



POVERTY IN OUR WORLD

SECONDARY LESSONS



A NOTE TO TEACHERS

POVERTY- Secondary PowerPoint



This resource is designed to be used in conjunction with the Poverty Resource - Secondary. These learning experiences are designed to seek answers, promote thinking and provide a steppingstone to individual, small group, class or whole school action.

Tasks have been separated into Learn and Respond. Teachers may choose to complete all tasks or pick and choose among them. It is suggested however that students complete one activity from each of the following sections:

- Understanding Poverty
- Either the Facts and Figures or Root Causes of Poverty,
- The Church's Response
- Case Studies
- Jigsaw
- Prayers for Poverty
- Action
- Reflection

Extension and additional activities have also been included.

The Australian Curriculum links provided on the following pages provide some guidance as to what Learning Area components of this resource may be most relevant. Some links are more direct than others and will assist teachers in planning curriculum programs.

TEACHING NOTES

The accompanying [Poverty Resource – Secondary PPT](#) is a lengthy resource that may be best broken down into smaller sections. It is suggested that the resource is broken into the following sections, covering content themes.

- Poverty Overview: slides 3 – 10
- Poverty in our world and its causes: slides 11 – 16
- Guidelines (SDGs, Laudato Si' and Fratelli Tutti): slides 17 – 27
- Responding to Poverty: slides 28 – 34
- Actions: slides 35 – end

RESPOND

- Throughout each of the four lessons complete the following:
- Discuss videos or content covered as a whole class.
- Pair students up and have them sit facing each other, use the EEKK (eye to eye, knee to knee) strategy to answer: What surprised you the most in what you saw or heard?
- Complete a 3, 2, 1 (Three things you learnt, two questions you still have and one thing that challenged you)

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ECONOMICS AND BUSINESS**Year 7**

The ways consumers and producers respond to and influence each other in the market (ACHEK017)

Why individuals work, types of work and how people derive an income (ACHEK020)

Year 8

Influences on the ways people work and factors that might affect work in the future (ACHEK031)

Year 9

Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038)

Why and how participants in the global economy are dependent on each other (ACHEK039)

Year 10

The links between economic performance and living standards, the variations that exist within and between economies, and the possible causes (ACHEK051)

The ways that governments manage economic performance to improve living standards (ACHEK052)

GEOGRAPHY**Year 7**

The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)

The influence of accessibility to services and facilities on the liveability of places (ACHGK044)

The influence of environmental quality on the liveability of places (ACHGK045)

Year 8

The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)

Year 9

The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)

The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)

The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)

The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)

Year 10

The human-induced environmental changes that challenge sustainability (ACHGK070)

The reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077)

The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078)

The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081)

ENGLISH**Year 7**

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

Year 8

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

Year 9

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Year 10

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)

GENERAL CAPABILITIES

ETHICAL UNDERSTANDING:

- Explore ethical concepts in context
- Analyse the ethical dimensions of beliefs and the need for action in a range of settings
- Reason and make ethical decisions
- Investigate reasons for clashes of beliefs in issues of personal, social and global importance

PERSONAL AND SOCIAL CAPABILITY

- Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- Contribute to civil society
- Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY

- Students gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society
- Students use ICT to define and plan information searches of a range of primary and secondary sources.
- Students use ICT to generate ideas, plans and processes that clarify a task or steps, and generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention.
- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.

CRITICAL AND CREATIVE THINKING

- Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.
- They apply knowledge gained in one context to clarify another.
- Students identify, consider and assess the logic and reasoning behind choices.

CROSS CURRICULAR PRIORITIES

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

- OI.2- Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
- OI.5- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- OI.7- Australians play a significant role in social, cultural, political and economic developments in the Asia region.

SUSTAINABILITY

- OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- OI.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
- OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
- OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environment
- OI.8 - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
- OI.9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

LEARN

Activity 1: What do you think?

Create a continuum in the classroom, using a row of desks or line of string or chalk on the floor. One end represents strongly agree, the other strongly disagree. Read the statements below and have students move to where they are on the continuum. Students justify their stance.

- Poverty is all about money.
- Everyone should get the same.
- The rich should share their wealth.
- Not everyone needs to be educated.
- There is no link between the environment and poverty.
- I shouldn't have to do anything about poverty.

In the above activity students could represent different people in society some examples could include, a politician, a business person, someone who works in aid and development, a young girl from Africa, a widow from Asia.

Activity 2: [I Should Be So Lucky](#) – CAFOD Resource

Activity 3: Empathy Walk

Teachers – This can be confronting for students so please use caution in choosing the appropriate role cards and statements you read out.

Each participant chooses a role card (pages 7-9) and lines up in a straight line.

Participants listen to each statement (next page) as it is read aloud. If their character would answer yes, they take one step forward. If no, they stay still. If maybe, they take a half step.

At the conclusion, overview the pattern of where the participants are standing.

Ask some **debriefing questions**:

- Why are some people at the back, and others are at the front?
- How did the people at the back feel when the others were stepping forward?
- How did the people at the front feel when they moved ahead of the others?
- What is the position of girls, boys and women relative to others in the power walk?
- What responsibility do the people at the front have to the people at the back?
- The distance between participants symbolises lots of real distances or inequities in communities. What are they? (E.g. socio-economic, cultural, rural/urban, status etc)

Empathy Leader Statements

1. I can influence decisions made in my town.
2. I can find a job to support my family.
3. I have time and access to watch TV, go to the movies and spend time with my friends; I get new clothes when I want.
4. I am not in danger of being treated unfairly by anyone.
5. I get to see and talk to my parents.
6. I can buy food and water.
7. I own my own home.
8. I will likely not experience discrimination.
9. I can pay for medical treatment if necessary.
10. I went to, or expect to, go to high school.
11. I will be consulted on issues affecting children/young people.
12. I will be consulted on decisions about the local government.
13. I have access to plenty of information about being healthy.
14. I can provide a child with what he/she needs.
15. I have access to social assistance if necessary.
16. I can vote in elections.
17. I make decisions about how money will be spent in my household.
18. I'm likely to be interviewed on the radio or TV about my views.

**Primary school
teacher**

Lawyer

**9-year-old girl in
primary school**

**High school
teacher**

**Nurse at a
local doctor's
office**

Police officer

**14-year-old
Syrian boy in a
detention facility**

**Male university
student**

**10-year-old girl
who is sick due
to hunger**

**Farmer in a
developing
country**

**Widowed single
mother with three
children**

**Unemployed
father of two
children**

**Catholic parish
priest**

Local politician

**Male business
owner**

**8-year-old boy in
primary school**

A judge

**10-year-old boy
without access
to school**

**11-year-old girl
who has never
been to school**

**20-year-old
Australian man
with a disability**

**16-year-old boy
living on the
streets**

**Woman with a
disability from a
developing
country**

**12-year-old girl
who walks 4km
to collect water**

**News website
owner**

**A refugee living
in a refugee
camp**

**Woman who faces
discrimination due
to her culture**

**Woman without
literacy or
numeracy skills**



“Poverty entails more than the lack of income and productive resources to ensure sustainable livelihoods. Its manifestations include hunger and malnutrition, limited access to education and other basic services, social discrimination and exclusion as well as the lack of participation in decision-making. Various social groups bear disproportionate burden of poverty.”

Source: United Nations

IN THE NEWS

- Using the United Nations definition of poverty as a reference point, scan the evening news or newspaper to identify any manifestations it refers to.
- Record a brief summary of the story, how poverty is evidenced and any potential solutions that are reported on or that you can think of.

RESPOND

- Using the [Our World in Data](#) website and map titled *Share of the population living in extreme poverty, 2017*, choose 6 countries across the spectrum of poverty and compare the percentages.
- Join your responses with a peer. Decide on a way to present your joint data and together come up with an overall statement that summarises the data represented.
- Present your data and statement to the class.

LEARN

- Present the terms extreme, absolute and relative poverty and poverty lines.
- Explain and discuss how poverty is measured.

RESPOND

- Watch the two videos on multidimensional poverty
- Explain the term *multidimensional poor*. India was one country in the second clip that showed they cut their poverty rate in half. How might this be different in today's current climate and why?
- What surprised you the most about the report?

WATCH



Source: United Nations



Source: CNA

LEARN

Complete the Poverty Quiz


Option 1: [PowerPoint](#) version

- Have all the students stand up. Explain that they need to place their hands on their heads if they think the answer is 'A', their hands on their shoulders if they think the answer is 'B', and their hands on their waist if they think the answer is 'C'. If students get the answer wrong, they sit down. Were there any students left standing by the end of the quiz?

Option 2: [Kahoot](#) version

- If devices are available click on the Kahoot link and complete the quiz in this way.

QUIZ

Approximately how many people are experiencing extreme poverty living on less than \$1.90 a day? 

0



▲ 250 million

◆ 689 million

● 1.5 billion

LEARN

As a class visit the [Sustainable Development website](#) to learn more about the No Poverty goal and what that means.



WATCH

In 2015 a statistician Hans Rosling presented [Don't Panic – End Poverty](#)

He explains where the world has come from in terms of extreme poverty and the trajectory for the future at the time. Watch the following clips to further understand of the likelihood of Goal 1 being achieved.

- Clip 1 – 19:50 to 23:06
- Clip 2 - 23:06 to 25.53
- Clip 3 – 25.53 to 27.33

Pause after each clip to discuss the trends presented.

THE GLOBAL GOALS For Sustainable Development



RESPOND

- Revisit the Sustainable Development [website](#). Explore the Facts and Figures and check out the latest [poverty infographic](#).
- Taking into account what you have read, seen and heard. Respond to the question 'What do you think are the prospects of Goal 1 being achieved?'
- Justify your position using what you have learnt.

ROOT CAUSES OF POVERTY

There are many causes for poverty in our world today. Use the [Root Causes – Secondary resource](#) to learn about some of them.

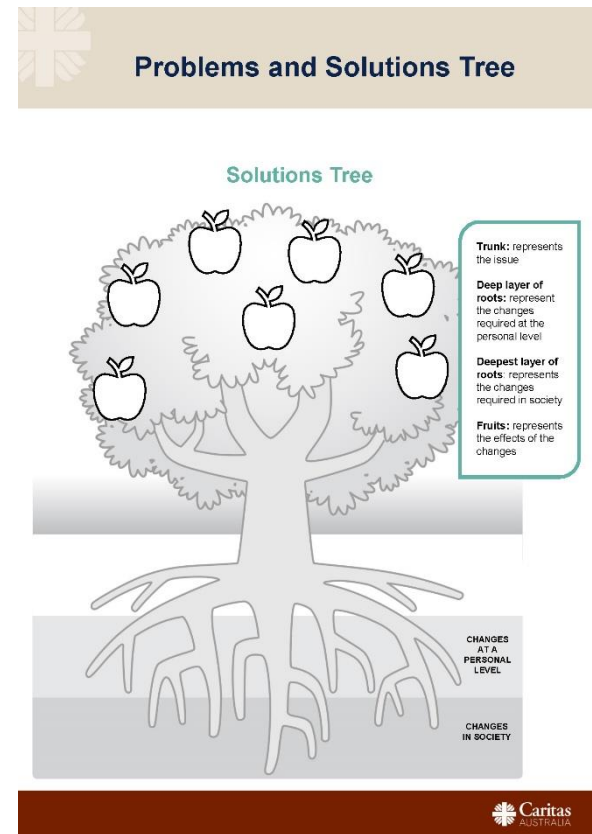
LEARN

As a whole class take one of the root causes of poverty and complete the [Problems and Solutions Tree worksheet](#).

RESPOND

Either in learning teams of four or individually, complete a [Problems and Solutions Tree](#) on a different cause of poverty.

Report your findings to the class.



NOTES

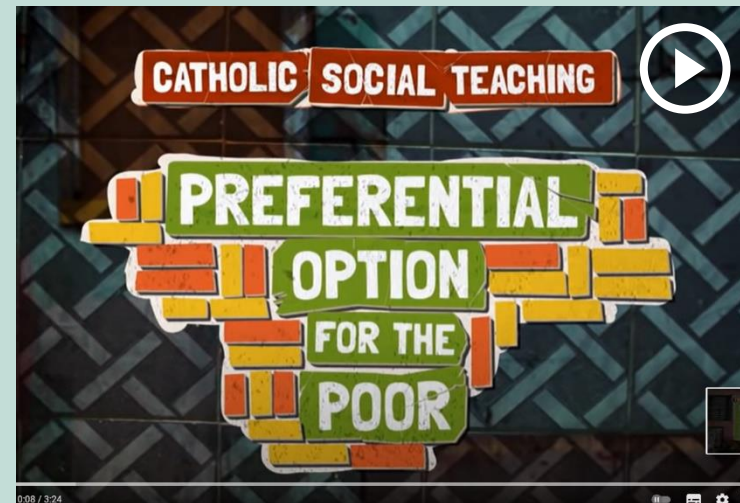
Since beginning his papacy, Pope Francis has taken a strong stance on poverty. In his encyclicals, *Laudato Si'* and *Fratelli Tutti*, he has encouraged all to be a church for the poor and to go out to the margins. On Twitter he regularly tweets on issues relating to Care for Our Common Home, including poverty.

Through the Church's *Catholic Social Teaching* we learn about the different ways we are encouraged to respond and think about what happens in our world. In the teaching on Preferential Option for the Poor we are called to care for the poor and vulnerable. Any strategy to fight poverty, must be integrated with policies advocating opportunities for all, to offer the best chance of reducing mass poverty.

LEARN

Visit the Catholic Social Teaching Toolkit and complete some of the activities relating to the [*Preferential Option for the Poor*](#)

Watch the film below.



RESPOND

- Use at least three of the quotes on the following pages to write an explanation of Pope Francis' stance on poverty and each person's responsibility.
- Compose a series of five tweets using the Sustainable Development Goals, church teachings or church documents to substantiate your message.
- Write a paragraph explaining your own point of view.



QUOTE



TWEET



WRITE

Quotes from Pope Francis

We know that approximately a third of all food produced is discarded, and “whenever food is thrown out it is as if it were stolen from the table of the poor”.

(Laudato Si’ n 50)

Some people are born into economically stable families, receive a fine education, grow up well nourished, or naturally possess great talent. They will certainly not need a proactive state; they need only claim their freedom. Yet the same rule clearly does not apply to a disabled person, to someone born in dire poverty, to those lacking a good education and with little access to adequate health care. If a society is governed primarily by the criteria of market freedom and efficiency, there is no place for such persons, and fraternity will remain just another vague ideal.

(Fratelli Tutti n 109)

We cannot feel alright when any member of the human family is left behind and in the shadows.

Pope Francis: Homily World Day of the Poor 2020

“Let us dream, then, as a single human family, as fellow travellers sharing the same flesh, as children of the same earth which is our common home, each of us bringing the richness of his or her beliefs and convictions, each of us with his or her own voice, brothers and sisters all.”

(Fratelli Tutti n 8)

We are accustomed to a culture of indifference, and we must strive and ask for the grace to create a culture of encounter, of a fruitful encounter, of an encounter that restores to each person his or her own dignity as a child of God, the dignity of a living person.

Pope Francis: Homily September 2016

Today, however, we have to realize that a true ecological approach always becomes a social approach; it must integrate questions of justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor.

(Laudato Si’ n 49)



Pope Francis ✓

@Pontifex



We are all in the same boat and called to work together so that there will be no more walls that separate us, no longer others, but only a single “we”, encompassing all of humanity. vatican.va/content/france...

8:10 PM · May 6, 2021 · TweetDeck



Pope Francis ✓

@Pontifex



Go forth and reach out to all people at the margins of society! Go there and be the Church, with the strength of the Holy Spirit.

9:30 PM · Jun 23, 2017 · TweetDeck



Pope Francis ✓

@Pontifex



Poverty is not an accident. It has causes that must be recognized and removed for the good of so many of our brothers and sisters.

11:30 PM · Nov 16, 2017 · TweetDeck



Pope Francis ✓

@Pontifex



Along the daily way of the cross, we meet the faces of so many brothers and sisters in difficulty: let us not pass by, let us allow our hearts to be moved with compassion, and let us draw near.

11:30 PM · Mar 30, 2021 · TweetDeck



Pope Francis ✓

@Pontifex



Love requires a creative, concrete response. Good intentions are not enough. The other is not a statistic, but a person to take care of.

9:30 PM · Jun 16, 2017 · TweetDeck



Pope Francis ✓

@Pontifex



A true ecological approach always becomes a social approach that must integrate justice in debates on the environment, so as to hear both the cry of the earth and the cry of the poor. [#SeasonOfCreation](#)

9:30 PM · Sep 11, 2021 · TweetDeck

RESPOND

Watch one of the case studies Dinia, Tawonga, Rattanak or Janaki. *(Click on the image.)*

In your chosen case study:

- Identify the key issues in the story.
- Identify all who have been affected by the actions of Caritas Australia and/or their partners.
- Identify which of the Catholic Social Teachings are addressed.
- Create an appropriate awareness raising response that incorporates the three points above.



RESPOND

- Select two scripture verses from pages 21 and 22 .
- Divide the class into groups of four. Assign each student in that group one of the following: a scripture verse to two students, the Unlimited Generosity (page 23) and Prayer of St Francis (page 23).
- Students join others in the class who have been assigned the same text. These are 'Expert Groups'.
- Each Expert Group explores the text using a Y chart strategy focusing on what 'looks like, sounds like, feels like'. Students also use any prior knowledge they have including the Worlds of the Text (Behind, Of and In Front Of) if they have the scripture passage.
- Once completed students then return to their original group.
- In their original group share their text, what their group discussed and create a Venn diagram using all four texts.
- Together discuss and decide on the key message that came from their discussion.
- Write this theme on a single post-it note and display at the top of the Venn diagram.
- Invite groups to rotate around to each Venn diagram, providing a short discussion time at each.
- Students return to their own diagram and refine their statement if necessary.

NB Group sizes could be reduced to three by choosing one scripture passage.

NOTES

In the 'looks like ' section, students will brainstorm everything that they might see happening in the Scripture verse/prayer.

In the 'sounds like' section, students record things that they may hear, such as words, sounds and sound effects.

In the 'feels like' section, students brainstorm all the things they may feel, both physically (tactile) and emotionally.

Deuteronomy 15:10 -11

Give liberally and be ungrudging when you do so, for on this account the LORD your God will bless you in all your work and in all that you undertake. Since there will never cease to be some in need on the earth, I therefore command you, 'Open your hand to the poor and needy neighbour in your land.'

Luke 14:12-14

He said also to the one who had invited him, 'When you give a luncheon or a dinner, do not invite your friends or your brothers or your relatives or rich neighbours, in case they may invite you in return, and you would be repaid. But when you give a banquet, invite the poor, the crippled, the lame, and the blind. And you will be blessed, because they cannot repay you, for you will be repaid at the resurrection of the righteous.'

James 2:1-4

My brothers and sisters, do you with your acts of favouritism really believe in our glorious Lord Jesus Christ? For if a person with gold rings and in fine clothes comes into your assembly, and if a poor person in dirty clothes also comes in, and if you take notice of the one wearing the fine clothes and say, 'Have a seat here, please', while to the one who is poor you say, 'Stand there', or, 'Sit at my feet', have you not made distinctions among yourselves, and become judges with evil thoughts?

Bible translation used: NRSVACE (New Revised Standard Version, Anglicised Catholic Edition)

1 John 3:17-18

How does God's love abide in anyone who has the world's goods and sees a brother or sister in need and yet refuses help?

Little children, let us love, not in word or speech, but in truth and action.

Matthew 25:34-40

Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me." Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

Mark 12:42-44

A poor widow came and put in two small copper coins, which are worth a penny. Then he called his disciples and said to them, 'Truly I tell you, this poor widow has put in more than all those who are contributing to the treasury. For all of them have contributed out of their abundance; but she out of her poverty has put in everything she had, all she had to live on.'

Bible translation used: NRSVACE (New Revised Standard Version, Anglicised Catholic Edition)

Unlimited Generosity

You asked for my hands
that you might use them for your purposes
I gave them for a moment then withdrew them
for the work was hard.

You asked for my mouth
to speak out against injustice.
I gave you a whisper that I might not be accused.

You asked for my eyes
to see the pain of poverty.
I closed them for I did not want to see.

You asked for my life
that you might work through me.
I gave you a small part that I might not get "too involved".

Lord, forgive me for calculated efforts to serve you
only when it is convenient for me to do so, and
only in those places where it is safe to do so,
and only with those who make it easy to do so.

Father, forgive me
renew me
send me out
as a usable instrument,
that I may take seriously the meaning of your cross.

Joe Seramane, South Africa, from Lifelines, Christian Aid, 198
Source: [CAFOD](#)

Prayer of St Francis

Lord, make me an instrument of your peace:
where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

O divine Master, grant that I may not so much seek
to be consoled as to console,
to be understood as to understand,
to be loved as to love.
For it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to eternal life.

Amen



NOTES

There are many different types of prayer taught in Catholic Schools. Some of the more common ones are: Blessings, Intercessory, Sorry, Praise and Thanksgiving. Here are some links about some or all of these prayers that students could learn about in order to write their own prayers around the theme of poverty.

Resources : [Teaching prayer in the classroom](#) ,
[Intercessions](#), [Blessings](#)

Within each of these prayer types there are different ways of expressing them: written word - story or poetry, song, art or dance.



RESPOND

- Write two different prayers, using different prayer types around the theme of poverty.
- Choose how you wish to express this prayer and submit.

NOTES

Refer back to Lesson 5 accompanying [Poverty PPT](#) slides 35 – 41.

- Think, Pair, Square – Students think on their own, pair up with one other student, two pairs join to create a square

LEARN

Using the Think, Pair, Square strategy, brainstorm a list of possible actions for individuals, small groups, whole class and/or whole school communities to take to help reduce poverty.

Assign a small group, whole class or whole school idea to a small group.

RESPOND

Take the assigned small group, whole class or whole school idea and in learning teams of four, complete the [Social Justice Action Planner](#)

SOCIAL JUSTICE ACTION PLANNER



Planning group members:

1. Think

What is the focus of your campaign?
Why is this issue important?

2. Learn

What facts and figures do you need?
Make it real with an example of a Caritas Australia community development program.

3. Tools

Think about using social media, posters, stalls, newsletter items, slides from the Caritas website, music, an event or assembly presentation.

Where can you get this information?
e.g. www.caritas.org.au

4. Contacts and permissions

1. Make an appointment to see your Principal to talk about what you have learnt and how you would like to engage the rest of the school community.

5. Set a date

When will your main event take place?

2. Who else do you need to speak to? E.g. Principal, teachers, parish priest, participants, others.

When will you start preparations?

3. Have a chat with your school media person as they might have some good contacts with local newspapers. Get your justice agenda out into your wider community! Share the good news!

When do you need to start promotion?

Justice begins with me!

What personal action will each member of your group take? How will you lead by example?

Reflect on faith and action:
What Catholic Social Teaching principles guide you to take action for people who experience poverty?



RESPOND

- Using [Peel the Fruit](#) as a reflective tool, respond to the content covered relating to poverty.
- Alternatively use a 3,2,1 Strategy – 3 Things I learnt, 2 questions I have and 1 thing that challenged me.



Dinia sprays home made natural pesticide onto her System of Rice Intensification (SRI) crop in a field next to her house. She was taught the SRI method by Caritas Australia partners SPACFI which has the benefit of increasing yields, requiring less seeds, and use up to 50% less water. **Credit:** Richard Wainwright Caritas Australia

Religious Education

- Give students one of the images from a case study and complete a See Think Wonder. What do they see, think and wonder?
- Complete the Thinglink (interactive images) tasks for different case studies:
 - [Dinia](#), [Janaki](#), [Rattanak](#)
- Play the [Poverty Board Game](#)
- Read the [Starfish Story Part I and Part II](#)
Discuss what potential does this story offer?
- As a class participate in a [Global Reality Meal](#)
- Investigate and use the *Be More Guides*
 - [Be More Reflection Guide and Personal Planner](#)
 - [Be Aware Template](#)
 - [Be Active Template](#)
- Learn more about [Advocacy](#)
- Utilise the [Advocacy Toolkit](#)
- Learn more about the [Caritas Australia's approach](#).

English

- Rewrite one of the case studies from a different point of view. For example: Dinia's story could be written from her daughter - Shaira, a community member, or a partner trainer's perspective.
- Using the theme of poverty and ideas that have stemmed from it, write an "I Am" poem. [I Am Poetry Template](#)
- Complete a [One Pager](#) on poverty
- Use the [Rapid Fire](#) writing strategy using an image at the beginning and/or end of learning about poverty.
- Write or respond to the Further Questions to Consider on the following page.

Mathematics

- Design a basic weekly budget for food, clothing and shelter. Use current prices for these basics. Now imagine you had \$1.90 per day to live on: What could you afford? Where could you live? What would you not be able to afford? How would you feel? Redesign your budget with these things in mind. Alternatively use the National Poverty Line to answer your questions and rework your budget.

Further Questions:

- Why can't poverty be solved immediately?
- Why is poverty a global issue?
- How does poverty affect the whole world?
- Who is affected by poverty?
- What do you believe is the greatest barrier or challenge to eradicating poverty?
- Who might have the greatest impact on eradicating poverty and why?
- Which groups of people are affected most by poverty?
- Why should I care, I live in Australia?



Janaki teaches other vulnerable women and youth in her community how to sew so they too can be empowered and earn a living. **Credit:** Richard Wainwright.

+ Thank you ✱



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