

03 SOCIAL SCIENCES ACTIVITY BLOCK

Understanding personal concepts of wealth

DESCRIPTION

In this Activity Block, learners will explore their ideas about material and spiritual wealth and how these concepts relate to poverty in preparation for a dialogue on this topic.

LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Explore how different concepts of wealth relate to the ways poverty and inequality manifest in their communities and the world.
- Reflect on the dialogue experience, considering what they have learned from their conversations about material and spiritual wealth.



DIALOGUE SKILLS



Global communication - Sharing

Learners are able to use 'I' statements to share about their own personal experiences and perspectives and avoid speaking on behalf of other individuals and groups.



Critical thinking

Learners are able to analyse a topic or issue and identify diverse and multiple perspectives.



Reflection

Learners can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.

AGE GROUP 13-17

DURATION 100 minutes

RELATED SUSTAINABLE DEVELOPMENT GOALS



NO POVERTY (SDG 1)

FURTHER RESOURCES

- [Essentials of Dialogue](#)
- [Wealth and Poverty](#)

PREPARATION Sharing Our Ideas

DURATION 20 minutes

In this initial activity, learners will practise verbal self-expression using “I” statements around a broad topic to learn how communicate their own ideas, beliefs, values, perspectives, and experiences.

1. Ask the students to share their answers to this question: Can you share some of the things you believe you need and want for a happy and fulfilling life?
2. Allow some silent individual thinking time for everyone to reflect on the question.
3. Place learners into pairs and establish who is going to start speaking first. Tell learners they each have 1 minute to share their ideas in response to the question with their partner and should speak using “I” statements like “I think...”, “I believe...” or “I feel...”. Explain that speaking from the individual perspective is important so we do not speak on behalf of others who may or may not think or feel the same. This creates space for other participants to share about themselves as well.
4. Set a timer where visible/audible for the group.
5. Learners take turns sharing their ideas or responses quickly, aiming to express as many ideas as possible without hesitation within the allotted time.
6. When the time is up, encourage learners to:
 - **Reflect upon what they have exchanged.**
 - **Provide positive feedback to their partner.**



MAIN ACTIVITY Material and Spiritual Wealth

DURATION 40 minutes

After practising sharing their personal ideas, beliefs, values, and experiences using “I” statements, learners will define different concepts of wealth and identify what influences the way we understand wealth and poverty.

1. Introduce the idea of Material and Spiritual wealth

- **Material wealth** – External items of monetary value and resources that people have access to or possess.
- **Spiritual wealth** – Internal qualities and experiences that people value and may share

2. After the definitions are explained in the classroom, ask learners to think about their own definitions of wealth. To help learners think about their own definitions of wealth, build a group dialogue by asking questions like:

- **Which of these concepts (material or spiritual wealth) is most important to you?**
- **Which do you think is most important in your community, in your culture?**

3. Provide each learner with a copy of the *Material and Spiritual Wealth worksheet* (see Appendix). Learners will write the letter assigned to each example where they believe it fits on the body image located in the following page. If it’s an example of spiritual wealth, they will place the letter inside the body image; if it’s an example of material wealth, they will place it outside the body image. Alternatively, you can write the examples on the board and ask learners to draw their own body image.

4. In pairs, ask learners to share their perspectives on what material and spiritual wealth mean to them, providing two examples for each category. Encourage learners to explain the reasoning behind their choices by practising respectful sharing, questioning, and challenging.

NOTE: Referring to this definition of “Spiritual wealth” is common in many different religious, faith-based, tribal and community-based traditions and beliefs. This is a good opportunity to go further and open this discussion with your learners as well. What other terms might they use to define wealth that is not material and why?



DIALOGUE ACTIVITY

DURATION 20 minutes



Now that learners have shared some of their perceptions on material and spiritual wealth, they can engage in a dialogue about wealth and poverty. Be sure to remind participants to practise sharing about their own identities and experiences, ask each other questions, and build on the topic to go deeper in conversation.

Use these agenda questions to help learners prepare and support the dialogue:

- **What are some of your own concepts and definitions of wealth? In what ways do you feel wealthy or poor?**
- **What values and beliefs in your community influence your idea of wealth and poverty?**
- **What inequalities have you witnessed or experienced regarding wealth and poverty in your own community?**

REFLECTION ACTIVITY

DURATION 20 minutes

After completing a dialogue with your learners, allocate 10-15 minutes to debrief the experience using this reflection activity.

1. Ask a few learners to choose one of the following sentence starters and share their answers in a whole group discussion:

- **The big question remaining for me is...**
- **If I could sum up my learning in three pictures, they would be...**
- **The most important thing to remember about today's lesson is...**
- **The student contribution I found most interesting was...**

2. On the board, write the main ideas shared, for everyone to see.



TEACHER'S NOTES

MATERIAL AND SPIRITUAL WEALTH

Instructions: Categorise the following ideas into material and spiritual wealth.

Steps:

1. Write the letter assigned to each example where you consider it fits in the body image located on page 2.
2. Place the letter inside the body image if it's spiritual wealth and outside the body image if it's material wealth.

a. Going out with friends

m. Watching films

b. Having a meal at home

n. Being on my own

c. Doing well at school

o. Reading

d. Going out shopping

p. Writing stories/ poems

e. Wearing the latest clothes

q. Dreaming of my future

f. Praying/Going to my place of worship

r. Having the latest phone

g. Using social media

s. Volunteer work

h. Being in nature (i.e., a walk in the country)

t. going on holiday

i. Playing videogames

u. Giving to charity

j. Having money

v. Practising sports

k. Knowing I'm loved

w. Doing artwork

l. Listening to music

x. Helping other

y. Being part of youth groups
(sports, faith, music...)

MATERIAL AND SPIRITUAL WEALTH

