

CHF  
*A Deeper Look  
at Poverty*





## Lesson 2: A Deeper Look at Poverty

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### Description

*1x60 minute lesson and 1x20 minute lesson (for group presentations)*

Poverty does not have one simple definition. People from different countries and different people within a community can see poverty in varying ways. In this activity, students explore the many criteria and components of life that can contribute to poverty. They apply their understanding of poverty and use decision-making skills in small groups to rank the order of poverty levels of people described in the case studies, with the ultimate goal of having students understand that poverty is a complex and holistic issue. Students share their rankings with the class and must provide justification for their decisions.

### Subjects

Geography (Grades 7, 8 & 9), Food and Nutrition (Grades 9 & 10), Individual and Family Living (Grades 9 & 10), Civics (Grade 10), Science (Grade 10)

*See the Curriculum Connections section for detailed links to courses and expectations.*

### Materials Needed

Student Handout ([BLM 2.1](#)) case study of Joseph, a person living in poverty in Ethiopia  
Student Handout ([BLM 2.2](#)) case study of Faith, a person living in poverty in Kenya  
Student Handout ([BLM 2.3](#)) case study of Tanh, a person living in poverty in Vietnam  
Student Handout ([BLM 2.4](#)) case study of Fiona, a person living in poverty in Zimbabwe

Note: French BLMs/Student Sheets can be found [here](#).

### Lesson Preparation

1. Make enough photocopies of BLM 2.1-2.4 so that each group will have one copy of each of the four case studies to analyze in Part 2. The number of photocopies will depend on how many groups of four you have in your class.
2. Review the Teacher Background Notes for this lesson. Also see the [Country Information section](#) and [Resources section](#) under [Extra Resources](#). The resources found under the Country Information section can be used to give students further information about Ethiopia, Kenya, Vietnam and Zimbabwe (such as maps, statistics, flags, histories, etc.).

### Teaching/Learning

Part 1: Understanding Poverty in Developing Countries

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1. Have each student take a piece of lined paper and write the question “Why are people poor?” or “What are some of the factors that contribute to poverty?” at the top of the page. Give students five minutes to write down as many reasons as they can. Encourage students to think beyond money. What other types of resources/things are lacking that contribute to people living in poverty.
2. Have students form pairs to share their responses.
3. Have two groups of pairs join together to compare their answers and create a group list without duplication.
4. Call on group members to share responses to form a master class list.
5. Have a brief class discussion about the definition of poverty and some myths (see Teacher Background Notes for this lesson for a definition and summary of myths on poverty). International development organizations, such as CHF, work with people in developing countries to empower people to end their cycle of poverty.
6. Provide the class with the different asset categories (financial, physical, natural, social, human, and political). Using the master class list (from 4 above), list student responses based on these categories. Are there any that do not fit into these asset categories? Does another category have to be made?

## **Part 2: Analyzing Case Study Situations of Poverty**

1. Divide students into groups of four. Distribute one copy of each case study handout (BLM 2.1-2.4) to each group. Instruct students to read each case study aloud in their groups. Each group must then order the case studies from one that represents an individual who is least poor to most poor, and be prepared to justify their decisions. Make sure students understand that the groups may have different responses. The most important thing is that each group must be able to explain why they ordered them as they did. Give students time to discuss in groups.
2. Have each group choose a presenter and share with the class the poverty ranking for their group and explain their reasoning.
3. Have a debriefing discussion with the students.

Debriefing questions:

- Why did different groups rank the people in the case studies differently?
- In your opinion, is the \$1/day or \$2/day poverty line a good way to assess poverty in the world? (For more information see the Teacher Background Notes for this lesson or [www.worldbank.org](http://www.worldbank.org) for the World Bank’s current definition of the Poverty Line).
- Who should determine who is considered poor — individuals themselves or outsiders (government, development agencies)? Why?

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- Who should be responsible for helping people in developing countries out of poverty? (government, NGO's or individuals)
- Do we have any responsibility as Canadians to help other people out of poverty? Why or why not?

Note: These questions require students to voice and justify opinions. Teacher Background Notes provide more information on Canada's role in development and the \$1/day poverty line.

## Extension Activities

- Have students do further research into the issues of poverty within each of the countries from the case studies (Ethiopia, Kenya, Vietnam and Zimbabwe). See Teacher Background Notes from this lesson as well as the [Country Information](#) section.
- Students reflect on the question, "Are the issues of poverty in Canada similar or different to those in developing countries?" and write a journal response.

## Teacher Background Notes

### ***"Why are People Poor?"***

This is a complex question. A person's poverty level depends largely on assets that he/she has or has access to. Assets can be divided into five categories: financial, physical, natural, social and human. Examples for each of the types of assets are listed below:

*Financial:* Savings, credit, other assets that can be cashed in quickly for money (in rural communities, this is often in the form of animals)

*Physical:* Farm and off farm equipment, buildings, machinery, tools, seeds

*Natural:* Land, water, forests, air

*Social:* Social networks, relationships, culture

*Human:* Education, health

Policies and institutions also contribute to or alleviate a person's poverty level. The policies could be at a global level such as the North American Free Trade Agreement (NAFTA), at the national level, the municipal level or the community level. Policies and institutions can often dictate the assets a person has access to.

Another key component that contributes to a person's poverty is extreme shocks or unrest. These could be in the form of:

- Natural disasters such as floods, drought, earthquakes
- Political unrest such as civil wars
- Economic conditions such as a stock market crash
- Technological changes which cause other items or skills to become obsolete and worthless

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## ***Myths about Poverty***

***Myth: People are poor in developing countries because they have too many children.***

False. Families have more children in developing countries because of many factors which include high death rates, lack of access to birth control and the need for labour.

### Death Rate

In developing countries, the death rate of children under the age of five years old is very high compared to developed, industrialized nations. In sub-Saharan Africa, child mortality is 17.4% of all live births. After the age of five, there is still a high risk of early death due to malnutrition, disease or illness.

Parents in developing countries realize that not all of their children will live to adulthood and therefore compensate by having more children to ensure some of them will survive long into adulthood. In many developing countries it is the responsibility of the children to care for their parents in their old age. For their future security parents must have many children.

In comparison, the child mortality rate in Canada is very low. The mortality rate for children under five years old in Canada is 0.06%. Parents in Canada can have confidence that, except in very rare circumstances, their children will survive into adulthood and lead full lives.

In Canada, there are many social programs in place for caring for the elderly and the responsibility of care does not fall only on the children. Therefore, there is less need to have more children so that they can care for the elderly.

Retrieved April 9, 2009 from [www.unicef.org](http://www.unicef.org), click on Information by Country

### Family Planning

Family planning education is not easily accessible to all rural people in developing countries where services are lacking. Therefore the knowledge of family planning and options available are not well known.

Access to birth control options can be a significant barrier for women in Africa. Women in rural areas without access to towns and services often do not have access to knowledge about birth control options. Even if women know the options, few have the money to afford birth control, if they choose to use it. A family that makes \$1 a day cannot afford birth control that could cost \$16 – 20 a month. Birth control is easily accessible and affordable for most women in Canada.

### Education

In Canada, family planning information is easily available for families from local health providers. It is very easy for women in Canada to find out about their family planning choices.

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## Labour

For many societies in the world, especially in developing countries, it is essential that families have many children to help perform all of the labour on the farm to grow food needed for the family to eat. Children provide labour for the farm, which will provide food for the whole family.

Most families in Canada do not farm to produce their own food. The few that do use machinery to perform farm labour rely less on human physical labour.

### ***Myth: People are poor because they don't work hard enough.***

False. The rural poor in developing countries work very hard just to meet their basic needs. There are many barriers that the rural poor face that contribute to their cycle of poverty. A farmer experiencing drought or having fields with poor soil will be unable to harvest a plentiful crop. His hope is that with a lot of hard work he may be able to produce enough food to feed his family for the year. Without performing the farm work, his family will go hungry. There is little choice for most people; they must work very hard for very little gain.

Developing countries often have a high percentage of the population living in rural areas. These areas are often remote without adequate roads. Therefore, even if farmers are able to produce extra food for sale, it can be very challenging to get the food to market for sale. Food can be bulky, perishable and difficult to transport, especially over long distances. The remoteness from markets that many people face is a significant barrier to eliminating poverty.

### ***International Poverty Line - Measuring poverty at the country level***

A common method used to measure poverty is based on incomes or consumption levels. A person is considered poor if his or her consumption or income level falls below some minimum level necessary to meet basic needs. This minimum level is usually called the "poverty line". What is necessary to satisfy basic needs varies across time and societies. Therefore, poverty lines vary in time and place, and each country uses lines which are appropriate to its level of development, societal norms and values. Information on consumption and income is obtained through sample surveys, with which households are asked to answer detailed questions on their spending habits and sources of income. Such surveys are conducted more or less regularly in most countries. These sample survey data collection methods are increasingly being complemented by participatory methods, where people are asked what their basic needs are and what poverty means for them. Interestingly, new research shows a high degree of concordance between poverty lines based on objective and subjective assessments of needs.

### ***International Poverty Line - Measuring poverty at the global level***

When estimating poverty worldwide, the same reference poverty line has to be used, and expressed in a common unit across countries. Therefore, for the purpose of global

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aggregation and comparison, the World Bank uses reference lines set at \$1.25 and \$2 per day (2005 Purchasing Power Parity Terms). The new international poverty line of \$1.25 a day at 2005 prices is the mean of the national poverty lines for the 10-20 poorest countries of the world. It has been estimated that in 2008, approximately 1.4 billion people in the developing world had consumption levels below \$1.25 a day. This new estimate using the updated international poverty line is higher than previous estimates of less than one billion people in the developing world living on less than a dollar a day using 1993 prices; however, the developing world continues to work towards achieving the Millennium Development Goal of cutting extreme poverty in half by 2015.

Progress in Africa has been better since the late 1990s with the share of the region's people living in extreme poverty dropping 4.7 percentage points over five years to 41% in 2004. At the same time high population growth left the same absolute number of poor in 2004 as in 1999, at nearly 300 million. Globally Sub-Saharan Africa now accounts for 30 percent of the world's extreme poor, compared with 19 percent in 1990 and only 11 percent in 1981.

*Retrieved April 9, 2009 from [www.worldbank.org](http://www.worldbank.org) click on Topics, Poverty, Overview and [www.worldbank.org](http://www.worldbank.org) click on Data and Research, Global Monitoring, Global Monitoring Report 2007, Summary/Fact Sheet (entitled Halving Global Poverty by 2015 - A Stocktaking)*

*Visit the World Bank website [www.worldbank.org](http://www.worldbank.org) to see current poverty rates for different countries as well as the definition for the International Poverty Line (click on Topics, Poverty, Overview).*

### ***Canada's Role in Helping People in Developing Countries Out of Poverty***

Canadians are known worldwide for their efforts to eliminate poverty in developing countries. Canadian government, businesses, organizations, institutions and individuals all make contributions to reduce poverty in the world — but is it enough?

The Canadian International Development Agency (CIDA) is the federal agency charged with planning and implementing most of Canada's development cooperation program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world. CIDA supports projects in more than 150 countries, which represent four-fifths of the world's population. CIDA works in partnership with developing countries, Canadian organizations, institutions and businesses, as well as international organizations and agencies.

In the late 1960's, Prime Minister Lester B. Pearson headed an international commission to examine development assistance and propose policies for improvement. The commission called for donor countries, such as Canada, to provide foreign aid equal to 0.7% of its Gross Domestic Product (GDP). Canada accepted that as the target for foreign aid in 1970, but the target has never been met. In 2006, Canadian assistance represented only 0.30% of its Gross National Income (GNI) (Taken from Canada's Performance Report 2006-2007 <http://www.tbs-sct.gc.ca/reports-rapports/cp-rc/2006->

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[2007/ann/ann15-eng.asp#a3Global\\_poverty](http://2007/ann/ann15-eng.asp#a3Global_poverty)). Statistics on Canada's development assistance are available on CIDA's website at: [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca).

### ***Further Resources on Poverty***

Make Poverty History Website <http://www.makepovertyhistory.ca/>

World Bank PovertyNet <http://www.worldbank.org> click on "Topics" and then "Poverty"

National Anti-Poverty Organization <http://www.napo-onap.ca/>

Campaign 2000 Website <http://www.campaign2000.ca/rc/>

The Assembly of First Nations Website: Making Poverty History

<http://www.afn.ca/article.asp?id=2903>

United Nations Development Programme: Poverty Reduction

<http://www.undp.org/poverty/>

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## BLM 2.1 – People Living in Poverty

**#1 Name: Joseph Age: 14**

Joseph is a 14 year old boy living in Ethiopia. He has four brothers and eight sisters. Joseph went to school until he was 10 years old. Now he helps his father on their farm.

His family owns five acres of land. Joseph and his four brothers will inherit the farm from his father. The land is of poor quality and the crops they plant do not produce high yields. Soil erosion has occurred on their land and the top soil continues to be washed away during heavy rain storms, making it difficult for crops to grow. The family owns some basic farm tools: two hoes and two shovels. Most years the family grows enough grains and vegetables to satisfy basic food requirements for everyone in their family for the year. There is never extra food produced to sell in the market. Joseph's family has 10 chickens, but no other animals. The vegetables provide the family with an important source of vitamins and minerals. Eggs collected from the hens and the occasional chicken provides some protein for the family.

Joseph and his family are all free from serious illness. His father has back problems from working long days in the fields. Joseph and his siblings also have back pains from working in the fields and stunted growth due to malnutrition.

Joseph's village has a water pump located in the centre of their village that provides safe drinking water and a water council that maintains the village pump when it breaks.



## BLM 2.2 – People Living in Poverty

#2 Name: Faith

Age: 15

Faith is a 15 year old girl living in Kenya. She has a mother and father, two brothers and two sisters. Her family owns three acres of fertile land which they farm and produce crops such as maize (corn), beans and grains. They have enough farm tools and equipment to perform the work they need including three hoes and two shovels. The family also has 10 chickens that they raise that produce eggs. They provide for the children the much needed protein and vitamins to help keep them healthy. There are also extra eggs that the family sells at the local market.

The money used from the sale of the eggs pays the school fees for Faith's two brothers to attend school. Faith and her sisters do not go to school.

Faith helps her mother perform many chores for the household. There is no local source of water in the village. Faith and others from her village must walk one hour (one way) to a nearby stream to collect water for drinking and cooking. Faith collects the water directly from the stream to use — there is no water treatment system. Although the water is not treated, Faith's family has built up some immunity to the regular bacteria in the water, so most of the time the family is healthy. But, last year Faith's younger sister became very ill and almost died due to a disease transmitted through the drinking water. Luckily, Faith's family had enough money saved from the sale of eggs that they were able to afford to travel to the doctor in town, buy her medicine and have her stay in the hospital for several days.

Faith's brothers will inherit the family farm. Faith is a girl so she is not entitled to own property.



## BLM 2.3 – People Living in Poverty

**# 3 Name: Tanh Age: 15**

Tanh is a 15 year old boy living in Vietnam. Tanh has a mother and father, three sisters and three brothers. Both Tanh and his younger brother and two of his sisters go to school. His other brother and sister are still too young to go to school.

Tanh's family owns four acres of land. The land is used to grow rice. The soil is of good quality and the family is able to grow enough to eat. There is no excess food to sell. Tanh's father owns a water buffalo and a plough. This is one of the few ploughs in the village, so Tanh's father is hired by other farmers in the community to plough their fields to prepare them for planting. This makes Tanh's father a rich man in the village. If people cannot afford to pay cash to have their fields ploughed, they will often barter and trade vegetables, grains or other items in exchange for having their fields ploughed. Tanh's family also has six ducks and eight chickens that they keep for eggs and meat.

Tanh and his family are healthy. There is a water pump in the village that has clean drinking water. When Tanh became sick last year, the family was able to buy medicine with the money they received from their ploughing business.

Tanh will share with his brothers any inheritance from his family when his father dies. However, his father is strong and healthy and will probably live for many more years.



## BLM 2.4 – People Living in Poverty

**#4 Name: Fiona**

**Age: 17**

Fiona is a seventeen-year-old girl living in Zimbabwe. Both of her parents died of AIDS when she was young. Her brothers and sisters were split up to stay with extended relatives who felt responsible to care for them, despite limited resources. Fiona and her sister, Jacinta, have lived with her uncle, aunt, grandmother and cousins since their parents' death.

Her uncle does not own any land, but has farmed the same small area of land for the last 15 years. Technically, the land belongs to the government, but the land is of poor quality and in a very remote area of the country so they have never been kicked off. Last year, there was good weather during the entire growing season and Fiona's uncle harvested a large crop, enough for all of them to have enough to eat, but nothing extra. This year, there has been little rain and the harvest was smaller than expected. The family will not have enough food to feed everyone for the full year. The family does not own any livestock and does not have any source of income.

Fiona is responsible for performing many of the household responsibilities, including collecting water each day for drinking and cooking, doing laundry, cleaning the house and collecting firewood for cooking. There is no water pump in the village and she must walk several hours each day to collect the daily water. She also helps in the fields during the planting and harvest seasons and helps care for her younger cousins.



## BLM 2.1 – Des gens qui vivent dans la pauvreté

#1 Nom : Joseph Âge : 14

Joseph est un garçon de 14 ans qui habite en Éthiopie. Il a quatre frères et huit sœurs. Joseph est allé à l'école jusqu'à 10 ans. Aujourd'hui, il aide son père à la ferme.

Sa famille est propriétaire de cinq acres de terre. Joseph et ses quatre frères hériteront de la ferme de leur père. La terre est pauvre et leurs récoltes ont un faible rendement. Les récoltes poussent difficilement parce que le sol de leur terre s'est érodé et les couches supérieures du sol arable se creusent quand il pleut fort. La famille possède quelques outils indispensables : deux bêches et deux pelles. La plupart des années, la famille réussit à faire pousser suffisamment de grain et de légumes pour répondre aux besoins alimentaires de chaque membre. Il n'y a jamais de surplus de nourriture à vendre au marché. La famille de Joseph a dix poules, mais aucun autre animal. Les légumes sont une source importante de minéraux et de vitamines pour la famille. Les œufs de poules et le poulet qu'ils mangent occasionnellement sont une source de protéines pour la famille.

Joseph et sa famille ont été épargnés par la maladie. Par contre, son père a des problèmes au dos à cause des longues journées qu'il passe aux champs. Joseph et ses frères et sœurs ont également des problèmes au dos à cause du travail dans les champs et leur croissance a été ralentie à cause de la malnutrition.

La pompe à eau qui est au centre du village de Joseph fournit de l'eau potable aux habitants et un conseil gère les réparations lorsque la pompe se brise.



## BLM 2.2 – Des gens qui vivent dans la pauvreté

#2 Nom : Faith Âge : 15

Faith est une fille de 15 ans qui habite au Kenya. Elle a une mère et un père, deux frères et deux sœurs. La famille est propriétaire de trois acres de terre fertile qu'ils cultivent et sur laquelle ils font pousser du maïs, des fèves et du grain. Ils ont suffisamment d'outils et d'équipement, dont trois bêches et deux pelles, pour faire leur travail. Ils ont également 10 poules qui leur produisent des œufs. Ces œufs offrent aux enfants les vitamines et les protéines nécessaires pour qu'ils restent en santé. Il y a aussi un surplus d'œufs que la famille vend au marché.

L'argent qu'ils gagnent en vendant des œufs leur permet de payer les frais de scolarité pour les deux frères de Faith qui vont à l'école. Faith et ses sœurs ne vont pas à l'école.

Faith aide sa mère à faire les tâches ménagères. Il n'y a pas de source d'eau locale dans le village. Pour boire et faire à manger, Faith et d'autres habitants du village doivent marcher une heure (aller) pour aller puiser de l'eau dans une rivière. Faith puise l'eau dont elle a besoin directement dans la source; il n'y a pas de système de traitement des eaux. Même si l'eau n'est pas traitée, les membres de la famille de Faith sont immunisés contre les bactéries qui se trouvent normalement dans l'eau, donc la famille est en santé la plupart du temps. Mais l'année dernière, la petite sœur de Faith est tombée très malade et a failli mourir d'une maladie transmise par l'eau. Heureusement, la famille avait assez d'économies grâce aux œufs vendus. Ils ont pu consulter le médecin de leur village, acheter des médicaments et payer un séjour à l'hôpital pendant plusieurs jours.

Les frères de Faith hériteront de la ferme de leurs parents. Parce qu'elle est une fille, Faith n'a pas le droit d'être propriétaire.



## BLM 2.3 – Des gens qui vivent dans la pauvreté

# 3 Nom : Tanh Âge : 15

Tanh est un garçon de 15 ans qui habite au Vietnam. Tanh a une mère et un père, trois sœurs et trois frères. Tanh et son petit frère, ainsi que deux de ses sœurs, vont à l'école. Son autre frère et sœur sont toujours trop jeunes pour aller à l'école.

La famille de Tanh est propriétaire de quatre acres de terre, sur laquelle elle cultive du riz. Le sol est de bonne qualité et la famille récolte suffisamment de riz pour manger. Il n'y a pas de surplus à vendre. Le père de Tanh possède un buffle d'Asie et une charrue, l'une des rares du village. Il est donc embauché par d'autres fermiers de la communauté pour labourer leurs champs et les préparer pour la semence. Grâce à ceci, le père de Tanh est un des hommes riches du village. Si certains n'ont pas les ressources pour payer les frais de labourage, ils échangent et troquent souvent des légumes, du grain ou d'autres denrées en échange du travail. Tanh et sa famille ont également six canards et huit poules qui leur fournissent des œufs et de la viande.

Tanh et sa famille sont en santé. Il y a une pompe à eau dans le village qui leur fournit de l'eau potable. Quand Tanh est tombé malade l'année dernière, sa famille a pu lui acheter des médicaments avec l'argent gagné par l'entreprise de labourage.

Tanh partagera l'héritage de sa famille avec ses frères lorsque son père décédera. Par contre, son père est fort et en bonne santé donc il lui reste probablement plusieurs années à vivre.





## BLM 2.4 – Des gens qui vivent dans la pauvreté

#4 Nom : Fiona Âge : 17

Fiona est une fille de dix-sept ans qui habite au Zimbabwe. Ses deux parents sont morts du sida quand elle était jeune. Ses frères et sœurs ont été séparés pour aller habiter avec des membres de la famille élargie qui se sentaient responsables de leur bien-être, malgré leurs ressources limitées. Fiona et sa sœur Jacinta habitent avec leurs oncle, tante, grand-mère et cousins depuis la mort de leurs parents.

Son oncle ne possède pas de terre, mais il cultive le même petit lopin de terre depuis 15 ans. La terre appartient officiellement au gouvernement, mais elle est pauvre et se trouve dans une région éloignée du pays, donc son oncle n'en a jamais été chassé. L'année dernière, la météo a été bonne pendant toute la saison de végétation et l'oncle de Fiona a eu une récolte abondante, qui a permis à tout le monde de manger sans pourtant avoir de surplus. Cette année, il y a eu peu de pluie et la récolte était moins abondante que prévu. La famille n'aura pas assez de nourriture pour tout le monde pendant l'année. La famille n'a pas de bétail et n'a aucune source de revenus.

Fiona est responsable de plusieurs tâches ménagères, comme puiser de l'eau tous les jours pour boire et faire à manger, faire la lessive, nettoyer la maison et chercher du bois pour préparer le repas. Il n'y a pas de pompe à eau dans le village et elle doit marcher plusieurs heures pour en puiser. Elle aide également au champ pendant les saisons de semences et de récolte et elle s'occupe de ses cousins plus jeunes.



## Assessment

Each student's contributions to the class and small group discussions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes.

### A Deeper Look at Poverty

Student's Name: \_\_\_\_\_

Evaluator: Teacher: \_\_\_\_ Peer: \_\_\_\_ Self: \_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Thinking</b>	Analysis and interpretation is limited in effectiveness.  Uses decision-making and problem-solving processes with limited effectiveness.	Analysis and interpretation is moderately effective.  Uses decision-making and problem-solving processes with some effectiveness.	Analysis and interpretation is effective.  Uses decision-making and problem-solving processes with considerable effectiveness.	Analysis and interpretation is highly effective.  Uses decision-making and problem-solving processes with a high degree of effectiveness.
<b>Communication</b>	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.

## Glossary

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**Canadian International Development Agency (CIDA):** The federal agency charged with planning and implementing most of Canada's development cooperation program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

**Deforestation:** The loss of forests due to over-cutting of trees.

**Developed Country:** A basic classification of countries with a high level of *per capita* income, industrialization and modernization. Such countries usually have lower levels of population growth.

**Developing Country:** A basic classification of low-and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in developed countries.

**Ecological Footprint:** A measure of how much land and water is needed to produce the resources we consume and to dispose of the waste we produce.

**Environmental Degradation:** The decline of environmental conditions to a lower condition, quality or level.

**Fair Trade:** A trading method committed to social justice in which employees and farmers are treated and paid fairly, sustainable environmental practices are followed and long-term trade relationships are fostered.

**Food Security:** A state where all people, at all times, have enough food to eat and the food meets their overall nutritional requirements.

**Gender:** Culturally defined roles and responsibilities for females and males that are learned, may change over time, and vary among societies.

**Global Citizenship:** Awareness of the world as a global community and recognizing the rights and responsibilities of citizens to take action with a global consciousness.

**Globalization:** The idea, popularized in the 1960s, that the entire world and its inhabitants are becoming one large community with interconnected needs and services.

**Gross Domestic Product (GDP):** The value of all goods and services produced within a nation in a given year.

**Human Development Index:** An annual ranking of countries in which the health, education and wealth of each nation's citizens is examined. Life expectancy, educational achievement and standard of living are measured.

**International Development:** Efforts to assist nations, and their citizens and institutions, to develop a higher quality of living. This is often done through social or economic programs.

**Millennium Development Goals:** The eight goals that all 191 United Nations member states have agreed to try to achieve by the year 2015.

**Non-Governmental Organization (NGO):** An organization that is not part of the local, state or federal government.

**North American Free Trade Agreement (NAFTA):** An agreement implemented in 1994 committing Canada, the US and Mexico to the elimination of all tariffs, quotas and other trade barriers between them before 2009.

**Poverty:** The state of being without, often associated with need, hardship and lack of resources across a wide range of circumstances.

**Subsistence Agriculture:** A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

**Sustainable Development:** Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

**Sustainable Livelihood:** The capabilities, assets (including both material and social resources) and activities required for a means of living that can be maintained into the future, recover from shocks and does not compromise natural resources.

**United Nations:** An international organization formed in 1945 to promote peace and economic development.

## Country Information

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For further information on Vietnam, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Asia and then Vietnam
- CIA Vietnam Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Vietnam
- CIDA Vietnam Profile [www.acdi-cida.gc.ca/vietnam-e](http://www.acdi-cida.gc.ca/vietnam-e)
- Vietnam Government Website [www.chinhphu.vn](http://www.chinhphu.vn)
- CHF Vietnam Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Asia, Vietnam

For further information on Ghana, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Ghana
- CIA Ghana Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Ghana from the dropdown menu
- CIDA Ghana Profile [www.acdi-cida.gc.ca/ghana-e](http://www.acdi-cida.gc.ca/ghana-e)
- Ghana Government Website [www.ghana.gov.gh/](http://www.ghana.gov.gh/)
- CHF Ghana Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Ghana

For further information on Zimbabwe, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Zimbabwe
- CIA Zimbabwe Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Zimbabwe from the dropdown menu
- CIDA Zimbabwe Profile [www.acdi-cida.gc.ca/zimbabwe-e](http://www.acdi-cida.gc.ca/zimbabwe-e)
- Zimbabwe Government Website [www.gta.gov.zw/](http://www.gta.gov.zw/)
- CHF Zimbabwe Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Zimbabwe

For further information on countries in the Caribbean, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Caribbean
- CIA Profiles of various countries within the Caribbean [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose a country from the dropdown menu
- CIDA Profiles of various countries within the Caribbean (select country name from map) [www.acdi-cida.gc.ca/Americas](http://www.acdi-cida.gc.ca/Americas)
- CHF Guyana Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Americas, Guyana

For further information on Ethiopia, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Ethiopia
- CIA Ethiopia Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Ethiopia from the dropdown menu
- CIDA Ethiopia Profile [www.acdi-cida.gc.ca/ethiopia](http://www.acdi-cida.gc.ca/ethiopia)
- Ethiopia Government Website [www.mfa.gov.et/](http://www.mfa.gov.et/)
- CHF Ethiopia Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Ethiopia

For further information on Kenya, please see the following resources:

- World Atlas Website [www.worldatlas.com](http://www.worldatlas.com) click on Africa and then Kenya
- CIA Kenya Profile [www.cia.gov](http://www.cia.gov) click on World Factbook and then choose Kenya from the dropdown menu
- CIDA Kenya Profile [www.acdi-cida.gc.ca/kenya-e](http://www.acdi-cida.gc.ca/kenya-e)
- Kenya Government Website [www.kenya.go.ke/](http://www.kenya.go.ke/)
- CHF Kenya Project Description [www.chf-partners.ca](http://www.chf-partners.ca) click on Our Projects, Africa, Kenya

## Resources

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### Reference Books

Hammond World Atlas 3e, by Hammond, 1999

Worldmark Chronologies, Vol. 1: Chronology of Africa, by Karen Christensen, 1997

### Web Sites

CHF [www.chf-partners.ca](http://www.chf-partners.ca)

Gifts That Matter campaign [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca)

Canadian International Development Agency (See Teacher Zone) [www.acdi-cida.gc.ca](http://www.acdi-cida.gc.ca)

Earth Day Network (Quiz) [www.earthday.net/footprint/index.html](http://www.earthday.net/footprint/index.html)

Footprint of Nations [www.ecologicalfootprint.org](http://www.ecologicalfootprint.org)

Global Footprint Network [www.ecofoot.net](http://www.ecofoot.net)

Transfair Canada Website [www.transfair.ca](http://www.transfair.ca)

Make Poverty History Website [www.makepovertyhistory.ca/](http://www.makepovertyhistory.ca/)

World Bank PovertyNet [www.worldbank.org](http://www.worldbank.org) click on "Topics" and then "Poverty"

National Anti-Poverty Organization [www.napo-onap.ca/](http://www.napo-onap.ca/)

The Assembly of First Nations Website: Making Poverty History Article

[www.afn.ca/article.asp?id=2903](http://www.afn.ca/article.asp?id=2903)

United Nations Development Programme: Poverty Reduction [www.undp.org/poverty/](http://www.undp.org/poverty/)

United Nations Development Report Website <http://hdr.undp.org>

Food and Agriculture Organization of the United Nations (Forestry Information)

[www.fao.org/forestry/en/](http://www.fao.org/forestry/en/)

Campaign 2000 Website [www.campaign2000.ca/rc/](http://www.campaign2000.ca/rc/)

UN Millennium Development Goals [www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

UN Millennium Project [www.unmillenniumproject.org/](http://www.unmillenniumproject.org/)

Millennium Campaign Website <http://endpoverty2015.org/>

World Bank Student/Teacher Website <http://youthink.worldbank.org/>

Global Education Network [www.global-ed.org](http://www.global-ed.org)

Water Resources Commission of Ghana [www.wrc-gh.org](http://www.wrc-gh.org)

Updated Currency Conversion [www.oanda.com/convert/classic](http://www.oanda.com/convert/classic)

## Summary & Next Steps

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The first step in reducing poverty and injustice in developing countries is to **look deeper** and understand the realities faced and the connections between people around the world. This is an important step in creating empathy for the rural poor in the next generation of leaders — today's students!

This guide was developed to help children understand rural communities in developing countries and some of the forces that perpetuate their cycles of poverty. More importantly, this guide is to give students hope that change is possible. Everyone can contribute to empowering communities to have the resources to be self-sufficient and break their cycle of poverty. (Please see the Head, Heart and Hand Approach on page 4 which highlights the importance of action.)

The second step is to move informed students to action. Students will see how their actions will lead to healthier children, families and communities. Their support will enable families to earn better incomes so they can afford school fees for their children as well as meet other needs. Families will feel empowered and will have more hope for their future.

Your students can help CHF improve the lives of people in rural communities in developing countries by engaging in one of CHF's activities or fundraising events. CHF has many successful stories of schools that are supporting our projects in various developing countries. Visit our web site at [www.chf-partners.ca](http://www.chf-partners.ca) and click on **Teachers** for the latest school success story.

### **CHF encourages your school to get involved!**

Sign up for our Gifts That Matter campaign today! (See page 5 for further information on this campaign).

### **For more information please contact:**

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