



# Wealth & Poverty

A resource to give young people the knowledge and understanding of what wealth means from different perspectives and how it can be translated into building wealthy communities in this globalised world.





# Wealth and Poverty

## About this Resource

One of the largest issues that our world must face together is that of wealth and poverty. As global citizens, young people should understand the various concepts that define wealth and how they impact the world as well as their own communities.

This resource provides four lesson units to help young people explore what wealth means, how it takes shape in a globalised world, and ways to build 'wealthy' and healthy communities through dialogue and action.

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## INTRODUCTION

# WEALTH AND POVERTY

**G**eneration Global is an educational programme with the Tony Blair Institute for Global Change that is used by a wide range of schools, organisations, educators, and young people around the world. Our programme:

- Gives learners the opportunity to interact directly with their peers from around the world to dialogue about the range of identities, cultures, faiths, beliefs, values, and perspectives that they hold. This occurs safely through facilitated video conferences and a moderated online community.
- Supports educators by providing a rich range of high-quality, engaging, and appropriate materials to help them prepare young people for dialogue.
- Emphasises both similarity and difference – finding the ways in which we are similar to other people is often easy, but discovering the ways in which we are different gives us much more opportunities to learn.
- Supports the development of key skills for global citizenship, including respectful dialogue, information technology, cooperation, conflict mediation, reflection, global awareness, and cultural literacy.
- Is a set of flexible materials; designed to be integrated and enhance existing curriculum requirements.

**This module has two broad overarching aims for young people to:**

- Understand the different concepts around wealth and poverty and how young people can actively engage in building wealthier communities.
- Develop core dialogue skills to engage with peers, creating mutual understanding, and fostering a peaceful and sustainable global community.

**By the end of the module and through the dialogue activities with peers, young people should be able to:**

- Identify different approaches to the concept of wealth, including spiritual and material value, by reflecting on how it relates to their own identities, values, and beliefs.
- Use dialogue skills to explore how various concepts of wealth shape and impact their own and other communities.
- Understand how wealth, poverty, and globalisation are intertwined and can create huge gaps of inequality if sustainable and appropriate models are not introduced into the economic cycle.
- Think critically and in innovative ways about how they can be active in their role as a youth to generate positive and sustainable change in their communities.
- Reflect on the different places and spaces where they could be generating a positive impact by sharing their time, experience, and other resources.
- Dialogue with each other and their global peers, sharing and enquiring into one another's experiences of wealth and what inspires them to take action.

As always, we encourage educators to approach these materials creatively and to use them to enhance existing curriculum materials. The basic materials here can be covered in about four to six hours. We encourage you to make appropriate decisions about which examples to use in your own learning community.

## LESSON ONE

# WHAT IS WEALTH?

### PURPOSE

The purpose of this lesson is to reflect upon different views about wealth. These resources will help learners to consider different points of view, interpret ideas, and explore their own ideas about wealth, income, life expectancy, and global development.

### ASSESSMENT CRITERIA

Learners should demonstrate they can identify a range of perspectives and can share their own experiences and ideas in a written or verbal format.

### STARTER ACTIVITY

## WHAT MAKES US HAPPY

### PURPOSE

Learners will reflect on the concept of happiness and how it's related to what they value in their daily lives.

### RESOURCES

*Worksheet 1.1 What makes us happy*

### STEP 1

Ask learners to use *Worksheet 1.1 What makes us happy* to pick ten of the activities and then rank them in order of importance in their lives now. Ask learners whether any features of their lives are missing and if they would like to add these to the list as well.

### STEP 2

Once learners have finished the activity using the worksheet, encourage them to share their ideas with a partner to look for similarities and differences.

### STEP 3

Use activities such as *Listen to Me* and *Sharing our Ideas* from our [Essentials of Dialogue](http://generation.global/resources/essentials-dialogue) resource to teach learners how to use dialogue skills for listening and sharing.

Essentials of Dialogue, Lesson 2, p.12 & p.13. Available at: <http://generation.global/resources/essentials-dialogue>

### IN THIS LESSON

#### 1. ACTIVITIES

WHAT MAKES US HAPPY?

MATERIAL AND SPIRITUAL WEALTH

DEFINITIONS OF WEALTH THROUGH THE LENS OF FAITH

WHAT WOULD YOU DO WITH ONE MILLION DOLLARS?

REFLECTIONS ABOUT WEALTH

#### 2. WORKSHEETS

1.1 WHAT MAKES US HAPPY?

1.2 MATERIAL AND SPIRITUAL WEALTH

1.3 WHAT WOULD YOU DO WITH ONE MILLION DOLLARS?

1.4 REFLECTIONS ABOUT WEALTH

#### 3. MATERIALS

DEFINITIONS OF WEALTH THROUGH THE LENS OF FAITH

### MAIN ACTIVITY 1

## MATERIAL AND SPIRITUAL WEALTH

### PURPOSE

Learners will reflect on the concepts of material and spiritual wealth and how it influences them in their lives.


### RESOURCES

*Worksheet 1.2: Material and Spiritual Wealth*

### STEP 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.

 **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? Why?

**STEP 2**

After the definitions are explained in the classroom, share with learners that they should think about their own definitions of wealth. Have learners use ideas from Lesson 1 Starter Activity 1.1: *What makes us happy* worksheet.

**Then, build a group dialogue by asking questions like:**

- Which of these concepts is most important to you?
- Which do you think is most important in your community, in your culture?

**STEP 3**

Give each learner a copy of *Worksheet 1.2 Material and Spiritual Wealth*. Learners will write the letter assigned to each example where they consider it fits in the body image located on page 2 of the worksheet. They will place the letter inside the body image if it's an example of spiritual wealth and outside the body image if it's an example of material wealth.

**Note:** When working individually, quiet focus can be often encouraged by playing suitable music. You can select a song of your choice that can help learners to set the mood for this activity.

**STEP 4**

Ask learners to get into pairs and share with one another what material and spiritual wealth mean to them and give two examples of each. Ensure that learners are encouraged to explain why they reached these decisions by practising respectful sharing, questioning, and challenging.

**EXTENSION**

Learners can then place page 2 of the worksheet on a wall to share and do a gallery walk to view each other's reflections. This can be done anonymously, so learners would not write their names on the page. Learners can pick one other person's work and write down a brief sentence explaining why it appeals to them on a separate piece of paper. Ask learners to share in a whole group discussion which ones they felt drawn to and why.

**MAIN ACTIVITY 2****DEFINITIONS OF WEALTH THROUGH THE LENS OF FAITH****PURPOSE**

Learners will visualise and analyse how some faiths embrace the concept of wealth to get a deeper understanding of different ways to define wealth beyond the material.

**RESOURCES**

- *Material 1. Definitions of wealth through the lens of faith*
- *Kagan Online. Kagan Structure Talking Chips* (See link below)

**STEP 1**

Review *Material 1. Definitions of wealth through the lens of faith*.

**STEP 2**

Split learners into groups of four members. Each group should be given one card. They should try to work out what someone who followed that faith would learn from that quote. Learners should be sure that they not only discuss what the teaching is, but why do they think it is important for that faith. Give a time limit (of about 3 minutes) for each card to be discussed, then circulate cards around the groups and repeat the activity several times so that learners can reflect on a number of different cards.

**STEP 3**

When a few rounds have been had, begin a whole class discussion on what they have learned about how each faith embraces the concept of wealth. How do the definitions relate or differ?

**Note:** One suggestion to manage the learner discussion while ensuring equal participation is by using the online resource "Kagan Structure Talking Chips" (see link below).

**MAIN ACTIVITY 3****WHAT WOULD YOU DO WITH ONE MILLION DOLLARS?****PURPOSE**

Learners will explore their ideas regarding the use of money for individual and collective purposes.

**RESOURCES**

- *Worksheet 1.3 What would you do with one million dollars?*
- *Kagan Timed Pair Share structure by Kagan Online* (See link below)



Kagan Online. Kagan Structure Talking Chips. Available at: [https://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement,3#:~:text=Every%20learner%20is%20held%20accountable%20for%20participating.&text=and%20listening%20skills-Structure%20summary%20have%20used%20their%20chips](https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement,3#:~:text=Every%20learner%20is%20held%20accountable%20for%20participating.&text=and%20listening%20skills-Structure%20summary%20have%20used%20their%20chips)

Kagan Online. "Kagan Timed Pair Share structure". Available at: [https://www.kaganonline.com/download/Kagan\\_Structure-Pair-Share.pdf](https://www.kaganonline.com/download/Kagan_Structure-Pair-Share.pdf)

**STEP 1**

Stimulate learner ideas with a brief discussion on the lifestyles of people who are millionaires and billionaires – you can use some examples from the Forbes World’s Billionaires List (Elon Musk, Jeff Bezos, Bill Gates, Mukesh Ambani, Françoise Bettencourt Meyers, Alice Walton, Lakshmi Mittal, Julia Koch, Mark Zuckerberg, Lionel Messi, etc.) You can also look for examples of millionaires in your country.

**STEP 2**

Ask the learners to use *Worksheet 1.3 What would you do with one million dollars?* and select their top three activities.

**STEP 3**


The learners will reflect on the options given and then discuss them in pairs. You can use *Kagan Timed Pair Share* structure to manage paired discussions.

**STEP 4**

After paired discussion, come together to share ideas with the whole group. Explore the popular choices for the million-dollar spending spree by recording responses on a board and return to these at the end of the lesson.

**STEP 5**


Now pose the question: “Would you tell people if you won a million dollars?” This is an opportunity for quiet reflection – encourage learners to write their thoughts down before sharing them with the class.

 **Note:** *Hopefully learners will consider the attention they would get but also could they trust people who now wanted to be friends with them? Requests for money? Sense of responsibility?*

**STEP 6**

Place learners in small groups and ask them to discuss these questions using the skills of sharing, listening, questioning, and challenging respectfully.

- Does anyone deserve to earn this much money? Why/Why not?
- Should we put limits on what people can earn? Why/why not?
- Should the ultra-rich pay more taxes? Why/why not?
- What kinds of jobs should be well paid, but often aren’t? Why do you think this is?
- What would you prefer – a well-paid job or one that makes them fulfilled? Why?

 **Note:** *There is room for some very vigorous and honest discussion – it’s not about ensuring that all your learners think the same way! You might consider getting some input from economics or politics educators in your school.*

## REFLECTION ACTIVITY

## REFLECTIONS ABOUT WEALTH

**PURPOSE**

Learner reflects on their main learning outcomes from Lesson 1.

**RESOURCES**

- *Worksheet 1.4 Reflections about wealth*
- Flipcharts and markers

**STEP 1**

Begin by asking learners to individually fill out *Worksheet 1.4 Reflections about wealth*. Learners will reflect on what the main learnings from Lesson 1 were by answering these questions.


- What was the most important thing I learned?
- What surprised me the most about this lesson?
- What was the most important idea I learned from listening to my peers’ opinions?
- What questions do I still have?

**STEP 2**

Ask the learners to sit in groups of 4-5 people. Give each group some markers and a flipchart so learners take turns to write and discuss their responses to each question. After 7-10 minutes, get the groups to rotate around the room so that by the end of the activity each group has read what the other peers have written on their flipcharts.

**STEP 3**

Learners take turns to comment on and ask questions about one another’s flipcharts.

 **Note:** *If you’d like to take this lesson further, ask the learners to complete the Topic “Wealth and Poverty” on the [Ultimate Dialogue Adventure](#). After they complete the topic, they can participate in the dialogue space in preparation for a video conference.*

## WORKSHEET 1.1

**WHAT MAKES US HAPPY?**

**Instructions:** Pick ten and then rank them in order of importance in your life at the moment. You can also add something to the list that you do not see.

Going out with friends

Watching films

Having a meal at home

Being on my own

Doing well at school

Reading

Going out shopping

Writing stories/poems

Wearing the latest clothes

Dreaming of my future

Praying/Going to my place of worship

Arguing with others and winning

Using social media

Having the latest phone

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

Volunteer work

Playing videogames

Travel/going on holiday

Having money

Giving to charity

Knowing I'm loved

Practising sports

Listening to music

Doing artwork

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

Helping others

## WORKSHEET 1.2

## 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

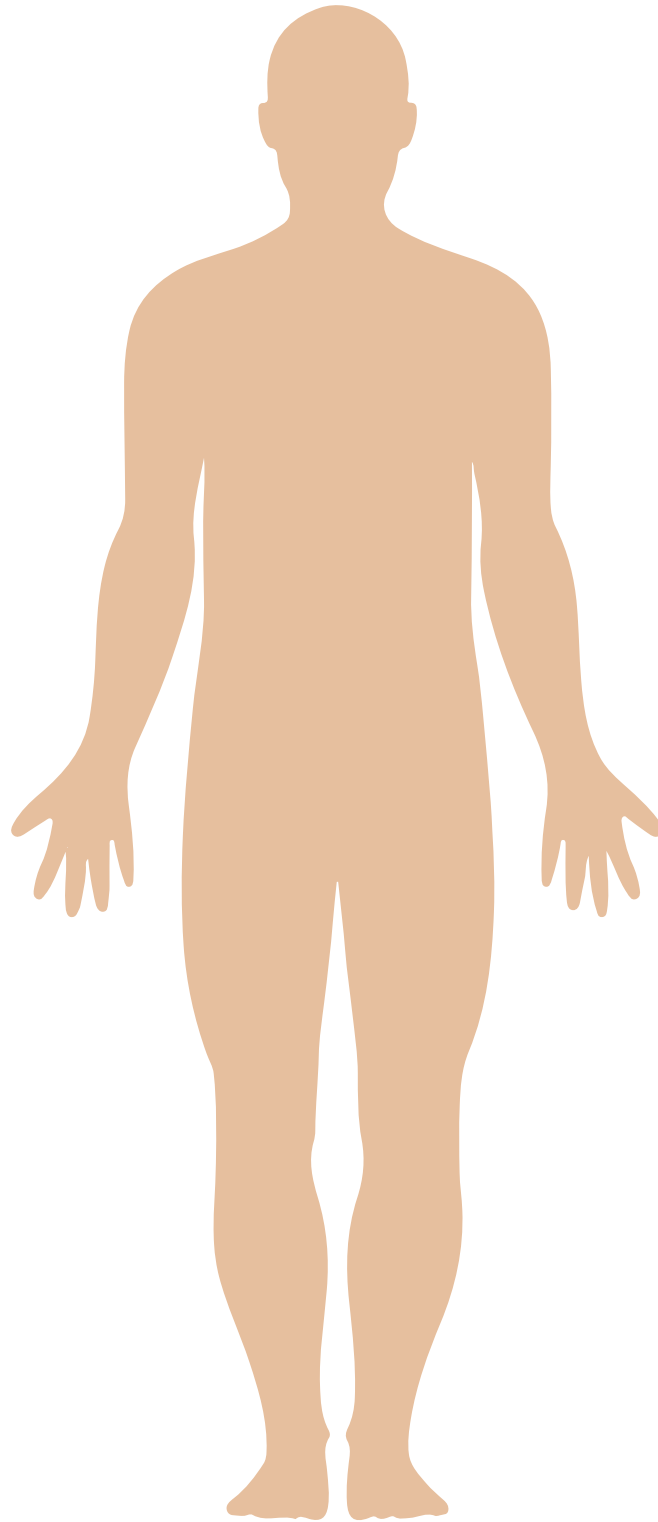
x. Helping other

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



## WORKSHEET 1.2







## MATERIAL AND SPIRITUAL WEALTH



## MATERIALS

## DEFINITIONS OF WEALTH THROUGH THE LENS OF FAITH

**Instructions:** Print then cut the cards.

<p>And O my people, give full measure and weight in justice and do not deprive the people of their due and do not commit abuse on the earth, spreading corruption.</p> <p><i>Qur'an 11:85</i>   <b>ISLAM</b></p>	<p>Speak up and judge fairly; defend the rights of the poor and needy.</p> <p><b>Proverbs 31:9</b>   <b>JUDAISM</b></p>	<p>When your brother begins to slip into poverty and his hand becomes shaky next to you, strengthen him even though he may be a stranger or sojourner, so that he may live with you. Do not take from him interest or increase his debt and fear your God; and your brother will live with you.</p> <p><b>Leviticus 25;35-36</b>   <b>JUDAISM</b></p>
<p>Guru Nanak refused to eat with a rich man who had made his money by exploiting the poor, but ate with Bhai Lalo who had made his money, and brought his food honestly. Guru Nanak squeezed a piece of bread from each meal – milk flowed from the poor man's bread, blood from the rich man's. He said to the rich man "wealth gathered by cruelty and corruption towards the poor is like sucking their blood which you have done. You had invited me to partake of blood, leaving food pure as milk. How could I accept it?"</p> <p>Sikh Saakhi.   <b>SIKHISM</b></p>	<p>Live simply so that others may simply live.          Mahatma Gandhi.   <b>HINDUISM</b></p>	<p>And give full measure when you measure, and weigh with an even balance. That is the best [way] and best in result.</p> <p><i>Qur'an 17:35</i>   <b>ISLAM</b></p>

## MATERIALS

## DEFINITIONS OF WEALTH THROUGH THE LENS OF FAITH

**Instructions:** Print then cut the cards.

<p>For a state that is not pleasant or delightful to me must also be to him also; and a state that is not pleasing or delightful to me, how could I inflict that upon another? As a result of such reflection, he himself abstains from taking the life of creatures and he encourages others so to abstain and speaks in praise of so abstaining.</p> <p>Samyutta Nikaya 353.</p> <p> <b>BUDDHISM</b></p>	<p>He who eats what he earns through his earnest labour and from his hand gives something in charity; he alone, O Nanak, knows the true way of life".</p> <p>Guru Nanak Dev, Rag Sarang, pg. 1245</p> <p> <b>SIKHISM</b></p>	<p>I do not believe in a God or religion which cannot wipe the widow's tears or bring a piece of bread to the orphan's mouth. However, sublime be the theories, however well - spun may be the philosophy – I do not call it religion so long as it is confined to books and dogmas. The eye is in the forehead and not in the back. Move onward and carry into practice that which you are very proud to call your religion, and God bless you!</p> <p>Swami Vivekananda</p> <p> <b>HINDUISM</b></p>
<p>"Aware of the suffering caused by the destruction of life, I vow to cultivate compassion and learn ways to protect the lives of people, animals, plants, and minerals. I am determined not to kill, not to let others kill, and not to condone any killing in the world, in my thinking, and in my way of life." - Ven. Thich Nhat Hanh</p> <p> <b>BUDDHISM</b></p>	<p>When the Son of Man comes in his glory, and all the angels with him, then he will sit on his glorious throne. Before him will be gathered all the nations, and he will separate people one from another as a shepherd separates the sheep from the goats. And he will place the sheep on his right, but the goats on the left. Then the King will say to those on his right, 'Come, you who 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 drink, I was a stranger and you welcomed me, ...</p> <p>Matthew 25:31-46</p> <p><b>† CHRISTIANITY</b></p>	<p>But if anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him? Little children, let us not love in word or talk but in deed and in truth.</p> <p>1 John 3:17-18</p> <p><b>† CHRISTIANITY</b></p>

## WORKSHEET 1.3

## WHAT WOULD YOU DO WITH 1 MILLION DOLLARS?

**Instructions:** Reflect on your decisions on how you would spend a million dollars.  
Select your top three activities.

A trip around the world with my best friends

Invest in cryptocurrencies

Lift thousands of people out of hunger

Provide clean water in developing countries

Invest on properties

Buy a big house for my family

Buy jewels and diamonds

Start a charitable organisation

Provide emergency medical care

Pay off students' loans

Provide doctors where there are none

Fund a local school

Start a business

Take time off to be with family and friends

Give it to my favourite charity

Buy VIP season tickets to attend a sports event

Send humanitarian aid to areas in conflict or war

Invest in the stock market

Help people struck by natural disasters

Distribute it to crowdfunding ventures

Pay for someone else's education

Provide emergency medical care in areas  
with poor health access

Buy luxurious cars

## WORKSHEET 1.4

## REFLECTIONS ON WEALTH

**Instructions:** Reflect on what were your main learning outcomes from Lesson 1 by answering these questions:

What was the most important thing I learned?

What surprised me the most about this lesson?

What was the most important idea I learned from listening to my classmates' opinions?

What questions do I still have?

## LESSON TWO

# GLOBALISATION AND FAIR TRADE

### PURPOSE

The purpose of this lesson is to explore the connections between Globalisation and Fair Trade to reflect on what actions can be taken to build sustainable economic models.

### ASSESSMENT CRITERIA

Learners should demonstrate they are able to think critically about and question a range of ideas regarding globalisation, its impact on communities, and ways to increase fairness through mind mapping and group discussions.

### STARTER ACTIVITY 1

## WHERE IN THE WORLD

### PURPOSE

Learners will think critically about how they are a part of the global community and the ways they are interconnected.

### RESOURCES

- *Worksheet 2.1 Where in the world*
- A map of the world (it can also be digital via Google Maps)
- Post-its or small pieces of paper
- String or wool

### STEP 1

As learners come in, ask them to write on a piece of paper one word that springs to their minds when you mention the word 'globalisation'. They should attach the piece of paper to the wall or board or put it in the center of their desk. After that, you can ask them what they believe are the benefits and drawbacks of globalisation.

### STEP 2

Bring learners together as a whole group and ask them to share what they think are the benefits and drawbacks of globalisation and why.

### STEP 3

Learners should work individually on *Worksheet 2.1 Where in the world*. They should be able to plot the locations of the things that they have described accurately on a world map.

### IN THIS LESSON

#### 1. ACTIVITIES

WHERE IN THE WORLD

WHAT IS THE IMPORTANCE OF WEALTH?

DEFINING FAIR TRADE

REFLECTIONS ON GLOBALISATION AND FAIR TRADE

#### 2. WORKSHEETS

2.1 WHERE IN THE WORLD

2.2 WHAT IS THE IMPORTANCE OF WEALTH?

#### 3. MATERIALS

REFLECTIONS ON GLOBALISATION AND FAIR TRADE

FLIPCHARTS AND MARKERS

A MAP OF THE WORLD

POST-ITS OR SMALL PIECES OF PAPER

STRING OR WOOL

### STEP 4

Display a large world map at the front of the class (you can use a paper map or project Google Maps on the wall). Each learner should have three (or more) pieces of string or wool. Holding one end, learners should attach one end to the place on the world map to which they have identified a connection. As they attach it, they should explain what the attachment is (i.e., family and friends that live abroad, things you use, and things you eat) to the group.

### STEP 5

When everyone has done two or three, ask learners to reflect upon the appearance of the map (which will probably be covered in a string, and looking quite messy). Ensure that you spend time on discussion at the end of the session to draw out the learning – that learners are woven into a global community and that we are all interrelated to the world around us.

**Note:** In the classroom, you should allow this activity to be as messy as possible – having many connections to different places makes it easier to make the final point. If you want to subsequently use it for display work, tidy it up.

### STEP 6

**To reflect on how interconnected we are, read this quote from Martin Luther King to the learners:**

*“It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly affects all indirectly. We are made to live together because of the interrelated structure of reality. Did you ever stop to think that you can’t leave for your job in the morning without being dependent on most of the world? You get up in the morning and go to the bathroom and reach over for the sponge, and that’s handed to you by a Pacific islander. You reach for a bar of soap, and that’s given to you at the hands of a Frenchman. And then you go into the kitchen to drink your coffee for the morning, and that’s poured into your cup by a South American. And maybe you want tea: that’s poured into your cup by a Chinese. Or maybe you’re desirous of having cocoa for breakfast, and that’s poured into your cup by a West African. And then you reach over for your toast, and that’s given to you at the hands of an English-speaking farmer, not to mention the baker. And before you finish eating breakfast in the morning, you’ve depended on more than half the world. This is the way our universe is structured; this is its interrelated quality. We aren’t going to have peace on Earth until we recognise this basic fact of the interrelated structure of all reality”.*

### STEP 7

As a reflection exercise, learners could be encouraged to share what the quote makes them feel or think about. Remind the learners to look at the post-it or small piece of paper in which they wrote the word that springs to their minds about globalisation and ask them if anyone would swap their original word for another one.

**Note:** To be mindful of time, you can only ask 3-5 participants to share their reflections. If you want to extend this activity, you can host a practice dialogue to go deeper.

## MAIN ACTIVITY 1

### WHAT IS THE IMPORTANCE OF WEALTH?

#### PURPOSE

Learners will visualise and analyse the change in life expectancy and income per person over the last two centuries and how it translates into global development.

#### RESOURCES

- *Worksheet 2.2 What is the importance of wealth?*
- Online resources:  
“200 years that changed the world” from: <https://www.gapminder.org/videos/200-years-that-changed-the-world/>  
Suggested reading for the educator: “Educator’s guide: 200 years that changed the world” from: <https://www.gapminder.org/downloads/educators-guide-200-years-that-changed-the-world/S>

#### STEP 1

Begin by asking learners how they think wealth relates to the quality of living and life expectancy.

#### STEP 2

Watch this video “200 years that changed the world”, with Professor Hans Rosling, who uses animation to explore the way that increasing wealth across the world has resulted in better health and nutrition (and in longer life).

#### STEP 3

After watching the video, ask the learners what they have learned from this. Are Rosling’s perspectives the only way of explaining the data? What other perspectives can they think of?

#### STEP 4

Learners should work in pairs to complete *Worksheet 2.2 What is the importance of wealth?* They will try to find the differences and similarities between the quality of living and global development by exploring the question: How is the quality of living and life expectancy related to global development?

**Note:** For more guidance regarding the use of the graph explained by Rosling download the “[Educator’s guide: 200 years that changed the world](https://www.gapminder.org/downloads/educators-guide-200-years-that-changed-the-world/)”

#### STEP 5

After having filled in the worksheet, bring the class together and ask for learners to share good ideas they heard from one another regarding global development.



Martin Luther King (1967) A Christmas Sermon of Peace. Available at: [http://www.leighb.com/MLK\\_Intterrelated.htm](http://www.leighb.com/MLK_Intterrelated.htm)

GapMinder World (2009) “200 years that changed the world”. Available at: <https://www.gapminder.org/videos/200-years-that-changed-the-world/>

GapMinder World (2010) “Educator’s guide: 200 years that changed the world”: Available at: <https://www.gapminder.org/downloads/educators-guide-200-years-that-changed-the-world/>

## MAIN ACTIVITY 2

## DEFINING FAIR TRADE

## PURPOSE

Learners will understand the concept of Fair Trade as well as its benefits in a globalised world.

## RESOURCES

- Online resource video: *What is Fair Trade* by Fair Trade Belgium from: <https://youtu.be/aetw560Xjhg>
- Flipcharts and markers

## STEP 1

**Introduce the concept of Fair Trade.**


- “Fair Trade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade”. (Fair Trade Advocacy Office, N.D.).

## STEP 2

Watch the video *What's Fair Trade* and ask the learners to pay attention to keywords such as: sustainability, productivity, working conditions, standard of living, security, equality, decent income, and cooperatives.

## STEP 3

Ask the learners to work in teams of 4-5 people and provide them with some markers and a flipchart. Learners will create a mental map that includes the benefits of Fair Trade they have found while watching the video.

 **Note:** As a reminder, have in mind that the principles of Fair Trade include fair wage, guaranteed minimum price and secure income, safe working conditions, protection of workers' rights, no child labour, sustainable farming methods, technical training, and Fair Trade premium to invest in the community.

## STEP 4

After they finish their mental maps, each team will have 3 minutes to present their flipchart to the rest of the classroom.

## STEP 5

Close the activity with a whole class discussion on what they have learned. You can also pose these questions to open discussion:

- How do you think Fair Trade benefits sustainability?
- In which ways does Fair Trade improve the lives of people?
- Have you seen Fair Trade examples in other areas and in your own community?
- What actions can you take to support Fair Trade in your community?

## EXTENSION

If learners want to go further with this topic, they could:

- Run a Fair Trade Day in their school – to raise awareness by selling Fair Trade goods and running assemblies. This can be filmed and uploaded to social media.
- Campaign for their school to be a Fair Trade school – in many countries, this is an established scheme.
- Do a survey of local shops to see which items they stock are Fair Trade.
- Do more research into Globalisation and Fair Trade.

## REFLECTION ACTIVITY

## REFLECTIONS ON GLOBALISATION AND FAIR TRADE

## PURPOSE

Learners reflect on the main learning outcomes from Lesson 2.

## RESOURCES

*Material 2. Reflections on Globalisation and Fair Trade*

## STEP 1

Print out *Material 2. Reflections on Globalisation and Fair Trade* and cut the different statements into squares. Place the paper pieces in a bowl.

## STEP 2

Ask learners to choose one of the questions and share their answers in a whole group discussion.

## STEP 3

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

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Fairtrade Belgium (2016)“What's fair trade” Available at: <https://youtu.be/aetw560Xjhg>

Fair Trade Advocacy Office. Available at: <https://fairtrade-advocacy.org/definition-of-fair-trade/>



## WORKSHEET 2.1

## WHERE IN THE WORLD

When we start to think about what Globalisation is we might think it looks like world-spanning companies or powerful governments with multinational influence, but Globalisation is really about the way we are all part of one global community.

This exercise is designed to make you think about the ways that we are already globalised. Think very carefully about your own experience – how globalised are you?

Instructions: Use examples from your own life to fill in these three columns with examples of how you are already connected to the global community. For each one, try to list as much detail as possible – where exactly are all these places – can you plot them on a map of the world?

<p style="text-align: center;"><b>Family and Friends</b></p> <p style="text-align: center;">Detonating questions:</p> <ul style="list-style-type: none"> <li>-Do you have family or friends that live or work a long way away from you?</li> <li>-Do you communicate regularly with people from elsewhere in the world?</li> </ul>	<p style="text-align: center;"><b>Things I Use</b></p> <p style="text-align: center;">Detonating questions:</p> <ul style="list-style-type: none"> <li>-What important things that you or your family own come from elsewhere in the world? (i.e., clothes, technology, cars, etc...)</li> <li>-What do you listen to or watch?</li> </ul>	<p style="text-align: center;"><b>Things I Eat</b></p> <p style="text-align: center;">Detonating questions:</p> <ul style="list-style-type: none"> <li>-What are your favourite foods?</li> <li>-Where do they or the ingredients come from?</li> </ul>

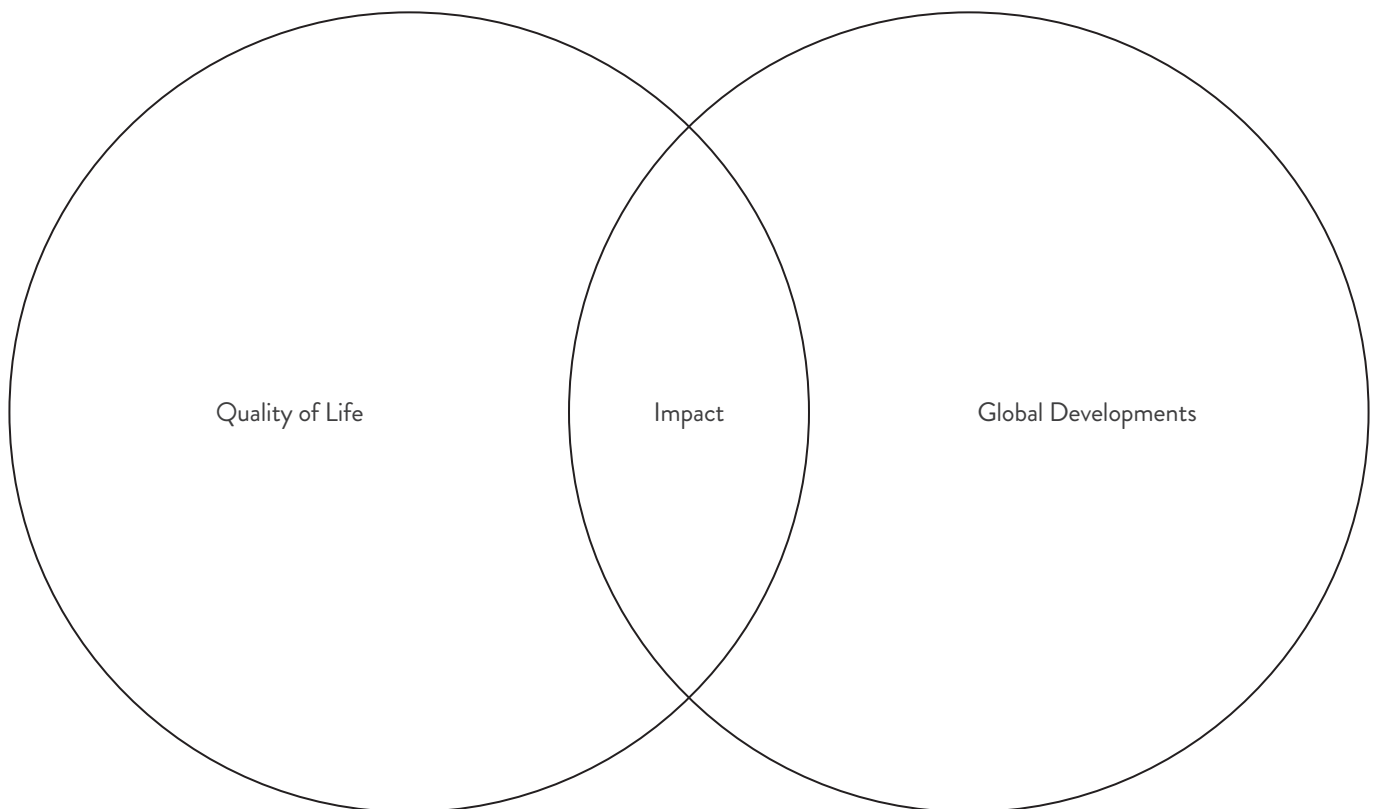
## WORKSHEET 2.2

## WHAT IS THE IMPORTANCE OF WEALTH?

Complete the diagram below to explore the impact of globalisation on the quality of life and life expectancy in your own community.

Think of your own community and assess where you think there are connections between the quality of life and global development.

- In the left circle, write what some indicators of quality living are in your community.
- In the right circle, write what some areas of global development are in your community.
- In the middle circle, describe the connections you see between the quality of living and global development in your community. Include the negative and positive impacts you see.



## LESSON THREE

# WEALTHY COMMUNITIES

### PURPOSE

The purpose of this lesson is to understand important concepts that can create wealthy communities and how as individuals we could be agents of change.

### ASSESSMENT CRITERIA

Learners should demonstrate their ability to interpret and explain different perspectives and ideas for making wealthy and sustainable communities through shared planning and group dialogue.

### STARTER ACTIVITY

#### GIVING IS...

### PURPOSE

Learners will understand the concept of giving from various perspectives.

### RESOURCES

Worksheet 3.1 Giving is...

### STEP 1

Give the learners *Worksheet 3.1 Giving is...* and set a timer for 2 minutes so that they can individually complete the sentences. Do not give the learners any ideas about what you expect from the two questions. Simply allow them to individually explore, and outline whatever comes to their minds.

### STEP 2

Ask the learners to sit in pairs and discuss what they have written in their worksheets. Use the activity *Sharing our ideas* to encourage learners to engage in fair discussion that encourages listening and responding. These techniques can be found in the [Essentials of Dialogue \(Lesson 2, p. 13\)](#):

### STEP 3

After the pair discussion exercise, prompt learners to share their ideas as a whole class discussion activity. Allow learners to listen to each other's responses and challenge ideas where appropriate.

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Essentials of Dialogue, Lesson 2, p. 13 Available at:  
<http://generation.global/resources/essentials-dialogue>

### IN THIS LESSON

#### 1. ACTIVITIES

GIVING IS...

WEALTH AND COMMUNITIES

BUILDING WEALTHY COMMUNITIES

SMALL ACTIONS TO MAKE A DIFFERENCE

REFLECTIONS ON BUILDING WEALTHY COMMUNITIES

#### 2. WORKSHEETS


3.1 GIVING IS...

3.2 BUILDING WEALTHY COMMUNITIES

#### 3. MATERIALS


FLIPCHARTS AND MARKERS

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 **Note:** Learners should begin to understand that “giving” is more than just the giving of money and it’s not necessarily charity. Mutual giving and reciprocity are important to build strong and wealthy communities. Where necessary, prompt responses/discussion on “giving” in the form of time and talent. Learners should, ultimately, broaden their definition of “giving” so they don’t think mainly in terms of money.

### STEP 4

Split the class into groups to explore one of the following questions.

 **Note:** Depending on the size of the class, it might be worthwhile to split learners into 6 or 9 groups so that 2 or 3 groups answer the same questions:

- What does it mean to give in terms of time?
- What does it mean to give in terms of talent?
- What does it mean to give in terms of money?

### STEP 5

Learners come to the board together and write the ideas that they have discussed in their groups. Close the activity by reading out loud the ideas written on the board and inviting the whole class to share comments.

## MAIN ACTIVITY 1

## WEALTH AND COMMUNITIES

## PURPOSE

Learners will explore concepts of circular economy as an example of communities that rely on mutual giving and reciprocity.

## RESOURCES

- Online resource: *Humans Changed the Face of the Earth, Now We Rethink Our Future* by Ellen MacArthur Foundation from: [https://youtu.be/A5wn\\_iinbxw](https://youtu.be/A5wn_iinbxw)
- Flipcharts and markers


## STEP 1

Prior to the activity, ask learners as homework, to research the concept of circular economy.

## STEP 2

As learners come in, ask them what they understand a circular economy is. Learners can share their initial thoughts and ideas regarding the concept and how they think it relates to having wealthy communities.

Then explain, that a circular economy is “a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing, and recycling existing materials and products as long as possible. In this way, the life cycle of products is extended” (European Parliament, 2022).

 **Note:** For more information regarding circular economies, explore the Ellen MacArthur Foundation webpage.

## STEP 3


Play the video *Humans Changed the Face of the Earth, Now We Rethink Our Future*, and ask the learners to pay special attention to the main ideas while watching the video.

## STEP 4

Split the class into groups of 4-5 people and provide them with a flipchart and markers so that they can work together. Ask learners to create a diagram that illustrates what they think the main components of a circular economy are. You can remind the students about the main ideas that the video introduced.

## STEP 5

Learners can place their posters on the board or on the classroom walls for everyone to see and present (3-4 minutes per group) their flipchart to the rest of the class.

 **Note:** A good way of ensuring that everyone participates is to insist that the poster is passed around, and that each person on the team adds one idea before passing it on – rather than letting one person dominate.

## STEP 6

After each team presents its poster, pose these questions to the learners and conduct a whole group discussion:

- What are the consequences created by the “Take-make-use-dispose” model of a linear economy?
- How can communities benefit from circular economies? Where have you seen this in your own community?
- What are some changes that can be brought to communities to increase wealth by using a circular economy model?
- What are some ways in which individuals can promote change in their communities towards embracing a circular economy?

## EXTENSION

For older learners or to go further in learning about the Circular Economy, use the video *Explaining the Circular Economy and How Society Can Re-think Progress* by The Ellen MacArthur Foundation to explore and discuss why it is important to have a change in perspective regarding ways creativity and innovation can build a restorative economy.

## MAIN ACTIVITY 2

## BUILDING WEALTHY COMMUNITIES

## PURPOSE

Learners will critically engage in thinking about and learning from one another innovative ways they can actively build wealthy and sustainable communities.

## RESOURCES

Worksheet 3.2: Building wealthy communities

## STEP 1

Referring back to the learning from the previous activity, ask the learners to share their insights regarding these three questions:

- What specific causes might move you to act and become a volunteer?
- What are some examples of initiatives that have been undertaken in your local communities/schools?
- What are some examples of local initiatives you would like to talk about?



**STEP 2**

Learners will work in groups of 4-5 people to select and research their top three initiatives (preferably including local initiatives) to which they could give time, talent, and/or resources.

After their discussion, the group will complete *Worksheet 3.2 Building wealthy communities*.

**STEP 3**

Ask the learners the following questions:

- What do you think the benefit is to the persons or the organisations you selected?
- What do you think the benefit is to yourself?
- What do you think about this phrase: "It is better to give than to receive"?

**MAIN ACTIVITY 3****SMALL ACTIONS TO MAKE A DIFFERENCE****PURPOSE**

Learners will reflect on small actions they could take that could make a difference in their communities.

**RESOURCES**

- *Worksheet 3.3 Small actions to make a difference*
- Online Resources: *Why I want to help Nigerian girls go to school and gain confidence* by Malala Fund from <https://youtu.be/q6mstfnGFCE>

**STEP 1**

Learners are asked the question "What elements do you think are needed to transition from an idea to an action?"

**STEP 2**

Play the video *Why I want to help Nigerian girls go to school and gain confidence* and after watching it, ask the learners to reflect on what they think Peace Ayo's main motivation was to advocate for girls' education in the Waru community in Abuja, Nigeria.

**STEP 3**

Referring back to the previous activity *Building wealthy communities*, learners select one of the initiatives they have researched and work with their corresponding groups to discuss what would be the steps needed for making their ideas a reality. Groups complete *Worksheet 3.3 Small Actions to make a difference*.


**STEP 4**

Conduct a brief round of presentations in the classroom, where groups share the ideas described on the worksheet.

Malala Fund (2019) *Why I want to help Nigerian girls go to school and gain confidence*. Available at: <https://youtu.be/q6mstfnGFCE>

Each group should be provided 4-5 minutes to present their initiatives. Prior to the learner's presentation, tell them there will be time for questions at the end of each presentation. When participating in the Q&A section, tell the learners to bear in mind:

- Add to points that have been made.
- Challenge the ideas they have heard by showing respectful disagreement.
- Share if they feel inspired by points that have been made.
- Listen carefully to what others are saying.
- Use "I" statements when they give their opinions.

 **Note:** Be sure to emphasise the core skills of dialogue as learners interact with each other.

**EXTENSION**

If you want to take this further, you can plan with your learners a crowdsourcing activity, a volunteering programme, or any other initiative that could take your learners' plan to the next level. Ask learners to suggest for themselves how they want to go further and make their own plan of action.

**REFLECTION ACTIVITY****REFLECTIONS ABOUT WEALTHY COMMUNITIES****PURPOSE**

Learners reflect on the main learning outcomes from Lesson 3.

**STEP 1**

Learners are placed in small groups for a discussion about what they learnt from this lesson.

**STEP 2**

The educator can share the following detonating questions written or projected on the board and ask groups to choose at least 2 questions for discussion.

- What assumptions did you have about this lesson before we started?
- What did you already know and what further thoughts do you have now?
- What is something you are certain you know about building wealthy communities?
- What seemed to be the most important ideas in Lesson 3?

## WORKSHEET 3.1

**GIVING IS...**

**Instructions:** Complete the following sentences with as many ideas as you can.

Giving is...

Giving is important for communities because...

## WORKSHEET 3.2

## BUILDING WEALTHY COMMUNITIES

**Instructions:** Work in teams of 4-5 people to select and research your top three initiatives (preferably including local initiatives) in which you could give time, talent, and/or resources. After the discussion, complete the table below.

<p><b>Initiative 1</b></p> <p><b>Name:</b></p> <p><b>Main objective:</b></p>	<p><b>Why have we selected this initiative?</b></p>	<p><b>How do we think we could support it?</b> <i>(For example, in terms of time, talent, or money)</i></p>	<p><b>Why do we consider it important in our community?</b></p>
<p><b>Initiative 2</b></p> <p><b>Name:</b></p> <p><b>Main objective:</b></p>	<p><b>Why have we selected this initiative?</b></p>	<p><b>How do we think we could support it?</b> <i>(For example, in terms of time, talent, or money)</i></p>	<p><b>Why do we consider it important in our community?</b></p>
<p><b>Initiative 3</b></p> <p><b>Name:</b></p> <p><b>Main objective:</b></p>	<p><b>Why have we selected this initiative?</b></p>	<p><b>How do we think we could support it?</b> <i>(For example, in terms of time, talent, or money)</i></p>	<p><b>Why do we consider it important in our community?</b></p>

## WORKSHEET 3.3

**SMALL ACTIONS TO MAKE A DIFFERENCE**

**Instructions:** Work in the same teams of 4-5 people from the previous activity *Building Wealthy Communities* and select one of the three initiatives you had already researched about. After the selection, think about the steps you consider you need to implement your idea based on what you have previously written in the column *How do we think we could support it?* Groups can number the steps and add the resources needed for each. (You can write down resources such as talent, time, material resources, and/or money).

<b>Number the steps below</b>	<b>Write down the resources needed for each step</b>



## LESSON FOUR

# VIDEO CONFERENCE:

# PRACTISING DIALOGUE SKILLS

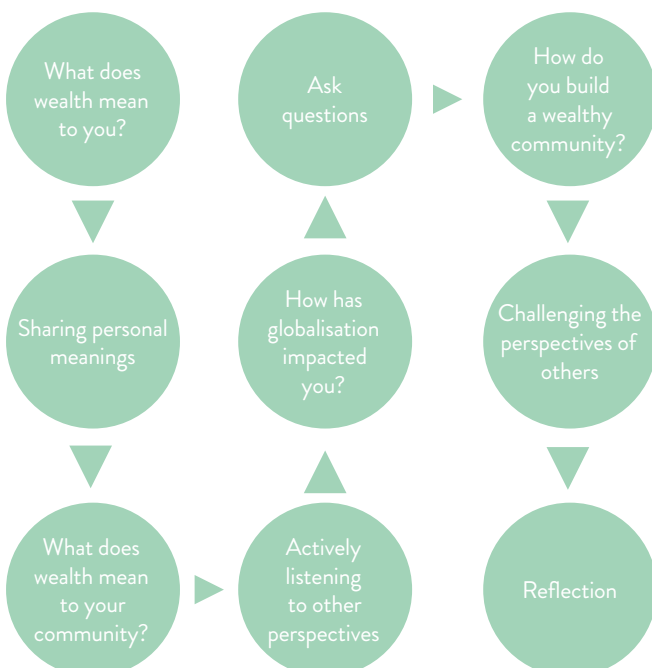
By now, your learners have spent time practising the skills of dialogue throughout the different activities in the previous lessons, so now it is time to put them into use. Remember, the video conference is not a performance, but a wonderful learning opportunity for your learners, to practice their dialogue skills.

### STARTER ACTIVITY

#### BEFORE THE VIDEO CONFERENCE

By doing the activities in this resource guide, you have already begun to prepare learners for a video conference. Use these other tips and activities to prepare further.

- Learners can prepare for the video conference by doing the *We're All Interviewees* activity located on page 27 of the Essentials of Dialogue Resource or the *Worksheet 4.1 Expectations of the video conference*.
- You can also run over any ideas that learners have already prepared, and work in pairs. Each video conference has a suggested agenda, and it is often a good idea to have learners run through these with a partner once or twice, this will help to get rid of pre-video conference nerves. The following is only a suggested structure for you to prepare your learners for the video conference taking into consideration the activities they have done in the lessons from this resource.



### IN THIS LESSON

#### 1. ACTIVITIES AND TIPS

##### BEFORE THE VIDEO CONFERENCE

##### DURING THE VIDEO CONFERENCE: DOS AND DON'TS FOR EDUCATORS

##### AFTER THE VIDEO CONFERENCE

#### 2. WORKSHEETS

##### 4.1 EXPECTATIONS OF THE VIDEO CONFERENCE

##### 4.2 REFLECTING ON THE VIDEO CONFERENCE

##### 4.3 WWW/EBI: WHAT WENT WELL? EVEN BETTER IF...

### IMPORTANT REMINDERS

Before the video conference goes live, try warming up your group by:

- Reminding everyone about the importance of using “I statements” while they participate. It’s important that your learners can speak for themselves only and not on behalf of others.
- Asking learners to stay curious, ask critical questions based on what they hear from their peers, and seek clarification for what they do not understand.
- Reminding learners to be aware of what they hear and learn and what that means to them.
- Reminding learners to follow the agreed rules for having a safe and brave space for dialogue.

### MAIN ACTIVITY 1

#### DURING THE VIDEO CONFERENCE: DOS AND DON'TS FOR EDUCATORS

There are some clear dos and don'ts for educators in video conferences. It is important that your support for your learners is encouraging, motivating, and calming for them. You should avoid directing them and certainly avoid censoring them. The best way you can support your learners is to sit away from the camera, settle them during the dial-in period, clarify questions when your microphone is on mute, help

them to develop their thoughts if they are given thinking time in the video conference and perhaps help with translation if your learners' first language is not the language of the video conference. Please do not tell your learners what to say, sit in front of the camera, or join in the dialogue – dialogue should be directly between the learners as much as possible.


### Do

- Make sure you have built-in time to have a brief chat with the learners before dialling into the video conference to remind them of any points that individuals have raised in class and of any other areas or issues that have been previously agreed with your facilitator as no-go topics.
- It is also a great time to remind them of the key skills of dialogue that they have been practising with you.
- Take charge of the mute button or ask a learner to take on this responsibility.
- Encourage learners behind the scenes, by making sure they understand the questions and comments and prompting them with ideas from lessons for their answers.
- Use a flipchart or board behind the camera to write key ideas or questions.
- Intervene if inappropriate or offensive comments are made.
- If you are translating, then make sure you translate word for word what the learners are saying. This is their dialogue, not yours.

### Don't

- Leave the learners unattended.
- Stay silent if you are unhappy with any aspect of the video conference; let your facilitator know. You can end the dialogue at any point if you feel it is not going in a direction that is suitable for your learners.
- Take an active part in the video conference by answering questions on behalf of the learners. This is their dialogue, not yours.
- Embellish answers if you are translating.
- Put adverse pressure on individuals to speak or embarrass your learners with comments such as 'Come on...' 'Hurry up and speak...' – instead make sure your learners and other learners on the video conference are comfortable with silence. It is useful thinking time.

- Be too visible. This will help the learners on all sides of the video conference feel more that it is a direct dialogue between them. Please do not sit in front of the camera.

 **Please note:** Sometimes, at the start of a video conference learners can be hesitant. The facilitators are used to this and will gently ease your learners into the dialogue. This is the reason that most video conferences start gently. It is an opportunity for many learners to speak briefly. You will find that in most cases, while learners are often shy at first, they soon 'loosen up' and will actively participate by the end of the video conference. Be mindful of encouraging all those in front of the camera to participate and be wary of allowing two or three members of your group to become 'spokespeople' for the rest of the group. Again, your facilitator will be watching out for this and encouraging others to take part if this happens.



### MAIN ACTIVITY 2

## AFTER THE VIDEO CONFERENCE

Reflecting on the video conference is an essential part of the experience. Immediately after the video conference, you may want to ask your learners to complete *Worksheet 4.2: Reflecting on the dialogue*, as an individual activity while the experience is fresh in their minds.

You will probably want to do another video conference before too long, so reflect on what went well or how it could be improved. For this purpose, you can implement the *What Went Well, Even Better If* activity, since it creates room for a more self-critical approach. Hand in *Worksheet 4.3 WWW/EBI: What went well? Even better if...* to your learners.

## WORKSHEET 4.1

**EXPECTATIONS OF THE VIDEO CONFERENCE**

**Instructions:** Think about the video conference that you are going to be doing soon and complete these questions.

What do you know about the country from where those students come?  
(You can just write individual words)

In what ways do you think that they will be like you?

In what ways are they likely to be different?

What do you know about the cultures of that country?

Would you like to visit or live there? Why?

## WORKSHEET 4.2

## REFLECTING ON THE DIALOGUE

**Instructions:** Complete the following sentences with as many ideas as you can.

Five things that I have learned from the dialogue:

- 1.
- 2.
- 3.
- 4.
- 5.

Three things I want to know more about:

- 1.
- 2.
- 3.

Times when I enjoyed the dialogue:

Times when I felt challenged by the dialogue:

**WORKSHEET 4.3****WHAT WENT WELL / EVEN BETTER IF**

**Instructions:** Write two or three bullet points under each column below:

<b>WHAT WENT WELL?</b>	<b>EVEN BETTER IF...</b>
<p>Identify those areas of the activity that were a success</p>	<p>Identify those areas of the activity that could be done better</p>