

Millennium Development Goals Activities to Teach Elementary Students About: **Poverty**

ACTIVITY #E1:

\$30 a Month – Making a Budget

Millennium Development Goal #1: Eradicate extreme poverty and hunger

ACTIVITY SNAPSHOT

Students will have to create two budgets. One budget will be based on using \$30 to pick fun activities to do in one month and the other budget will be based on grocery shopping for one month with only \$30. Realistically, in North America, doing extra-curricular activities and eating for one month is impossible on only \$30.

RATIONALE

In the most extreme cases of poverty, people live on less than \$1 a day. Almost half the world—that's three billion people—lives on less than \$2 a day. Students are often unaware of the role that money plays in their lives. Fun activities such as going to the movies or buying a new book or toy are often paid for by parents and adults without children paying attention to how much they cost. Even the simple act of eating lunch at school goes by without students considering how much money the food in their lunch box cost their family or school.

OBJECTIVES

- In this exercise, students will understand the difficulty in meeting basic needs on a budget of \$30 a month (or \$1 a day).
- Through this experience, students will begin to understand the scope/degree of poverty and the impacts of extreme poverty on children around the world.

Time: 60 minutes

Materials: Worksheets #G7: Entertaining Ourselves on a Budget, #G8: Grocery Shopping on a Budget, chart paper

STEPS – PART 1

1. Generate a discussion about extra-curricular activities students participate in after school and on weekends. Make a list of these activities on the board or chart paper. (Note: Students can do this activity in a large group or in small groups with chart paper for each group.)
2. Introduce the concept of a budget and the idea that these activities they enjoy doing with their family and friends cost money. Ask students to look at their lists and estimate the cost for each activity.
3. Distribute Worksheet #G7: Entertaining Ourselves on a Budget. Go over the instructions with students and ask them to complete the budget. Remind students that the budget is for an entire month. It may be useful to go over the concept of "one month" (i.e. explain how many days there are in the school week, on the weekend, how many weeks in one month, etc.).

4. Once students have completed the worksheet, generate a class discussion about how the activity made them feel. Ask:

- Did you realize how much entertainment costs?
- Do you think \$30 is a lot of money to spend on fun stuff or is the amount not enough?

5. Written Reflection: Ask students to write down how this activity made them feel as it will be useful in Activity #2.

STEPS – PART 2

6. Ask students to think about the foods they eat on a regular basis, whether at home or at school for lunch and snacks.

7. On the board, make a list of the ingredients in these meals. Expand the list to include the foods they generally have in their refrigerator. Ask them to guess how much they think these basic items cost.

8. Distribute Worksheet #G8: Grocery Shopping on a Budget. Advise students to complete step #1. (Note: It might be helpful to reinforce that this is only an exercise, that the prices aren't necessarily accurate and the foods listed aren't necessarily the foods that their family would choose to buy.)

9. Lead a discussion to gauge how students felt about their experience doing the grocery shopping. Do they think they bought enough food to sufficiently feed their family? Guide students to proceed with step #2 on the worksheet to help them answer this question.

10. Take students through a discussion about step #3 on their worksheet. At this point, students are introduced to the ideas of the developing world. They learn that billions of people—many of them children—live on less than \$1 a day or \$30 a month. Ask students how this fact makes them feel after completing this exercise. Ask students to think about how their own lives would be impacted if they had to live on this budget.

11. After the discussion, ask students to complete step #3 on their worksheet.

CLOSURE

Lead a large group discussion to talk about what students discovered.

ASSESSMENT SUGGESTIONS

- Participation during discussions
- Completion of worksheets

WORKSHEET #G7:

Entertaining Ourselves on a Budget

INSTRUCTIONS

- You have \$30 that you can use for one month to have as much fun as you can.
- Below is a list of all the things that you can choose from. Read the list carefully and think about which of these activities you would choose to do in one month.
- Remember, one month is a long time.

FUN ACTIVITY LIST

- Go to a movie: \$8
- Buy popcorn and a drink at the movie: \$5
- Go ice skating: \$5
- Buy a new toy, video game or DVD: \$20
- Go out for ice cream: \$4
- Buy a treat at the store: \$5
- Buy a new book: \$10
- Buy new clothes for school: \$20
- Play on a sports team: \$10
- Do an activity such as swim, dance, karate: \$10

Now list all the things you would choose to do. BUT REMEMBER you only have \$30. So, you can choose whatever you want as long as you don't spend more than the \$30 you have. You will have to use your math skills to make a budget. Choose carefully: You have one month, \$30 and a whole lot of fun to choose from.

MY CHOICE OF FUN FOR ONE MONTH:	COST:
TOTAL SPENT =	

That was not so easy, was it? We like to do a lot of fun things on the weekends, after school and with our friends and family, and sometimes the cost can add up. Have you ever thought about this before? Take a minute to think about how much money we spend in our daily lives just on doing fun things.

Write down your thoughts in the space below (and use the back of this page if you need more space):

WORKSHEET #G8:

Grocery Shopping on a Budget

INSTRUCTIONS

- You have the task of doing all the grocery shopping for an entire month for your family—this is a big responsibility!
- As in the first exercise, you will only have \$30.
- Below is a list of common foods that we buy in the grocery store on a weekly basis.
- Some of these foods might not be what you and your family like to eat all the time, but remember this is only an exercise. You will have to choose from the list below and buy all your food with \$30.

YOUR SHOPPING LIST

- | | | |
|-------------------------|-----------------------|--------------------------------|
| • Loaf of bread: \$2 | • Eggs: \$2 | • Bananas: 5 for \$2 |
| • Package of pasta: \$ | • Peanut butter: \$3 | • Grapes: \$2 |
| • Rice: \$4 | • Jelly: \$3 | • Cereal: \$3 |
| • Carton of milk: \$2 | • Lettuce: \$1 | • Cookies: \$2 |
| • Juice: \$2 | • Tomatoes: 5 for \$2 | • Potato chips: \$2 |
| • Cheese: \$3 | • Cucumber: \$1 | • Ice cream: \$3 |
| • Chicken: \$7 | • Peppers: 5 for \$2 | • Soda: \$2 |
| • Beef: \$7 | • Potatoes: 5 for \$1 | • Frozen peas and carrots: \$2 |
| • Fish: \$7 | • Apples: 5 for \$2 | • Frozen fish sticks: \$4 |
| • Can of tuna fish: \$2 | • Oranges: 5 for \$2 | |

STEP #1: MAKE YOUR BUDGET

MY GROCERIES FOR ONE MONTH:	COST:
TOTAL SPENT =	

Now that you have finished your shopping, do you think you bought enough food for all the people that live in your house for one whole month? Remember, there are 30 days (sometimes 31) in one month, and we have to eat three meals a day. Perhaps thinking about what we eat in one day will help us figure out if we bought enough.

In the space below, write down what you ate for all three meals yesterday.

STEP #2: YESTERDAY I ATE...

Now we have figured out what we ate in one whole day and how much food we could buy with \$30 for one whole month. Do you think \$30 is enough money to live on for one whole month?

BUT WAIT A MINUTE.

In activity #1 we had \$30 to do all the fun activities and in activity #2 we had \$30 to do the grocery shopping. What if you only had \$30 for every month, to do everything? What if you only had \$1 a day to live on for food, fun and everything else in your life? Now that you have done the above activities, think about how hard it would be to live on only \$1 a day or \$30 a month. How does it make you feel to think about children all over the world who actually live on this budget? How would you feel if you had to?

STEP #3: WRITE DOWN YOUR THOUGHTS

ACTIVITY #E2:

Getting Better When I'm Sick

Millennium Development Goal #4: Reduce child mortality

ACTIVITY SNAPSHOT

Students will engage in a discussion about what happens when they get sick. They'll create a list on the board of the services they access (whether in their homes or at a medical facility) and then think about what would happen if these services were taken away.

RATIONALE

Child mortality in the developing world is a big concern. Every year, more than 10 million children die before the age of five from causes that are easily prevented in the developed world.

Half of the children who die before the age of five are killed by five diseases or illnesses: HIV/AIDS, diarrhea, malaria, measles and pneumonia.^x These children lack access to the essential services that would help them recover from the preventable diseases and illnesses that are killing children by the millions.

OBJECTIVE

- Students will understand the importance of vaccinations as a way to prevent disease.
- Students will explore the levels of health care they have access to, from simple at-home treatments to the help of health care professionals.

Time: 60 minutes

Materials: Blackboard and chalk, or chart paper and markers, world map on overhead or as a poster

STEPS

1. In a class discussion, ask your students to think about and respond to the following (make a list of the responses on the board or on chart paper as you go):
 - What do you do when you get sick? (Responses can include: tell parents, check temperature, take medicine, take a warm bath, etc.)
 - What can your parents do to help you? (Responses can include: tuck you into bed, make you soup, give you medicine, take you to the doctor, etc.)
 - What can the doctor do to help you? (Responses can include: take tests, check for infections, prescribe medicine, send you to the hospital or a specialist, etc.)
2. Once the list has been exhausted, slowly scratch things off the list and ask students to imagine along the way that these things are no longer available to them—what would happen? What would happen if you got sick and your parents didn't bring you soup? If you couldn't go to the doctor? If you didn't have medicine, etc.? (Note: Some students may mention death as a consequence of tak-

ing away some or all of these comforts or medical services. Gently explain in an age-appropriate way that this is possible with serious illnesses)

3. Discuss students' past experiences with vaccinations: What is it like to get a shot? Lead this line of questions toward a discussion of how shots are actually good, even though they hurt, because they protect us.
 - Ask the class to raise their hands if they have had chicken pox. Write the number on the board. (For older grades, create a fraction showing the percentage of the group).
 - Introduce measles: measles is a lot like chicken pox. When your grandparents were kids, children in North America used to get sick from the measles. Ask if anyone in the class has had measles (record fraction of total group on the board).

TRANSITION

4. Ask students: What would happen if you didn't get any vaccinations? What would happen if you lived in a country with unsanitary living conditions like unclean water?
5. Explain that, in other parts of the world, kids don't get the shot to stop them from getting measles. In fact, they don't get any shots at all. Point out the following regions on the map to show that these areas are affected by measles: Sub-Saharan Africa, South Asia, East Asia and Pacific, Middle East and North Africa.
6. Ask students to think about and discuss some reasons why children in these places don't get shots. Do they visit the doctor? Do they have a doctor to visit? Why or why not?

CLOSURE

Discuss the fact that more than 10 million children under the age of five in the developing world do not have access to a lot of the things that are available in rich countries—like vaccines, doctors, medicines, healthy meals, clean water, etc.

EXTENSION IDEA

Ask students to create a poster—either individually or in groups—to share what they know about the differences in their own experiences as compared to those of children in the developing world. They can share their poster with the class.

ASSESSMENT SUGGESTIONS

- Participation during discussions
- Collect the posters and assess based on criteria as outlined by educator

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