

# ***Cardboard City And other stories***

***Stories and activities for  
teaching about world poverty  
and helping young people to  
care***

***Key stages three to five***

***By Sue Phillips  
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***Three pounds from the sale of this book will go to  
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A supernatural story with a moral – can the pupils work out what it is?

### ***Car park in Calcutta***

Create a street scene in India where beggars struggle to survive. Tell the story of Sarita and her family. Invite the pupils to make themselves shelters from the materials and find food and water.

### ***Cardboard city – homelessness in Britain***

Create a scene in London where beggars survive, struggling to keep themselves warm. Tell the story of Alan a middle aged alcoholic who ran away from the pain and humiliation of a broken marriage. Invite the pupils to make themselves clothes from the material in the room. Ask them in role to say how they feel and how they will escape the poverty trap.

### ***Marcos’ story – The effect of globalisation***

Marcos lives in the Philippines. He scavenges daily on rubbish heaps in order to survive after his family’s farm went bankrupt. This happened when the soft drinks company they grew sugar for began producing diet products.

Use this story as starting point for a lesson on fair trade or use with Paulos’ story.

### ***Paulos story – The effect of poverty - street children***

Paulos is taken to the city by his mother when she finds she is expecting yet another child and has no money to feed them all.

She believes he will find a job but that is not what happens.

Traffic lights discussion enables pupils to explore who is to blame and their own feelings of judgement. Enables them to explore “Why don’t they stop having children, then?”

### ***The wheel of fate.***

Pupils come in to find 30 cards upside down in a circle. They are all events that could happen to any one of us in the classroom at any time, thereby drastically altering our circumstances. Use with Maria's story

### ***Marias' story - someone like us, becomes suddenly poor***

Maria is a teenager living in Flint, Michigan, USA . Everyone there depended for their living on the Ford car plant. When it suddenly relocated to South America for the cheap labour, everyone suffered - except, maybe, Paulo's family.

### ***Abdul's story. Understanding refugees***

Abdul escapes from death in the back of a lorry. Serves as an illustration for poverty, or ,as starting point for dealing with prejudice against refugees.

### ***The Lantern Factory – how does it feel to be exploited?***

#### ***Understanding Fair Trade***

Turn the class into groups of paper lantern makers working to make a product fit for a supermarket chain in Britain. Each group has a carrier bag of materials - but they are not all the same.

### ***Water - Livia's story***

While our classes sleep, Livia gets up to roll her oil drum six miles to get fresh water - she gets back to her village just as we get ready for morning break. 37 million people are blind because of lack of water and sanitation. The work of sight savers.

### ***The North/ South divide***

An activity which helps pupils to experience the reality of the fact that a quarter of the population owns three quarters of the world's wealth.

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## ***Introduction***

### ***Teaching about world poverty to produce caring global citizens***

Teaching about poverty effectively ie changing pupils' attitude depends on enabling them to *feel* something of the injustice of the unequal distribution of the world's resources.

Young people have a strong sense of justice and concern for rights. Often it does not extend beyond themselves. Our task is to help them apply that to a world beyond their own. In their world the poor might be seen as

- lazy
- bringing the situation on themselves
- could get work if they tried
- prefer to live off handouts
- Should stay in their own country
- should be looked after by their own government

This is a defence mechanism. Pupils, like many adults, including ourselves, are trying to keep themselves safe - it is so much more comfortable to believe "The Big Issue" seller brought his homelessness on himself and therefore does not deserve our help.

Our aim therefore should go *beyond* the acquisition of knowledge and understanding about the causes and possible solution to world poverty and the Christian response to it. Our aim should be go deeper than that. It should be to move the pupils sufficiently that they take action in their own lives, however small, to eradicate poverty, rather than add to the problem..

The academic knowledge is, of course, essential to this process, both to pass an examination and also to fully understand the issues that we are grappling with. Experience shows me that it will not, on its own, change the way pupils think, feel and subsequently, behave.

### ***Hitting the spiritual target***

We do this when we go behind the knowledge and information and affect pupils, touch them, move them, shock them, make them angry

about the inequality and injustice in our world .the way we do this is through recreating that in the classroom. We do this by confronting them in a very personal way with “This could be you !” and if it was

- Do you deserve this ?
- Is this your fault ?
- Is there something you could have done to avoid it ?
- How can you change the situation you are in ?
- What is the real cause of what is happening to you ?

And finally and most importantly

- If this really was you, what might you do and what choices might you make in order to stay alive ?

It addresses the universal spirituality because it is about empathy, compassion and fundamental human rights. It aims to change the *attitude* of the pupils so that they are moved to take *action* in their own lives, but, it also addresses *reason* and *rationality* in that the consequences of injustice and inequality in the end affect us *all* in the wider consequences of crime, violence , world health , refugees, and global economics

I approach this topic therefore, not through knowledge facts and information but through creating a series of experiences which can take pupils into feelings about injustice, deprivation, suffering and most importantly the poverty trap. They need to experience the sheer frustration of not being able to get out of the situation and of having no control over their lives. During the next few lessons I will discuss how to

- Create a street scene in India full of rubbish, noise , smell and intense heat. Pupils have to find food and water and create some sort of shelter for themselves from the sun
- Create an area in London where the homeless live .It is dark and bitterly cold. Pupils have to decide how to stay warm and dry and find food . They need to decide how they are going to get out of the situation

- Use life histories of various characters, which they then become, while the rest of the class ask them questions about what has happened to them, how it feels and how they plan to free themselves from the situation.
- Use the Lantern Factory to enable pupils to experience the difficulties of trade with unequal resources.

The lessons are not meant to provide a complete course. You will no doubt wish to accompany them with your own lessons to fill in the details of what they need for their specific course but these stories and activities should provide the ingredient which motivates them to learn.

“You didn’t teach me any thing I didn’t already know, Miss but now I know how it feels”

Cory aged 16

“I will never feel the same walking past a beggar in the street, now “

Sam aged 16

And from HMI listening to a traffic light discussion during one of the inspections while we were in special measures . It was near then end of this unit of work

“I have rarely seen so much compassion and understanding in teenagers. I used to teach in this area.I can see how hard you must have worked to get them to this position.”

The contents gives a list of the stories and activities in the order that they appear in the book but they do not necessarily appear as separate lessons in themselves so you may have to hunt out the one you want.

Do get in touch if you would like to ask anything  
[njphillips@supanet.com](mailto:njphillips@supanet.com)

**Lesson one – A car park in Calcutta  
(and "The Gift", ideally used as a separate lesson)**

I got the idea for this lesson while preparing a course for a new examination syllabus on wealth and poverty. I found the examination questions dry and uninspiring.

“Describe the work of a Christian agency working to relieve poverty. What Christian teaching inspires them to do this work? Can a person be a good Christian and wealthy? ”.

Teaching to the exam was not going to change attitudes but doing that *after* experiential lessons would bring the Christian teaching and the work of agencies alive.

When I described to my colleague, Julie, the scene I planned to create, she said “I have seen a place like that. It is in the car park opposite the station in Calcutta. Beggars live there with their children. Trying to make shelters to keep them out of the sun. They have nothing . They scavenge on the floor of the market for food”. So that is what I set out to create in my classroom.

I was preparing the course during the Christmas holiday and while shopping I came across an ex pupil who was serving in a shop. She asked me how RE was going and if I was still teaching experientially with sets and music. “RE rocked !” she said “I remember it more than anything else I studied.” I told her what I was working on whereupon she told me that she had just returned from travelling and had seen the kind of scenes I described. “Do you know” she said “I have even seen mothers pouring petrol on their children and burning them so that their injuries get more sympathy from the tourists” and so the story of Sarita in the car park in Calcutta was born.

It proved to be highly effective, eliciting comments from the children such as “Miss, I had no idea “ “I knew the statistics but now I have thought about they feel and I want to do something about it “ “It makes me so angry and sad .Why isn’t something being done ?” “I will feel differently now when I walk past someone in the street”

***This is what you need to create a street scene in India***

These lessons are particularly effective in the winter when you can dramatically alter the temperature of the classroom.

What you are aiming for is to create an area in a city where homeless people are trying to survive. Pupils will enter a classroom which you can adapt to a greater or lesser degree, depending on the time and resources available.

If you are on the move a bin bag of carrier bags, bin bags and news paper will do, plus a bowl and some water. If you can manage a CD player and some music it would help, but it is not essential.

Pupils will come into a classroom strewn with rubbish blowing about on the street plus cardboard, flat or in box form. By the end of the lesson they will have made themselves shelters to live in and will finish with a visualisation taking them into the experience

For London make the classroom very cold. You could ask pupils to bring sleeping bags to school and or coats to lesson without telling them why. You might be able to bring blankets for them to use. An electric fan will create the effect of a cold wind.

For India you could make the classroom very hot with additional fan heaters.

Having dolls to represent the children that the pupils are trying to keep alive would also add to the effectiveness of the lesson.

If you can create the sound affects of a city street with cars honking, lorries going past which you can play loudly on a loop, so much the better, or you may wish to use dramatic and discordant music. The soundtrack from "Heat" is good. The beginning of the sound track from Baz Lurhman's "Romeo and Juliet" would also do. The sound track from Ry Cooder's "Paris, Texas" has a bleakness that would be appropriate.

You could also re create the smell using the water from dead flowers or some rotting fish or stale cabbage that you have specially



prepared, if you are feeling brave. If you are fearful that bringing the pupils into this atmosphere will cause too much of a disturbance to enable them to get into the feelings then these can be added, bit by bit, so that the classroom becomes cold as you open the windows during the lesson, or you could add the heat, perhaps, while they are working on their shelters. You might be able to introduce the smell while they are working so that they gradually become aware of how increasingly unpleasant the atmosphere is becoming.

### ***This is what you do***

- Class enter a normal classroom but with rubbish strewn everywhere .
  - There are bin bags ,carrier bags, cardboard boxes.
  - The inner tubes from rolls of wrapping paper make useful struts for roofs
  - There is fabric. Old sheets or Saris would be useful.
  - There is string and pebbles which can be used in the construction later.
  - In the middle there is a container of water. It might be a cut off plastic milk container, a foil container that has been thrown away, A bucket or a washing up bowl. This will be the water for that community. You might add some containers from rubbish that each family could use to collect water.
  - On the side you could have a glass container with water from a puddle to show the pupils their water might not be clean.
  - To the side, also, you could have some rice on cut up carrier bags and some small piles of coloured spices. This represents the spilled rice from the market which Sarita will gather to sell in the story.
1. Pupils sit in a circle round the set.
  2. Introduce the aim of the topic through reading or telling the following story. If you use the follow up questions this story forms a lesson in itself, ploughing the ground into which the experiential lessons will be planted.

(I am grateful to Julie Lankester from Bishop Luffa School in Chichester for this story which I have adapted to form an allegory. A

story where every part has a meaning. This story can be found with other lesson ideas in her excellent research paper on experiential RE which can be found on the Farmington Fellowship web site.)

This story can take up a lesson in itself and I use it the lesson before I do car park in Calcutta. As a starter I place a cardboard box in the centre of the circle and ask the pupils to think of as many uses as they can for it. Is a home going to be one of them?

### ***The Gift***

Once upon a time there was a man , a very ordinary man, just like you or I.

One night he had a dream. It was a particularly vivid dream. In it he was walking along the road out of town. It was a dirt road with high banks covered with trees on either side. It was a long road, too, not one you would travel without transport .

In his dream, though, the man was walking. Pretty soon he was tired and thirsty. Suddenly, around a bend in the road there came towards him an old woman. She wore long black robes and looked far too frail to have made that long journey from the next town on foot. The man smiled and offered his stick to lean on . “It is not far now “he said encouragingly. The old woman looked at him and held out her hand. In it was a large, perfectly cut diamond, absolutely exquisite and quite priceless. She placed it in the astonished man’s hand and curled his fingers around it. She had *given* it to him.

For a moment he looked down at his hand and then turned to say something to the departing woman. She was gone. Vanished.

The man woke with a start .His heart was racing. The vividness of the dream remained. The next night he dreamed again.

The next morning was Sunday. The village slept. Driven by an impulse he could not explain, he got out his bicycle and rode to the edge of the village.

He laid his bicycle in the hedge near the village sign and set out on foot. It began to rain. He ran back. He took out his waterproof and umbrella from the saddlebag on his bicycle and set out again. Soon

he was cold and wet, miserable in the biting wind, doubting his sanity, but somehow driven to keep on walking.

He came to the bend in the road and stopped. For an endless moment there was nothing and then through the driving rain she came, in her black robes, soaked to the skin. Without thinking he ran forward and offered his umbrella "You must be so cold" he said "It is not far". She held out her hand, just as in his dream and placed the diamond in his own. Astonished, the man gazed down at the stone, raindrops splashing off its sparkling surface and pooling in his palm. Shaking with emotion and shock he turned and saw her leaning on the stick he had given her in his dream. He blinked and she was gone. He put the gem in his pocket and hurried home.

Sitting by the fire he turned the diamond over and over in his hand, thinking about how it could transform his life. He thought of the happiness it could bring.

That night he could not sleep. He tossed and turned until dawn.

As the sun broke over the horizon he set out along the winding road, taking the diamond with him. When he got to the bend, he sat down and waited. An hour passed and then another. The sun rose higher. Still he sat. No one came down the road. Steadfastly, he remained. Finally, she came. The man got up and ran towards her eagerly. He held out the diamond. "Take it back" he said "and instead give me some of what it was that made you able to part with such wealth for the benefit of another."

There are many questions about the story which you can explore with the class, in pairs, groups or in the circle.

- What was it that made the man walk the road for real after the dream ?
- Why do you think it rained on the first journey so he had to turn back for an umbrella and a raincoat?
- What do you think the man realised as he sat at home turning the diamond over in his hand?

- Why do you think the old woman took so long to appear the second time ?
- Do you think it was *all* a dream?
- Does it *matter* whether it was real or not ?
- Do dreams tell us anything important about ourselves ?
- What was the gift she gave him ?
- What was the moral of the story ?
- What does the story have to offer us?
- Is the story true ?

### ***Introducing poverty in India***

Today we are going to explore what it might be like to be someone very different from ourselves. We are going to use our imaginations to try to get Inside that experience

I am going to tell you another story . It is *your* story. This is who you are and why you are in the place you are in now. Once you have entered into the world of this person I will set you role playing. The aim of the role play is to enable you to stay alive .

### ***Sarita's story.***

***When I tell Sarita's story I do it by going into role. I wrap myself in a piece of Indian fabric and pick up a small bundle of rags which is my baby . I sit on the floor and tell my story. You may prefer to read it.***

“My name is Sarita. I live in India in Calcutta with my husband and our three children. We came here from our village when cattle sickness took away our living. My husband got a job in the factory . Things were not too bad. We had a nice apartment and that was when we had the three children. Two years ago he caught his hand in the machinery. His right hand was amputated. The factory gave him some compensation which kept us going while he recovered but they could not keep him on. He was useless. He lost his job and cannot find more work.. He cannot even sweep the streets We could not pay the rent and so yesterday we had to leave our apartment. We have been forced to come here to live on the streets.

There is an area where several families live. I used to walk past it every day on the way to buy food from the market. They make shelters to protect themselves from the sun. This is where they live. This is what we will have to live, now.

It is hard to find clean water. We share what we can get from a bucket in the middle. It is all several families have for washing, cooking and drinking. We get a little food from the bins at the market when it closes. They throw out the vegetables and fruit which are not fresh enough to sell. I sweep up the grains of rice which are spilled when the stall owner packs up. On a good day when I can spare some of this food I will sell it on the street nearby to people who cannot afford the market prices. On other days we will join my husband begging near the station. There are so many of us we do not get much. We are always hungry. I worry about the children getting sick. Sometimes the water is not clean. Our food is never fresh. My husband hopes that his hand will draw sympathy from the tourists. Some of the

Women poured petrol on their children and burned them on their arms or even their faces to get more money. At least his injury meant we did not have to make that choice

3. Ask the pupils to form groups who are Sarita and her family. Set the pupils to construct shelters from the rubbish available in the classroom. They can have string and pebbles and pieces of wire to fasten bits together but no sellotape. It must be just what they would find on the street.

4. While they are building you could turn on an extra fan heater to try and make the room uncomfortably hot. You could also remove the lid on a plastic container of rotten fish.

5. Once the shelter is built they need to get inside it and plan how they are going to get food and water. How are they going to survive?

10 –15 minutes before the end of the lesson when everyone is inside their shelter ask the children to reflect in silence that on the other side of the world people are really living in conditions like this and

they are not sitting on a smooth classroom floor waiting for a bell to go so that they can eat .

***Interview pupils in role about their situation.***

- What are the problems that face them every day?
- How do they find food and water ?
- How are they going to get out of the situation?

***De brief/plenary: Explore the questions below as a class. Asking pupils to describe and reflect on the lesson at home should produce some thoughtful responses which will enable them to engage with and understand the material they will need to know for their examination later.***

- Who are they ?
- What happened to them how did it feel ?
- What put them in that situation ?
- How will they get out ?

Pupils are particularly shocked by the mothers burning their children. I ask them to consider, rather than judging them, what could be so terrible that they would feel forced to do this.

It is particularly helpful to bring the discussion to a point where the pupils say “It couldn’t happen here because we have social security and Raoul would get disability benefit” . This enables you to consider ***relative*** poverty which is found in the developed world, as opposed to ***absolute*** poverty, which is found in the developing world.

I was particularly pleased when my pupils took up this theme and declared confidently that “winos, alxies, tramps and the homeless “ that they see frequently wrapped in sleeping bags in shop doorways begging for change “ deserved no sympathy because their situation was their fault”.

***Homework:*** Ask pupils to keep a diary of the experiences they are facing during this unit of work.

## ***Lesson Three : Cardboard City: Homelessness in Britain***

Class come in to a dark room . One spotlight, representing a street light, burns. Atmospheric music would be helpful. Try a thunderstorm with falling rain. It is again strewn with rubbish, newspapers, bin bags, carrier bags. Cardboard boxes. If you can, put a dustbin and some bin bags stuffed with newspaper (for hygiene purposes) in the centre . If you do this after Christmas bin bags of wrapping paper could be used, together with some cracker remnants or expensive paper or gift boxes, to create a contrast between the haves and the have nots. What sort of Christmas did the community under the bridge have?

Place a torn bin bag on the floor in the centre. On it pour a can of beans and a can of spaghetti. Leave the cans there as though they have been thrown away. If you can, add some used fish and chip papers or empty fast food containers . During the lesson it would be helpful if the room could gradually be made very cold..

It would also be helpful if you have some copies of “The Big Issue” available for pupils to look through at the end of the lesson.

1. Class sit in the circle
2. Introduce the lesson.

This time we are going to enter into an experience closer to home. This is London. It is night time. In this area under a bridge several homeless people live .It is raining let me introduce you to Alan.

### ***Alan’s story***

***When I tell Alan’s story, I go into role , wrapping myself in a sleeping bag and sitting on the floor among the rubbish and the old beer bottles.***

“I am Alan. I am forty eight years old. I live under a bridge in London. I tried to get a job but I didn’t have an address. I ran away, silly really. My wife was having an affair , see . I couldn’t handle it. I

started drinking. I lost my job because of that . She shouted at me, called me a useless waste of space. I guess she is right really .One night I got really drunk. I got on a train and ended up here, that was six months ago. No one gives me any work . I get odd jobs for a day or so, but who is going to give me a job when I am so scruffy? I cant keep clean out here. I cant get any where to live without a job and I cant get a job without anywhere to live, the people here look after you. They are good mates. They showed me how to make a cover to keep the rain out. The cold is one thing. If your stuff gets wet then you really are in trouble.”

“I am hungry . It is alright during the day, people give you the odd coin and you can usually get food from somewhere. I take the scraps people leave on their plates in the café over there. Sometimes its half a sandwich ,or a baked potato .They often leave their chips. The other thing I do is hang round the corner over there where people eat their fish and chips . They often leave bits of that in the paper. I watch them and then get it out of the bin when they’ve gone.. I do get hungry at night, though., It gets really cold and you never get to be full eating bits where you can get them.”

3.The pupils’ task is to try and make a shelter that will be warm and waterproof. While pupils are working open the windows so that it gets really cold. They then need to think about how they are going to survive. Each group needs to decide how they will get food. When they have made their shelters they should get inside using whatever covering they have to keep warm.

***4.Discuss the poverty trap – how can Alan get out ? What needs to happen to him ? Talk about the work of Shelter, the charity that works to help the homeless and the Salvation Army who run soup kitchens and hostels and “The Big Issue.” The current affairs magazine sold by homeless people who are being rehabilitated by The Big Issue foundation***



## ***Lesson Four :Marco's story. The effect of globalisation.***

***Marco lives in the Philippines .He survives by scavenging on the rubbish heaps. His family like many others were plunged into poverty when a soft drinks company no longer needed the sugar cane they were growing for them because of the need for diet drinks.***

***When I teach this story I go into role wearing an old T shirt or man's shirt. I have with me a battered carrier bag and out of it I take one by one things I found on the heap. Clothes. I find a coin or two in the pocket , maybe a lipstick I could still sell or a lighter. Some out of date food my family would be grateful for. A radio I could prepare. Just use your imagination and whatever you have to hand.***

### ***Marcos story***

My name is Marco. I am sixteen .I live in the Philippines . My family life was once good .I remember having new clothes, A roof that did not leak a full belly and lots of canned drinks. That's what they did, my parents, they worked in the field growing sugar cane for an American soft drinks company.

Most of the trade on our island depended on our sugar cane crop. We grew all sorts of other things, pineapples, bananas but the company paid well, the best, so my dad turned all the land over to sugar cane . we all did. But then everything changed. See this can here ? diet drink. Don't need sugar any more , see. ? Boom ! That was it. One year they want all we can grow. Next year, nothing !

Now we have no money. We live by scavenging on the rubbish heaps from the houses of the rich people. This is how I get my clothes now and most of what I eat. You have to be careful that the food is not rotten but if you are quick you can get stuff the restaurants throw out. Cans and jars people throw out because they are out of date. They haven't been opened . Cooked rice, there is always plenty of that . If we are lucky it is still in the containers so its not dirty .

- What caused his poverty?
- How could this be avoided ?
- What part do we have to play in situations like this ?

***Homework;***

Pupils could continue to keep a diary of the lessons. In the diary they will re tell the stories they have heard and described what they did in role. Encourage them to include their thoughts, feelings and any questions they may have about the situations they are learning about. The object of these early lessons is for pupils to empathise with the people in these situations as much as possible. This will enable them to understand and learn from and really think about the academic knowledge later.

They can supplement their work with research about the situations they are exploring such as Fair trade and the charities that are working to combat poverty.

## ***Lesson Five - Could this happen to you ? – The wheel of fate.***

In this lesson the pupils are invited to identify with a pupil who ideally should be the same age as themselves and living a similar life style, ie comfortable. Overnight her situation changes through circumstances beyond her control.

Pupils begin by listen Paolo a street child's story – this could not happen to them and then Maria's which could. You could also add Abdul's story .He is a child who suddenly becomes a refugee . We do not use this example as we have a full unit of work on refugees and asylum seekers but there is merit in including it here, nevertheless as an example of the wheel of fate suddenly turning.

After the stories pupils pull numbered cards from a pile or a circle which are things that could happen to anyone, changing their economic circumstances. These are based on situations familiar to my pupils .you would need to adapt them to your area. (They appear after Abdul's story - you just need to copy the pages onto card and cut them up.)

The end of the lesson can be spent considering who is responsible for the circumstances both children find themselves in. Are Paolo's family guilty of moral evil? Is General motors ? Is someone responsible?

These kinds of questions are most effective if pupils are given red green and amber cards . After each question they pause to think then vote with a card as to whether they agree (green) disagree (red) or are not sure (amber ). They must be prepared to justify their vote. As the circle of cards is held up the teacher invites pupils to justify their decision. As well as being interesting and enjoyable it prepares pupils for the reflective questions in examinations and controls discussion giving everyone a chance to be heard.

1. Class come into a circle.

- On a small table there are flowers and a candle and a circle of cards .
  - On each card is an act of fate .which can change a person's life dramatically through no fault of their own.
2. In turn , each pupil takes a card and reads it out. The final one says” I am Maria.” (cards on next page so they can be copied and cut up easily) after each card has been read, read Maria's story, which is based on a true story of what happened to an entire community in Flint, Michigan in the USA when General Motors relocated in search of cheaper labour.

This lesson is particularly effective if you begin it by telling Paolo's story, which follows. Paolo lives in South America and becomes a street child in a big city after his parents take him there to find work in desperation after their seventh child is born and they do not know how to feed the extra child. In my story I imagine that the factory is relocated to Paolo's area thus offering work to his family and thus providing the children with material for debate

### ***Maria's story***

“My name is Maria I live in Flint, Michigan the USA . My dad had a great job at the General Motors' factory. Everyone in this town worked there . Some make the cars but then there are the solicitors, the seat stitchers and leather workers, the instrument and clock makers and all the shops and schools, doctors, dentists needed to support the people who live here in order to work at general motors. The whole town depended on it. The wages were good. Life was okay.

Mum got a job there, too when Robbie the youngest started school. We saved up enough to go to Europe for a holiday. London was really cool.

Last year the factory shut down .It was incredible. No one could believe it . They were not in trouble, they make billions of dollars profit. Then they explained . The factory was re locating to South America. They have already built a huge new plant there . Why ? My parents make fifteen dollars an hour in the factory . In the new town the people are so poor they are will ing to work for two dollars an

hour .They are saving so much money in wages it was worth the expense of the new factory. They didn't give us much notice so we couldn't organise a protest. Thousands of us are out of work now and there are no new jobs here. It has destroyed our town.

People are depressed. Crime has increased . No one wants to work in school, what's the point? The only hope is to move - but where - my whole family is here ? Where can we go ? “

- How far is her family responsible for what has happened to them?
- What has caused this and could this be prevented?
- Is any behaviour justified in the cause of making a profit?
- Do businesses have any obligation to society or should they be completely free agents ?
- What do businesses get from the society they live in ?
- Are wages fair ? What should you be paid the most for ?

***3. What about the families living in the area where the factory has re located ? Paulo came from there . Here is Paulo's story.***

***Paulos story***

“I am fourteen I come from a village in South America .My father died .My mother has six other children. One day she said to me “Paulo, you are the oldest . You will have to work . I do not have enough food to feed you all. There is nothing in the village . There are jobs in the city .You can go there and work. People in the city are rich . Maybe you can work your way up, save, you can become rich , too.” I think she really believed it .I know she loved me. I guess she had to tell herself that to be able to do it. She took me there and left me . It took all her money for the fare.. I will never forget her face when she waved me goodbye.. She tried to smile bravely but I saw the tears before she turned away.

Then I was alone. I was scared. No one would give me a job. They shouted at me called me vermin "no one will come to my café with people like you around get away from here . Kids like you are everywhere!” I wondered what he meant, then I knew . It was at night

they found me .The others, they live in a sewer they took me in. They taught me to steal in the day and sell myself to the tourists at night. They are my family now.

When they offered me drugs I refused. I remember what the pastor in our village had told me. They mess up your mind, but then they said to me “they will take away the pain.” There is so much pain – the hunger, my family .I miss them so. I will never see again and then the nights , what I have to do at night ,just to stay alive. I took them so I could forget - just for a little while.”

### ***Abdul's story – The refugee***

My name is Abdul . I am fifteen. I am an orphan. My family were killed in the fighting when the government were overthrown. The new government have a policy of ethnic cleansing. They came after me and my sisters and my little brother. We hid in a cellar. I did not know how we would survive. I had some cash that my parents had put by for our holiday. I knew that would buy us food for a while but what then ? There was no work

A man offered to take us to England in a lorry. He told me to bring food and water. It would take five days .We would be hidden in a container at the back and smuggled in .It was hot and dark in the container inside the lorry. We were very thirsty but we had to make the water last. At night he would let us out to relieve ourselves or dispose of the waste we had passed during the day. Sometimes the stench was unbearable. I did not know what would happen to us when we got to England. The man said he would get us into the country among his cargo. He would let us out near London. After that we were on our own.

## **The Wheel of Fate cards**

1. Dad is 53 . He is made redundant.
2. The business where Mum works stops trading.
3. The family are forced to live on benefit. How likely are they to find jobs?
4. The family is involved in a road accident. The wage earner is disabled.
5. One of the children in the car is hurt. A parent has to give up work to look after them.
6. The family wins a luxury holiday in the Caribbean.
7. The landlord says he is selling the house where you live You will have to pay a lot more for rent and live further from work.
8. Mum has finished her family and back into her career. Suddenly she is expecting twins. She gives up work and you have to share a room.

9. You have just moved house and taken on a big mortgage. The interest rate on the mortgage rises dramatically three times in one year. Half the family food budget each month is gone.
  
10. The country enters a recession. People can no longer afford the luxury goods your family sells on the internet
  
11. The bank where your parents both work has installed computers, a third of the workforce will lose their jobs.
  
12. Your family win five thousand pounds on a scratch card.
  
13. The company where your father works has been privatised . There is a new contract. He will have to work 25% more hours each week. There is no pay rise.
  
14. Mum will have to give up her evening shift on the checkout at the supermarket because of Dad's longer hours.



15. Mum has a big win at bingo and you finally get your room done up.
16. Your country declares war. Your brother is likely to be called up .
17. So is your boyfriend
18. Food rationing is brought in
19. Foreign trade stops .There is a clothes shortage.
20. Mum's clothes shop closes down.
21. Mum inherits fifty thousand pounds
22. The nursery that your parents own is struck by lightning which causes a fire. Insurance is invalid for an act of God.

23. A disease is attacking pigs throughout the country .
24. Your herd has to be destroyed .No one is buying pork products.
25. Computers have been introduced at the publishing company where your mother works. her job as a typeface layer no longer exists
26. A typhoon destroys the front half of your house.The insurance company point out that the policy ran out the previous week.
27. Mum and dad drive off to a party in town. Dad has had too much to drink. He moves the car to a car park overnight and calls a taxi. The police find him sitting in the car keys in the ignition waiting for the taxi. He loses his licence and then his job.
28. Your parents lose a court case and ordered to pay heavy costs.
29. The business is losing money you lose the house to pay for it.

30. You guaranteed your brother loan when he started his business .He cannot pay it and you are liable for several thousand.

31. Dad has just bought himself a classic jag worth twenty thousand pounds. He puts in for a rebuild.. The garage goes bust just after the car was sold illegally to someone else.

32. Your family inherit a house in France. This is going to provide for your parents' retirement. The solicitor handling the sale disappears with the money.

**33. *I am Maria***

***Traffic light opinion voting***

What happened to Paolo was his own fault

What happened to Maria was her fault

What happened to Abdul was his fault

What happened to these children is someones' fault

Paolo's parents are guilty of moral evil

General motors was guilty of moral evil

Poverty is an example of natural evil

Poverty can become history

## ***Lesson six ; The Lantern Factory.***

The object of this lesson to enable pupils to experience the frustration of trying to escape from the poverty trap when you have to compete in an unequal world. Pupils will be put in groups to manufacture lanterns to be sold as Christmas decorations in the West.

They will be given the same instruction sheet but different materials and equipment to work with. Groups could be given envelopes with money in to buy extra equipment or to buy materials with in the first place. You could arrange for them to have loans to buy materials.

### ***Instructions for making lanterns***

To make one lantern

1. Take an A4 piece of paper
  2. Fold it in half length ways
  3. Draw a line 5 cm from the top of the two open edges
  4. Cut up to that line in strips 2 cm apart all the way along the paper.
  5. Open the sheet out and fold it around into a circle to form the lantern
  6. Fasten the lantern together.
  7. Make a handle for the lantern.
- If you require more equipment a larger manufacturing space or more people to help you can purchase them with money from your envelope or you may take out a loan against the sale of your goods .As collatorial you can put up your house and your animals or your children as slave workers

- Two groups have plain A4 paper scissors and glue and felt tips
- Two groups have tissue paper packets of silver or gold stars and paper clips.
- Two groups have foil wrapping paper in two colours, scissors, sellotape, glue, pencil and ruler
- Each group has ten minutes to make a sample lantern with the equipment they have been given.
- The groups are chosen by selecting an envelope at random which tells them which set of materials they work with
- The finished lanterns are brought to the managing director of a large chain store in Britain. He selects the one he wants and all the groups then have to make those . These will be those made of foil wrapping paper .
- Why did this group win the contract ?
- They made the best lantern because they had the best equipment .
- Each group will now be able to buy equipment .
- Each group can pick an envelope at random.
- The envelopes will contain different amounts of money, plus a list of their assets ie a home, a number of cows and a number of children.
- The group who make the most at an acceptable quality in the time limit will win.

***Groups now need to purchase equipment***

Foil paper £1 a roll

Scissors £2 each

Glue £1 a stick

Sellotape £1 a roll.

Pencil £1

Ruler £!

### ***If they run out of money***

They will be able to trade their homes animals and children

- They have twenty minutes to make their lanterns.
- Every five minutes at a given signal a group is called up to pick a chance card.

### ***Chance cards***

- A monsoon dampens the stock . Lose two lanterns.
- A government grant of five pounds for more equipment or labour
- Your envelope of money is stolen. Put up one of your children as collateral for a loan
- Dysentery strikes the village. No one can work for five days .Lose two lanterns.
- A charity buys you five pounds worth of equipment
- The chain store in Britain cancels the order

At the end of the twenty minutes each group counts up how many lanterns they made.

### ***De brief / plenary***

What have we learned about world trade ?

1. Why did the store take its custom abroad ? – cheap labour ?
  1. Who did best why ? - those who had the most in the first place
  1. What part did the poverty trap play ? If you started off with too little to compete you could not get out of it
  1. What part did chance play - things over which you had no control could make the situation worse
  1. Grants and charitable help made a big difference
- Once people are self sufficient they can use their product to make more money and improve

***Homework:*** write a brief summary of the lesson explaining what it taught you about world trade and how the poverty trap can work for whole communities and countries as well as individuals.

## Lesson Seven – Water

A while ago the Sunday papers and the news were full of wonderful pictures of the rings of Saturn taken from a satellite camera and sent back to earth. It was so exciting that we had been able to send something so far into space. I looked at them with amazement like everyone else on earth – everyone that is, who could afford a newspaper or a television.

Next morning, as I went out for a run at six o'clock before school, relishing my thinking time in the cold, clear deserted streets. I was pondering my new role in Citizenship at school. I was thinking about how I could do an assembly with impact to launch our first citizenship day in a few weeks time. I thought about the water machines we had recently installed without telling the children about water aid and the money purchasing and using them would create to help provide water for areas of the earth where people did not have ready access to fresh water - then it hit me, the outrageousness of a planet which had the technology and the funding to go out into space but which *still* had millions of its inhabitants without a clean water pump in their village. As I ran I thought about this story I was told as a child in school and felt saddened that nearly forty years later it was still happening.

### Livia's Story

I wonder what you were doing at six o'clock this morning?

I wonder how many of you were just waking up?

I was. It is hot in my village by nine o'clock, too hot to do much outside.

At six o'clock I wake up to get the water for my family.



I used to get it from the river, nearby. It took us a long while to realise that was why we got sick so often. The animals use it to drink from, they relieve themselves in it. Flies breed in the stagnant water . Many people in the village became blind from the germs spread by the flies. Just rubbing your eyes with germs on your hands was enough to do it . We didn't know. Even the children were going blind. It was so difficult to grow our crops with so many people unable to see. Eventually a medical camp came and everyone was treated. They explained that the river was the cause of our problems and we were given cream for our eyes and injections to protect us from the diseases, it would protect us for a year. After that we will need to be protected again. We can't use that water now so I have to fetch it.

The nearest village with a pump with clean water is six miles away .

Every morning at dawn I wake up and start my journey. I fetch the water in an old metal oil drum. I roll it all the way there, it takes me about an hour and a half. When it is filled I roll it all the way back again. That is hard. It is very heavy. My back aches. It gets very hot. I know where all the lumps and bumps are now so I can avoid these if I can. I usually go with my friends so that at least I have some one to talk to.

I get back to the village about ten to half past. Just as you start your morning break I arrive back with the water for my family. I can only carry enough for one day so the next morning I start all over again. It would make so much difference to us all to have a pump in the village. We do not grow enough food to have any left over to sell and if we could sell it there is no one to buy it .It would cost £150, it's a sum we can only dream of. Sometimes I get so tired, or ill, I just have to rest for a few days, that's when we have to go to the river for the water again and just hope we are alright.

More than 1 billion people lack access to safe drinking water

Why should we help them?

“Before you finished eating your breakfast this morning ,you've depended on half the world. This is the way our universe is

structured. We aren't going to have peace on earth until we recognize this basic fact. "

## **Martin Luther King**

Look at the work of **water aid**. Giving A tiny sum, currently £2 a month, will supply a family with clean safe, water every day. The opportunity to do so may come with the bill for the water rates.

## **Active citizenship**

**Look at the work of the charity "Sight Savers"**. Much of the blindness in the world - 37 million people is unnecessary and caused in part by lack of clean water to wash.

**Trachoma** is a disease of poverty affecting mainly women and children in hot, dry ,dusty areas in countries where there is poor availability of water and sanitation. It is caused by a micro organism carried by flies and spread by unclean fingers and towels. After repeated infections with trachoma the eyelids turn inwards causing intense pain as they rub against the eye ball. Women pluck out their eye lashes to try to stop the intense pain. Eventually they will go blind. – see sight savers "blinking hell" campaign.

A straightforward operation turns the eyelids out again. Antibiotics kill the disease . face and hand washing stops the spread of disease and re infection. Improved access to latrines and water is important.

In most cases it is inexpensive to treat and to prevent.

**River blindness** has devastated communities in West and Central Africa, yet it can be prevented by taking one tablet a year for twenty years Merck and co. have been donating the tablet free of charge since 1987 but money is needed to train community volunteers to distribute the drug and educate communities about the risk.

## **Cataracts**

A simple 20 minute operation costing £17 for adults and £27 for children can restore sight.Often whole families are blinded by this makong it difficult for them to work or learn trapping them in poverty.

An eye camp visiting a village can restore the sight of many people for a few pounds. Running a sponsored silence for one lesson throughout a year group could raise enough money to help a village see and buy a well, too!

### ***Lesson Eight : The North/ South Divide***

This is a way of teaching about the inequalities of the world in a way that is visual and active ,instead of seeing statistics in a textbook where literacy may be a barrier and where they may have little impact . This lesson creates a visual image over the floor of the classroom. where resources and opportunities crowd into the rich North while the poorer, but larger and much more heavily populated South has a very small proportion.

I have chosen to do this with A4/A3 pieces of paper but you could use counters or coloured blocks or marbles in glass jars

#### ***What you need***

1. Create a large circle from string or ribbon inside the circle of chairs
  - Across the top third place another piece of string.
  - Have available seven envelopes .On the outside have the fact you want to demonstrate visually to remind yourself but which the pupils do not see.
  - Inside each envelope have a piece of paper A4 or A3
  - Have two more envelopes labelled North and South . into each one put pieces of card with the name of the countries which belong to the North and the South(see below)
  - Around the circle have felt tips and a few pairs of scissors so that pupils can reach them.
  
1. Class come into a circle .On the floor is a large circle made from string ribbon or card. Across the top third is another piece of string or ribbon.

This represents the world

The division is the rich north and the poor south.

2. Introduce the lesson which is to explore some of the issues we have looked at on a personal level on a global scale.
3. Explain the significance of the circle.
4. Have ready the series of envelopes

5. Which countries are in the North ?

Take the first envelope and pass it round the circle. Each pupil in turn takes out a card with the name of a country on it name on it and reads it out

North America, Europe, Russia, Japan. Australia and New Zealand.  
Place these around the top half of the circle.

6. Pass a second envelope around the other way . This contains the countries in the developing world. Take these out one by one Asia, Africa, Latin America

- You might want to be more specific about the individual countries
- You could include some facts about the wealth or lack of it in specific countries

7. The next envelope deals with population

Take out a piece of paper .

Tell the class that the paper represents the entire population of the planet

How much of the paper would represent the population of the North ?  
– one quarter.

Give the paper to a pupil and ask them to cut a quarter off the paper and place it in the top half of the circle. Place the rest in the bottom half (or do this with two jars .one is full of marbles put a fifth into the empty jar and place them in the correct part of the world.)

8. The next envelope represents income , the world's wealth .

Take out a piece of paper

How much do the class think would belong to the north ? – four fifths

So what will be left for the majority of the people in the world?

Ask a pupils to cut the paper into five sections and place the pieces in the correct place in the circle. (You could use five apples or bread rolls which represent food)

9. In the next envelope have two cut outs of humans with just a head shape and shoulders and going straight down. What is the life expectancy of the North?

70 years . Place the figure in the top half of the circle

What is the life expectancy of the south 50 years. Ask a pupil to cut a quarter off the bottom of the other human figure. And place it in the circle.

Discuss why this is so.

Out of the next envelope take two pieces of A4 paper  
How many children are educated to the end of secondary school in the north?

All – place the whole paper in the top half of the circle

How many in the South ? half

Cut the paper in half and place it in the South

What is the significance of this ?

The next envelope contains paper representing the worlds industry.

What proportion do the class think is in the North?

90% .ask a pupil to cut up the paper and place it accordingly

(If you have the resources you could use toy cars to divide and place appropriately)

The next envelope represents research, development and patents

The north has 96%

The final envelope represents shipping for transporting goods to trade with other countries

The north has 98%

Discuss the implications of this for the poverty trap and self improvement.

What are the consequences of poverty that affect us all ?

War poor trade lack of resources terrorism and crime.

If vast areas of the globe are allowed to become a desert it will affect all of us

We have choices . We have an education health care and enough to eat. .Have we done anything specific to make us entitled to this ?

Have children in the third world responsible for their poverty ?

### **Solutions**

- Discuss fair trade Have a display of fairly traded products The co-op are stocking a wider range than that available in other

supermarkets . products include coffee, tea ,chocolate, fruit juice , sugar and bananas. Have some chocolate to taste.

- Discuss community trade . The body shop sources products from communities who are then guaranteed an income for a period of time from products that grow naturally in that area
- Products from natural grasses guarantee an income for women weavers with no damage to the environment.
- United nations giving a rich milking Friesian cow to African families who have to give back a calf. How does this help a family and a whole community ?
- Global clothing - environmentally sound clothing produced by third world communities.
- Sight savers a tube of ointment costing 20 pence prevents blindness. Eye camps operate inexpensively on thousands of people with cataracts every year
- Sponsorship a few pounds a month can educate a child in the third world and get them out of the poverty trap
- Water aid sponsors the provision of clean water where it is needed

At this point you may need to look at the responses of the religious traditions to poverty according to your own programme of study

## **Appendices:**

### **Can we solve the problem of world poverty?**

(Information taken from "Make Poverty History" by Geraldine Bedell  
Published by penguin books)

50,000 people die of poverty every day

A child dies of poverty every three seconds

18 million people will die this year.

Every minute a woman dies from complications due to childbirth. 99% of them are in the developing world.

One billion people, that is a sixth of the earth's population, lives on less than 65p a day

The same number do not have access to fresh, safe water

Every fifteen seconds a child dies from water related diseases.

We need to put in an extra \$50 billion dollars a year, that's enough to pay for a space shuttle to orbit the earth – or - the price of a cup of coffee a week from each citizen in the developed world.

In 1970 rich countries agreed to spend 0.7% of their income on aid. 35 years later it still hasn't happened.

Britain has agreed to put it up to 0.4% by 2008 and reach the 0.7% by 2013 - but in 1979 we spent 0.51%

In 2000 all 189 member states of the United Nations agreed to halve poverty by 2015

It would take \$40 billion a year. Is such a huge amount possible ?

Universal primary education would cost \$10 billion dollars a year - less than the US spends on ice cream.

Reproductive health services for all women – making childbirth safer, would cost \$12 billion dollars a year - which is what Europe and the US spends on perfume in a year

Basic healthcare and nutrition would cost \$13 billion a year. Europe and the US currently spends \$17 billion a year on pet food.

At current rates of progress it will take us 137 years. If we *chose* to do it ,we could do it *now*

### **Aid works**

In 2002 **Tanzania** made education free and compulsory. **Debt relief** made it possible then **aid** built the extra classrooms. 1.6 million more children now attend school.

Aid means **Ugandans** now no longer have to pay for basic healthcare attendance at health clinics and Immunization of children has doubled.

Road improvements in **Ethiopia** have enabled more children to get to school and has cut down the time it takes to collect water and fuel. It has reduced the cost to farmers of taking their goods to market.

### **Debt relief**

In the eighties when interest were low. Poor countries were encouraged to borrow from the developed world for services they desperately needed. Interest rates rose. Crucial services had to be cut to pay back a debt which got higher and higher because of interest rates.

**Nigeria** borrowed \$5 billion , has paid 16 billion to date and still owes \$32 billion.



Not a single country in Western Europe, North America or East Asia has failed to achieve economic growth between 1980 and 2000

But some countries are so poor often because of unjust trade, governments cannot raise enough money in taxes to provide the support systems like roads, ports and communications . The same countries get hit hardest by natural disasters and climate shocks which forces them to seek more loans. Paying these off makes it even less likely that they can improve the infra structure. Aid, trade and debt are inextricably mixed.

## **If our world was village of 100...**

**There are 6 billion people in our world which is a little hard to picture so let us imagine that the earth is a village containing 100 people.....**

There is no shortage of food in the village and everyone would have enough to eat if it was all divided equally but

50 are hungry some or all of the time

20 are severely malnourished

only 30 people always have enough to eat

75 have access to safe drinkable water

60 have adequate sanitation

68 breathe clean air

The average cost of food, shelter and other necessities is £2,500 - £3,000 per year

If all the money in the village were divided equally every one would have about £3,900 a year ..but it is not ..

The richest 20 have more than £5,600 a year  
The poorest 20 have less than 65p per day  
The other 60 have something in between

The three richest people in the world now control more wealth than all the six billion people living in the least developed countries

76 have electricity  
24 do not  
most use electricity only for light at night.

24 have televisions  
42 have radios  
30 have telephones  
15 have mobiles  
10 have computers

75 people live in the poor south of the world  
25 live in the rich north  
The rich 25 have 2/3 of the worlds' wealth

The richest three control the same amount as the poorest 600 million

**“More people have died as a consequence of hunger in the past six years than have been killed in all the wars, revolutions and murders in the past 150 years” (The hunger project 1987)**

**The poverty trap** means that in the south, the LED countries cannot escape their poverty.

They need technology to trade to make money improve their society and create basic education, healthcare, water and electricity for everyone.

The trap: They need money to provide education to provide technology to make money.

Only this principle will help

**“Give a man a fish and you will feed him for a day give him a fishing line and you will feed him for always”.**

What sorts of "fishing lines" can you think of ?

## **Christian teaching about poverty**

**A lawyer asked Jesus which is the most important of the commandments .**

Jesus said " The first is to love the lord your God with all your heart and with all your heart and with all your strength and the second is to love your neighbour as yourself."

The lawyer asked "and who is my neighbour ?"

In reply Jesus told the story of  
the good Samaritan

Woe to you that are rich because  
you have received your reward  
already.

Blessed are the poor because they  
will receive riches in heaven

It is easier for a camel to go  
through the eye of a needle than  
for a rich man to enter the  
kingdom of God

Let him who has two shirts give to him who has none.

Sell your possessions and give charity. Provide yourselves with purses that do not grow old, and a treasure that cannot rust or be stolen. For where your treasure is, there will your heart be also

No one can serve two masters either he will hate the one and love the other or he will be devoted to one and despise the other - you cannot serve God and money

He looked up and saw the rich putting their gifts into the treasury , then he saw a poor widow putting in two copper coins. He said truly this poor widow has given more than all of them for they gave out of their abundance and she has given all that she has.

How has this affected her spiritually ?

What do we think is meant by the Kingdom of heaven?



Jesus said

"The Kingdom of heaven is within  
you"

What does he mean?

Plenary :

What do you think the Christian  
view of wealth poverty is ?

Is it morally wrong to be rich ?

# Is it possible to be a Christian and rich?

## ***Poverty - What is the question ?***

Read the statements and decide what the question is

1. They have nothing at all, except what is necessary to stay alive
2. They are poor compared to everyone else in their society
3. They are caught in a cycle of deprivation from which they cannot escape
4. Only 30 people in the village have enough to eat
5. 20 people are severely malnourished
6. it is when companies or services form networks all over the world
7. It should be there to help and support but often it is just a means of exploitation
8. This is when people work for tiny wages in sweat shops for long hours, many of them are children
9. Jeans are made by people working for 60p a day.
10. Some people argue that boycotting these products just makes the plight of these people worse
11. Some people say that writing letters to the companies is very powerful such as the letters written to Nestle

12. It is when people in developing countries are given a fair price for their products
13. It is when people in developing countries have to compete with the rich nations in trade. Often the rich nation's governments or the European community will subsidise a product such as bananas or cars so they can offer them cheaply. The developing companies cannot compete in the trade war.
14. The developing world has problems catching up in trade because their countries do not have a sophisticated transport system
15. Roads, lorries, ships. There is not the funding for goods to be properly insured .
16. Single parent families, pensioners and the homeless
17. Free child care for under fives
18. It would be cheaper in the long run because there would be fewer benefits paid out and less crime from them when they grow up
19. Family problems, mental health problems, people leaving institutions such as prison, mental hospitals and the army
20. "Let him who has two shirts give to him who has none"
21. The story of the good samaritan
22. "It is harder for a rich man to get into heaven than to get through the eye of a needle"
23. Poverty affects the whole of our society .Unless we tackle it the problems of food production, the environment, population crime and terrorism will affect everyone of us, reducing the quality of life for us all.

24. There is enough food to feed us all – all we lack is the willingness to share.

## **Sue Phillips and Experiential RE**

Began developing the Theatre of Learning in her own classroom in Southern England in 1998 to combat disaffection, poor behaviour and low examination results.

Since the publication of her first article in the Times Education Supplement in June 2000, Sue has presented throughout England to teachers, lecturers, government and Local Education Authority advisers. She has also presented in Wales, Scotland and Australia.

In the summer of 2006 she will present the Theatre of Learning throughout Australia and at the National Religious Education Conference in Wellington, New Zealand.

## **Publications**

Sue has written articles about Theatre of Learning in the Times Education Supplement, the Shap Journal of Religious Education, RE Today and the International Journal of Children's Spirituality. She has written five teacher resource files of lesson recipes using experiential techniques to promote engagement, develop spirituality and improve academic achievement. These can be sampled and purchased from [www.sfe.co.uk](http://www.sfe.co.uk)

Sue was given the Shap award for 2004 for her contribution to the teaching of world religions.

*Money raised from the sale of this book will help charities in the developing world and support the development and dissemination of Theatre of Learning techniques*

