA:** a shantytown in or near a city, especially in Brazil; slum area.

**HUNGER:** a shortage of food; the painful sensation or state of weakness caused by the need for food.

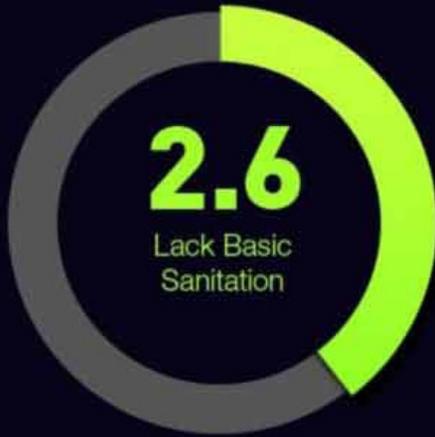
**LAMBADA:** a Brazilian ballroom dance for couples, with close interlocking of the partners.

**MANIOC:** a starch derived from the root of the Cassava plant: an important food in the tropics and a source of tapioca.

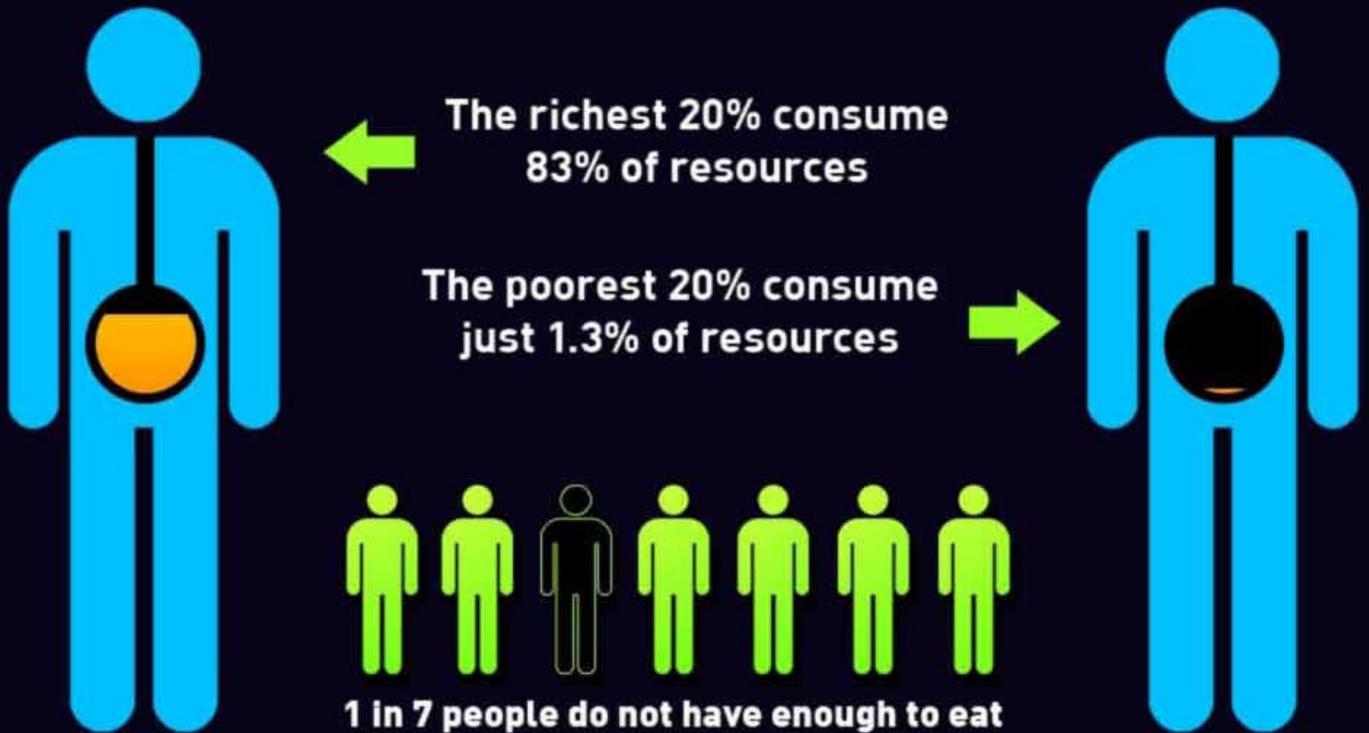
**PLANTATION:** a usually large farm or estate, especially in a tropical or semitropical country, on which cotton, tobacco, coffee, sugar cane, or the like is cultivated, usually by resident labourers.

**POVERTY:** the state or condition of having little or no money, goods, or means of support; condition of being poor; indigence.

# Out of the 6.87 billion people on Earth



**Nearly 900 million people have no access to modern health services of any kind**



# Activity: The Jellybean Game

## PURPOSE

To simulate and discuss the disparity in wealth between developing and developed countries.

## SUBJECT AND GRADE

Social Studies; Grade 4—8

## TIMING:

30 minutes is required for the game. 1 hour for extension.

## MATERIALS

Large world map

Jellybeans (or beans, seeds, buttons)

## EXTENSION PURPOSE (OPTIONAL)

Exploring the reasons behind economic inequities.

## NOTES

Feeling generous? Bring two sets of Jellybeans – one for the demonstration and one for eating later!

## BEFORE

Explain to students that disparities in wealth exist between developing and developed countries and that they are going to explore what that looks like during today's lesson.

## PROCEDURE

1. Using the map, the Teacher begins by pointing out the richest countries and labeling them "Northerners" (e.g. Canada, United States, European countries) and the most economically disadvantaged countries called "Southerners" (e.g. Ethiopia, Haiti, Rwanda, Malawi, etc.).
2. The students are divided into two groups. A quarter are put in the "Northerner" group (8 students in a class of thirty) and the remaining three quarters of the class is put in the "Southerner" group.
3. If you are going to use the Extension, within the two groups pick three or four students to represent families and communities (farmers, small business people) within the larger group.
4. Jellybeans are distributed to the groups as follows:  
Each Southerner receives three jellybeans. Each Northerner receives 12 jellybeans.

## TEACHING POINTS:

- This shows us the extreme inequality that exists in our world.
- The wealthiest 25% of world's population uses/controls 75% of wealth and resources.
- Northerners have nothing to worry about as their communities always have more than enough economic resources and managed natural resources.
- Southerners, however, are affected by a wide range of situations that may help or hinder their access to economic resources and their natural resources.

## DISCUSSION QUESTIONS:

- How much do you think the Northerners have to worry about when they have more than enough resources?
- Just because a country is impoverished doesn't mean it is poor in resources (natural resources like minerals, metals, oil).  
Can you name countries that are "resource rich" but where the majority of people live in poverty?
- What does having "too much" mean for a society? (Will anyone starve? Is medical attention readily available?)
- What does having "too little" mean for a society? (Will people starve? Can they access medical care?)
- What factors create and sustain poverty? These ideas are recorded on chart paper that can be posted in the room for later reference.

# Activity: The Jellybean Game Extension

## PURPOSE

Exploring the reasons behind economic inequities.

## SUBJECT AND GRADE

Social Studies; Grade 4—8

## TIMING:

1 hour for extension.

## PROCEDURE:

Write out the following scenarios on a slip of paper (or copy and cut out) and place them in a container so they are picked at random. Your “Southerners” are read a scenario and will have to redistribute their jellybeans as indicated.

## DISCUSSION QUESTIONS:

1. Who was the powerful group in this game? How might this mimic the distribution of resources in our world today?
2. What kinds of feelings did this bring up for you?
3. Was there competition between the two groups?
4. What can this game tell us about human rights issues?
5. Who decides which countries have access to certain resources, and which countries control these resources?

## SCENARIOS:

1. Your area is suffering from a drought, and you can't grow your crops.  
So, the people in another area with the same crops are able to sell at a higher price.  
You lose your income while the other group earns more money.  
(Take the jellybeans from this group of students and give them to another group.)
2. Your brother receives a scholarship to attend school in Canada.  
Everyone is happy for him, but it means that you will have one less person to harvest sugarcane this year.  
Each member of the family loses one jellybean.  
(Take one jellybean from each member of one group, and set them aside.)
3. Your family has just harvested a big crop of jute (used to make burlap bags).  
Since many of the companies that buy jute have been bought out by plastics companies, there is no one to make jute bags anymore and the price for your crop has fallen. Your family makes less money.  
(Take two jellybeans from each member of the group, and set them aside.)
4. A local organization has shown you how to increase the soil fertility (richness) by rotating crops, which has increased your yield.  
You make more money this year.  
(Each group member receives one additional jellybean.)
5. There has been an infestation of locusts this year in your region and you lost your entire crop.  
You did not have insurance, and so you lost everything you own to pay your landowner.  
(Take all the jellybeans from this group and give them to a Northerner – rich landowner.)
6. A multinational corporation has formed in your community to harvest the same crops, but is able to sell the crops at a lower price. Now, people are buying their crops instead of yours. You have lost your business, and can't break even.  
(Take the jellybeans away from the members of this group and give them to a group of Northerners.)
7. Your entire community decides to form a cooperative of small, independent farmers.  
Your wealth is redistributed to every member of the cooperative so that everyone is equal.  
(Redistribute the jellybeans so that everyone is equal again.)

Source: "Trading Fairly in Our World." L'échange équitable dans notre monde. Eastern Ontario Catholic Curriculum Cooperative.  
[www.eoccc.org/content/fairtrade/pdf/frenchfull.pdf](http://www.eoccc.org/content/fairtrade/pdf/frenchfull.pdf)

# Activity: Imbalanced Musical Chairs

## **PURPOSE:**

In this game, students will experience first hand the imbalanced and unfair distribution system of our world, and will have a chance to discuss how this makes them feel.

## **SUBJECT AND GRADE**

Social Studies; Grades 6-8

## **TIMING:**

1 hour

## **MATERIALS**

Internet  
Computer  
Projector  
Screen  
Chairs

## **PREPARATION**

1. Show the video World on Fire ([www.worldonfire.ca](http://www.worldonfire.ca)).
2. Ask about what we can do to help people around the world.
3. Teach the 8 Millenium Development Goals ([www.mdgmonitor.org](http://www.mdgmonitor.org)).
4. Talk about the different facets of poverty (health, sanitation, access to opportunity, environment, maternal health...)

## **PROCEDURE**

1. Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
2. Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
3. Put Group A with the large circle of chairs, and put Group B with the 3 chairs.
4. Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair)
5. Start and stop music.
6. Take away a chair from Group B and give it to Group A. Continue playing. Take another chair so that Group B only has one chair left.
7. Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again. Start and stop the music. Discuss.

## **DISCUSSION:**

How did you feel in this game? Was it fair? Why or why not? There is enough food in the world for everyone to eat, but 800 million people go hungry every day. Why is this? What does it mean to be a global citizen?

Source: [www.mediathatmattersfest.org/films/world\\_on\\_fire/](http://www.mediathatmattersfest.org/films/world_on_fire/)

# Activity: A Dollar a Day

## PURPOSE

To teach students that over one billion people live on less than a dollar a day and to help them to imagine what this is like.

## SUBJECT AND GRADE

Social Studies; Grades 6-8

## TIMING:

45 minutes is required

## MATERIALS

Pencil

Paper

Catalogue / flyers (household or food products)

## PROCEDURE

1. How would you live if you were paid only \$1 a day? What decisions will you make in order to survive?
2. Divide students into groups, each group symbolizing a family. Each member in that family earns \$1 a day.  
Have students write a list of things they would need to buy for the week.  
Be specific: How much food, clothes, and medicine? What are the costs of school fees, bills, medicine, transport, water, etc.
3. Give students catalogues and flyers to map out approximately how much each item on their list will cost.
4. Based on their given income of \$1 a day, have students decide what things on their list they can afford to buy, and what things they will decide to do without. How many things will the family have to give up?  
Will the family be able to survive? What decisions will students make based on their needs and budget?
5. Have students share their decisions with the class, and the possible consequences that could arise based on these decisions.  
(for example: not enough money to pay the electricity = no lights, no oven for food; not enough money to pay for medicine = sickness, unable to work, death).

Source: OXFAM Canada