

World Vision



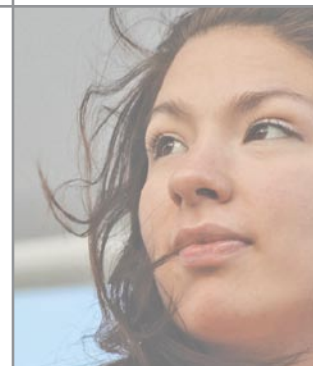
BEAT POVERTY

We've got what it takes

An educational resource supporting the video,
Beat Poverty—We've got what it takes

Available at: **WorldVision.ca/resources**

Fits Intermediate/Senior level (Grades 7 to 12)
in History, Geography, Canadian and World Studies and Civics



Introduction

Nelson Mandela explains that, **“Like slavery and apartheid, poverty is not natural. It is man-made and can be overcome and eradicated by the actions of human beings.”**

According to UNICEF, 30,000 children die each day due to poverty. That’s one child every three seconds. It doesn’t have to be this way. Now, more than ever—in terms of the money, the food, and the science needed—we’ve got what it takes to beat poverty.

And now is the time to focus on poverty. Over the past few years, world leaders have begun to talk seriously about addressing this issue. Commitments have been made and targets have been set. We need to act to ensure that leaders stick to their promises.

Citizens the world over are challenging the belief that poverty is inevitable. Through the Make Poverty History campaign, more than 250,000 Canadians joined millions of people around the world in calling for an end to poverty. These campaigns have led to positive and significant changes on a number of issues, including freeing countries from unpayable debt. Progress will continue to be made step by step; no one person can do the job alone, but every person can help. Beat poverty—we’ve got what it takes!

Beat Poverty—We’ve got what it takes

Running Time: 2:51 minutes

The *Beat Poverty* video and activity guide can be used to encourage young people to address poverty issues. Participants are moved to challenge both their own perceptions about poverty in the world and what Canada is, and should be, doing to end poverty.

Learning Objectives:

- Increase understanding of the fact that we can end world poverty
- Increase understanding of the role that international aid plays in poverty reduction
- Increase awareness of who’s doing what in terms of aid, including Canada’s involvement
- Facilitate reflection of our own roles and the role of Canada as a prosperous nation
- Acquire tools for contributing to positive change

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Using this Guide

Suggested Audience and Curriculum Connections

This resource is appropriate for high school classes, youth and adult groups addressing poverty issues and global connections. Specifically, the activity supports Civics and Social Studies curricula for grades 7 to 12.

Leaders should view the video and review the study guide in advance.

Note:

The language used in this guide reflects a classroom setting, but many activities are suitable for less formal settings.

Materials Needed:

The *Beat Poverty* video; blackboard space or flip chart; chalk/markers; placard cards or plain paper; class sets of Appendix 1 and Appendix 3; and one copy of Appendix 2 for reference purposes.

Time Required

The guide comprises two main activities: *Perceptions of Poverty* and *Oh Canada! How Are We Doing?* Both activities require viewing of the three-minute video.

- Allow approximately 50 to 60 minutes to complete both activities
- A shorter option is to omit *Perceptions of Poverty*. Allow approximately 40 minutes to complete *Oh Canada! How Are We Doing?*

Teacher Feedback

Your feedback on this resource is important to us. Please take time to fill out the Feedback Form (Appendix 4) and email, fax or mail it to us. We would also appreciate any comments or lesson plan suggestions!

Activity I: Perceptions of Poverty

20 minutes

Step 1. Introduction: Our Perceptions of Poverty

Have you ever taken the time to contemplate your outlook on poverty? Take time to explore your own perceptions on the state of the world.

- a. Inform students that they will now think about their outlook on poverty and comment on their perceptions about the state of the world
- b. Provide students with a copy of **Appendix I**. Allow time for them to read over and think about the statements
- c. For each response, they are to put a dot on the line under each statement to indicate whether they strongly agree or disagree with what is said
- d. As a group, review the statements and discuss common trends

Step 2. Watch the Video

2:51 minutes

- a. Watch the video and provide time for any clarifying questions. View it a second time if appropriate

Step 3. Revisiting Our Perceptions of Poverty

- a. Allow students time to return to **Appendix I** and respond to any of the statements that they may feel differently about now. Rather than changing responses, students should use a different coloured pen, or a different symbol to demarcate changes in opinion on any statement
- b. As a group, allow time for feedback about any changes in perceptions or altered outlooks on poverty in the world
- c. Again, discuss common trends

Activity 2: Oh Canada! How Are We Doing?

40 minutes

Step 1. Introduction: Perceptions of Canada

Have you ever taken the time to contemplate the position and reputation that Canada holds on the world stage? Take the time to explore perceptions of Canada.

- a. Begin by introducing the topic to the class (see *Introduction* on page 1). Explain that, while there are different approaches and solutions to tackling poverty in the world, the focus of this lesson is on international aid—the resources that governments in wealthy countries provide to poorer countries to assist in their development efforts
- b. Ask the group to pair up with the person beside them. Ask groups to think about and discuss some of the common opinions/perceptions other countries have about Canada in terms of our character and the type of people and country that we are. Prompt further discussion by having students consider what it means to wear a Canadian flag when travelling abroad. Participants who have travelled or lived in another country may be able to contribute specific examples
- c. As a group, hear from volunteers about common perceptions of Canada
- d. Report key ideas on the board
- e. Review the trends with the class. (Note: commonly, Canada is perceived as a prosperous and generous nation)

Step 2. Watch the Video

(three minutes)

- a. Watch the video and provide time for any clarifying questions. View it a second time if appropriate

Step 3. Poverty Goals and the Role of International Aid

There are different approaches to solving world poverty. Learn specifically about international aid and Canada's involvement.

- a. Ask students if anyone has heard of the Millennium Development Goals (MDGs). Explain that these are a set of goals that emerged from a United Nations Assembly in 2000, when all of the countries of the world agreed to set targets to significantly reduce poverty. All 191 countries came to an agreement that the goals should be reached by the year **2015**
- b. Review the eight MDGs with the class (found in **Appendix 2**)
- c. Explain the following about the MDGs and how to achieve them:
 - The MDGs are not unrealistic or overly ambitious goals. They are very achievable if we make them a priority. The video points out that we have the resources. It is a question of will. Ask students if they agree with Nelson Mandela (quoted in the *Introduction*, page 1) when he says that poverty “is man-made and can be overcome and eradicated by the actions of human beings”
 - The Make Poverty History campaign defined three priorities for rich countries like Canada as key to meeting the MDGs:
 - 1) Making trade rules fair so the poor can also benefit
 - 2) Eliminating debt repayments from the poorest countries
 - 3) Providing more and better international aid

Teaching Tip:

For more information on the MDGs, and explanations of fair trade, debt cancellation and International aid, visit the Make Poverty History website listed in Appendix 3.

- d. Explain the following points about international aid:
 - **International aid** is also called “foreign aid” or “official development assistance.” International aid is when one country helps another country through some form of donation. Usually this refers to helping out a country that has a special need caused by poverty, underdevelopment, natural disasters, armed conflicts, etc.

- **International aid and the 0.7% Target:**
 - In 1969, former Canadian Prime Minister Lester B. Pearson helped establish the goal of having every rich country donate **0.7%** of its Gross National Income¹ (GNI) to poorer countries. This goal was adopted by the United Nations in 1975
 - **This percentage** of a country's GNI is 70 cents of every \$100. In the overall scheme of things, 0.7% is a small amount

Interesting Facts:

- For Canada, a contribution of 0.7% of our GNI would equal roughly \$7.9 billion today. To put this in perspective, Canadians spent **\$7.9 billion** in 2005 ordering goods and services over the Internet for personal or household consumption, while in the United States, **\$9.01 billion** was spent on Father's Day
- Every year, Europeans and Americans spend nearly **\$20 billion** on pet food alone. According to the United Nations, for roughly the same amount, we could eliminate malnourishment worldwide for an entire year
- Economists and world leaders agree that meeting this goal is a crucial part of meeting the MDGs by 2015. Increasing and improving international aid would help **beat poverty**

- c. See **Appendix 2**, Question 1. As a group, ask the class to try to put the 10 students in the correct order along a continuum from the highest percentage “givers” to lowest percentage “givers”
- d. Give students approximately five minutes to try to figure this out. Help facilitate if the class is having difficulty coming to a consensus. (Another option is to have each student, or “country”, decide independently)
- e. When the majority of the class has come to an agreement, use **Appendix 2** for reference and begin to correct students who are out of place by providing the aid percentage values for each country. Refer to Canada's placement once the other countries have been placed in order and have students try to place Canada in the right spot. (Quickly review the countries that have not been mentioned (using **Appendix 2**))

Interesting Fact:

Students may also be interested to know that if all of the 22 richest countries are considered, the average percentage of GNI given to International Aid is **0.47%**.

Step 4. Putting the Countries in Order

Question #1:

The rich countries in order of percentage of GNI donated to aid

- a. First, review the concepts of GNI and 0.7%. Next, ask for 10 volunteers to come up to the front of the class, representing a sample group of 10 of the 22 rich countries. Randomly assign each one of the 10 countries listed in bold print in **Appendix 2 (p 10)**. Do not assign the countries in order!
- b. Ask these students to write down the name of their country on a piece of construction paper to hold up for everyone to see. Indicate that all these countries are considered to be high-income countries

Digging deeper...

Question #2:

The five countries that have met or surpassed the 0.7% donation goal:

- a. Call out the names of the countries who have met the 0.7% target. Ask them to step forward and be recognized (they may curtsy or bow) (**see Appendix 2**). (Mention the two other countries that are not represented in this sample)

¹ Gross National Income is defined as a country's total income earned from the sale of products and services.

Question #3:

Countries that have no plan to meet the 0.7% donation goal by 2015:

- a. While many of these countries do not currently meet the target of 0.7%, five countries not only don't meet the goal, but they have not set a timeline or committed themselves to a plan to reach 0.7% before 2015. Ask students to try to identify these five countries. Using **Appendix 2**, identify these to the group. (Mention the 5th who is not represented in the sample)

Teaching Tips – Emphasize the Following:

- 30 years after agreeing to the target of donating just 0.7% of our GNI to poorer countries, Canada gives just 34 cents of every \$100, or 0.34% (this amounts to \$3.8 billion)
- The closest Canada has ever come to meeting the goal was in 1975, when 0.53% of GNI was committed
- Many analysts believe that it is entirely feasible for Canada to meet the 0.7 target by 2015, especially given that Canada consistently runs a budget surplus, unlike many industrialized countries

Step 5. Revisiting Perceptions of Canada

Take time to reconsider the position and reputation that Canada holds on the world stage. As a class, use the following debriefing questions to rethink Canada's involvement in helping poorer countries of the world.

Debriefing questions

- What surprises you about these results?
- How do you feel knowing that a wealthy country like Canada has not lived up to its commitment to donate 0.7% of total income to poor countries?
- Return to the group's statements about "perceptions of Canada", and the way that Canada is represented and perceived on the world stage. Are you comfortable with the gap between perception and current reality? If not, what would you propose to bring the two closer together?

Step 6. Make Your Voice Heard

We can either change people's impressions of Canada to better match our actions or we can change our actions to match the good impressions!

Provide each student with a copy of **Appendix 3**[‡]. Review the handouts as a group. You may decide to take action as a group as well—visit the websites provided to help guide you on your way!

You will find information about how to:

- Take action now. Make your voice heard by taking an e-action on World Vision's Justice website. Write a letter to your political representative about key issues related to the MDGs and Canada's role in reaching these goals.
- Get the World Vision Youth Network News, an e-newsletter with information and action ideas on current global issues.
- Support anti-poverty campaigns that urge Canadians and world leaders to support the MDGs and put an end to poverty—including Make Poverty History and the Micah Challenge.
- Learn more about social justice issues through books, websites and films.

‡ Note:

The Appendix is meant to be reproduced double-sided and cut on the dotted line.

Student Name: _____

Appendix I – Perceptions of Poverty

**Have you ever taken the time to contemplate your outlook on poverty?
Take time to explore your own perceptions on the state of the world.**

Read over and think about each statement. Put a dot on each line to indicate whether you strongly **agree** or **disagree** with what is said.

Strongly Agree

Strongly Disagree

1. Thinking about global issues is depressing. Some problems in the world are just too big to solve.

2. We produce enough food to feed the entire world population.

3. Each day, approximately 8,400 people die of AIDS. There is nothing we can do to help those already infected.

4. It's not up to me to fix the world. It's the responsibility of the governments and humanitarian organizations.

5. As much as we may want to put an end to poverty, we just don't have the money to do so.

6. My actions at a local level are a part of global change.

Appendix 2 – Reference Guide for How is Canada Doing?

The Millennium Development Goals

The Millennium Development Goals to be reached by 2015:

1. Cut extreme poverty and hunger in half
2. Achieve universal primary education
3. Promote gender equality
4. Reduce the child mortality rate by two-thirds
5. Reduce the maternal mortality rate by three-quarters
6. Stop and reverse the spread of HIV and AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Source: un.org/millenniumgoals

International Aid – Ranking of Countries

Question #1:

The 22 rich countries in order of percentage of GNI, 2005 (we recommend using the sample countries in bold print for the exercise):

- | | | |
|---------------------------|-------------------------------|-------------------------------|
| 1. Sweden 0.94 | 9. United Kingdom 0.47 | 17. Spain 0.27 |
| 2. Norway 0.94 | 10. Finland 0.46 | 18. New Zealand 0.27 |
| 3. Luxembourg 0.84 | 11. Switzerland 0.44 | 19. Australia 0.25 |
| 4. Netherlands 0.82 | 12. Ireland 0.42 | 20. United States 0.22 |
| 5. Denmark 0.81 | 13. Germany 0.36 | 21. Portugal 0.21 |
| 6. Belgium 0.53 | 14. Canada 0.34 | 22. Greece 0.17 |
| 7. Austria 0.52 | 15. Italy 0.29 | |
| 8. France 0.47 | 16. Japan 0.28 | |

Question #2:

The five countries that have met or surpassed the 0.7% donation goal:

- | | |
|----------------------|----------------|
| 1. Sweden | 4. Norway |
| 2. Luxembourg | 5. Netherlands |
| 3. Denmark | |

Question #3:

The five countries that have no plan to meet the 0.7% donation goal by 2015:

- | | |
|---------------------|-------------------------|
| 1. Australia | 4. Switzerland |
| 2. Canada | 5. United States |
| 3. Japan | |

Source: oecd.org

Appendix 3 – Beat Poverty

**“If you think you’re too small to make a difference,
try sleeping in a room with a mosquito.”**

—African Proverb

According to UNICEF, 30,000 children die each day due to poverty. That’s one child every three seconds. It doesn’t have to be this way. Now, more than ever—in terms of the money, the food and the science needed—we’ve got what it takes to beat poverty.

And now is the time to focus on poverty. Over the past few years, world leaders have begun to talk seriously about addressing this issue. Commitments have been made and targets have been set. We need to act to ensure that leaders stick to their promises.

Progress will continue to be made step by step; no one person can do it alone, but every person can help.

Beat poverty—we’ve got what it takes.

A) Take e-action for Justice

Visit: WorldVision.ca/justice

The World Vision **Justice Network** identifies key areas for change and provides you with the tools to put pressure on policy-makers to make these issues a priority. This is your chance to ensure that the Canadian government delivers on its promises to lift children out of poverty.



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B) Get the World Vision Youth Network Newsletter

Visit: WorldVision.ca/youth

The **Youth Network Newsletter** connects young people across Canada with information and action ideas on current global issues.

C) Support Anti-Poverty Campaigns

Visit: makepovertyhistory.ca, micahchallenge.ca

National and global campaigns like **Make Poverty History** and the Christian-based **Micah Challenge** support ending poverty and reaching the Millennium Development Goals.

D) Learn more about Social Justice**Books and Websites**

Worldchanging: Another world is here

Solutions for building a better world.

worldchanging.com

Change the World for Ten Bucks

Based on Ghandi's statement that "We must be the change we want to see in the world."

wearewhatwedo.ca

Great Films

Life and Debt

The Girl in the Café

An Inconvenient Truth

Blood Diamond

The Constant Gardener

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Appendix 4 – Feedback Form

Your feedback on this resource is important to us as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and email, fax or mail it to us. We would also appreciate any comments or lesson suggestions!

School: _____ City, Province: _____

1. How did you learn about this resource? _____

2. With whom did you use the resource? _____

3. What was your objective in using the resource? _____

4. Was this resource effective in helping you to meet your objectives? _____

5. Please evaluate the resource according to the following criteria.

	(Poor)	1	2	3	4	(Excellent)
Overall quality of the resource		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clarity of the facilitator instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Breadth and depth of subject matter covered		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments: _____

6. What component or activity did you find most useful? _____

7. What did you find least useful? _____

8. Please comment on the impact(s) that you perceive resulted from using this resource (e.g. changed attitudes, actions taken by your group or yourself). _____

Are you a member of the World Vision Teacher Network? If not, would you like to join and receive four to six emails per year with updates on global education resources for the classroom?

Email address: _____

Please send this form, along with any comments, by mail, fax or email to:

Education and Public Engagement

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Thank you!

About World Vision



World Vision is a Christian relief, development and advocacy organization dedicated to working with children, families and communities to overcome poverty and injustice. As followers of Jesus, we are motivated by God's love for all people regardless of religion, race, ethnicity or gender.

To support World Vision's work visit **WorldVision.ca** or call **1-800-268-1650**.

World Vision educational videos, publications and classroom activities are available to help Canadians develop a greater understanding of global issues and take action for positive change.

For more information on educational resources and programs, visit: **WorldVision.ca/resources**



or contact us at: **Education and Public Engagement**

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