



girl scouts  
of maine

# Global Poverty Day Toolkit

October 17<sup>th</sup>



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This toolkit has been a compilation of ideas and resources, and we are thankful for the following groups:

- **GSUSA: Global Action Days Toolkit**  
[www.girlscouts.org/content/dam/gsus/a/forms-and-documents/members/global/GSUSA\\_Global-Action-Days-Toolkit.pdf](http://www.girlscouts.org/content/dam/gsus/a/forms-and-documents/members/global/GSUSA_Global-Action-Days-Toolkit.pdf)
- **GSME Global Action Team**  
[www.girlscoutsofmaine.org/en/about-girl-scouts/our-program/global-girl-scouts.html](http://www.girlscoutsofmaine.org/en/about-girl-scouts/our-program/global-girl-scouts.html)



# Introduction

In this kit, you will find suggested activities to plan a successful Global Poverty Day event or troop meeting. The goal is to help you plan hands-on activities that will help the girls understand and take action on Global Poverty Day.

**In this kit, you will find:**

- Selected activities for each level to help girls explore the complex issues of poverty in a way that makes sense for their level. Each of the activities has a suggested level. You know your troop/group the best, so you may find some of these activities can be used for any Girl Scout levels with little or no modifications.
- Activity instructions to help streamline your planning process.
- Materials lists for each activity to take the guesswork out of what you need.





# Global Poverty Day Information

*Wherever men and women are condemned to live in extreme poverty, human rights are violated. To come together to ensure that these rights be respected is our solemn duty.*

— Joseph Wresinski,  
Text Engraved  
on Original  
Commemorative  
Stone in Paris

## **What is Global Poverty Day?**

Global Poverty Day is held annually on October 17th to raise awareness about the need to end global poverty in all its forms everywhere. This day is also known and observed by the United Nations as International Day for the Eradication of Poverty. Global Poverty Day aims to promote dialogue and understanding among people below the poverty line, the communities they live in, and in the world community at large. It provides an opportunity to acknowledge the struggles of poor people and gives them a platform and audience to have their issues, needs and concerns heard.

## **Why do Girl Scouts recognize Global Poverty Day?**

Girls are key to ending global poverty. An informed and educated girl is more likely to earn a higher income in a career of her choice, prepared to make informed choices about her health and family, and pass along the benefits that she's received to others in her community, meaning that everyone benefits.

## **History of Global Poverty Day:**

On October 17, 1987, more than 100,000 people came together in Trocadero Plaza, Paris, France, to honor those who were suffering in poverty. The gathering was at the same location where the Universal Declaration of Human Rights was signed in 1948.

A commemorative stone by Father Joseph Wresinski, a humanitarian activist, was unveiled on October 17, 1987. To date, there are 53 replicas of the commemorative stone around the world and serve as a gathering place to celebrate this day each year. One such replica is located in the garden of United Nations' Headquarters in New York City.

In December 1992, the United Nations adopted a resolution to observe a day where poverty would be the focus. In honor of the gathering and unveiling at Paris in 1987, the United Nations selected October 17th. This day was set aside to encourage all countries to actively work to remove poverty by taking steps towards sustainable development and as an opportunity to allow the poverty-stricken to be heard.

## **Theme of Global Poverty Day:**

The United Nations and the International Committee for October 17 set the theme for Global Poverty Day (also known as International Day for the Eradication of Poverty) and it changes each year. The new theme is usually announced in August or September and can be found here <https://www.un.org/en/observances/day-for-eradicating-poverty>. The activities in this toolkit are applicable for any year.



# Activity Planning

Behind every amazing activity is great planning. Take the time to recognize Global Poverty Day by utilizing some of the following activities in these next few pages. Each activity has a suggested Girl Scout level. Remember these are only suggested levels for each activity. Your girls may decide to do activities from other levels or even other resources – remember to keep it Girl Led and do what interests the girls.

**To facilitate planning for an event, we suggest the committee selects at least:**

- One Start-up Activity
- One activity per level of girls attending the event, such as one Daisy activity, one Brownie activity and so on.
- One Closing Activity

**To facilitate planning for a troop meeting, we suggest the girls choose:**

- One Start-up Activity
- At least one activity for their level, and/or modify any other activity which may work for their troop.
- One Closing Activity



# Start-Up Activities

As girls arrive, encourage them to work on a start-up activity. Start-up activities are designed to introduce girls to Global Poverty Day and what poverty is.

## **Start-Up #1 – When I Say...**

The goal of this activity is to build a wall of bricks created by the girls with pictures and words with their definitions of poverty and the causes of poverty.

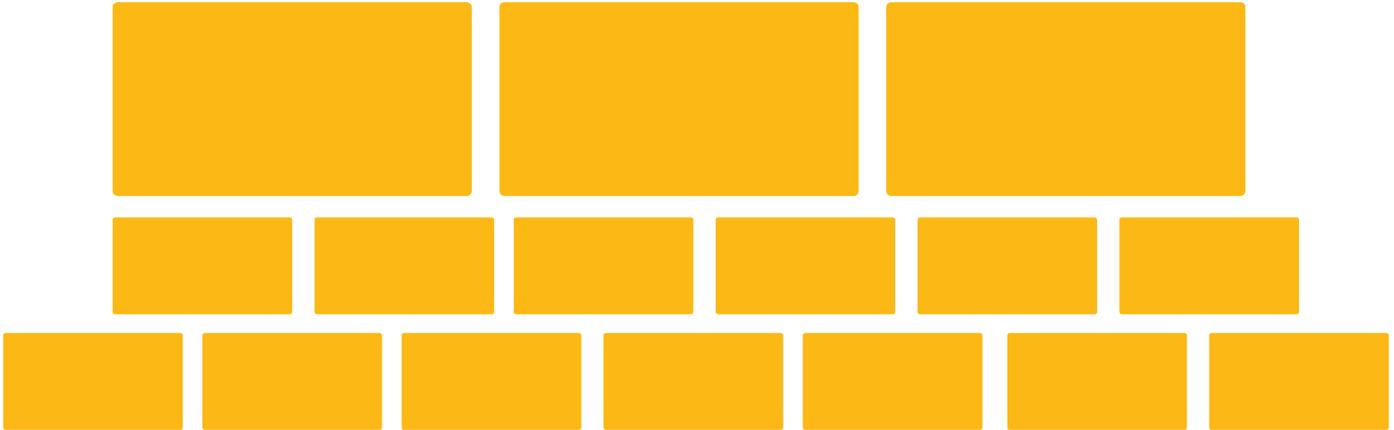
### **Materials:**

- Variety of Prints – Bricks from Appendix, enough for each girl
  - Large Bricks for Drawing
  - Small set of Bricks for Writing (2 sets per page)
- Crayons, Colored Pencils, Markers or such
- Tape
- Scissors

### **Instructions:**

1. Prior to the event/meeting, print enough brick pages or sets for each girl. Decide if the girls are going to draw pictures (large brick) or write on the bricks (brick sets – 2 per page) or do both. This will determine how many and what pages you will need to print.
2. Explain to the girls that they are going to build a brick wall based on their response to: “When I say Poverty, what comes to mind?”
  - a. The girls can draw or write words that they think define poverty and/or
  - b. The girls can draw or write words that they think lead to poverty
  - c. They may need examples to get them started, such as no job, homeless, food bank...

3. When they are done, ask them to cut out their brick or set of bricks, and build a wall, such as:



4. Remind the girls that they can refer back to this wall for any of the activities during the day.

### **Start-Up #2 – Check Your Poverty Knowledge**

The goal of this activity is to introduce the girls to some facts and figures about poverty around the world, its impact, and some of the current causes of poverty.

#### **Materials:**

- Copies of the Check Your Poverty Knowledge quiz (in the Appendix); one for each girl
- Pens/Pencils; one for each girl

#### **Instructions:**

1. Prior to the event/meeting, print enough quizzes for each girl.
2. Explain to the girls that this is just an introduction and for them to see how much they know about poverty while learning at the same time.
3. After the girls complete the quiz, go over the answers with the group. Explain, the girls may hear and learn more about each of these statements in some of the other activities.
  - a. The answers and references are located in the appendix.





# Global Poverty Day Activities

People are said to be “living in poverty” when they do not have enough of what it takes to fulfill basic human needs. A person can be poor when he or she lacks the essentials of daily life, such as a sufficient amount of food to keep them from being hungry. A person can be poor if he or she works hard at a job but doesn’t make enough money to buy the things needed to be healthy and secure, such as proper clothing to keep them warm in cold weather or health care to help them when they are sick. (Poverty USA)

Most people in the United States of America have what they need to live in comfort. Most people have enough food to eat, enough clothes to wear, and enough shelter to be safe. However, in the United States in 2020, there were 37.2 million people living in poverty, an 11.4% poverty rate, up from 2019. This is the first increase in poverty after five consecutive annual declines. (United States Census Bureau)

Who is poor in the United States? This is how those living in poverty would answer:

*“We are White. We are African-American. We are Hispanic and Native-American and Asian, too. We are young and we are old. We live in cities, suburbs and in the country. We go to work and go to school and go to church. We are concerned about raising our children well. We help others who are in worse shape than we are. We sometimes depend on the kindness of others. We are nearly one out of every five children in America. We are one out of every ten families in America. We aren’t all the same.”* ([www.povertyusa.org/grades-k-5](http://www.povertyusa.org/grades-k-5))

The activities in this toolkit seek to answer some basic but challenging questions: What is poverty? What can be done? And what does poverty have to do with me?



# Activity 1: One in Six

D/B

## Introduction

How many children in the United States are living in poverty? According to the Poverty & Social Policy at Columbia University, in February 2022, an estimated 12.3 million children were living in poverty – 16.7% of all children, or one out of every six. ([www.povertycenter.columbia.edu/news-internal/monthly-poverty-february-2022](http://www.povertycenter.columbia.edu/news-internal/monthly-poverty-february-2022)) This game, “One in Six” will help illustrate the number of children living in poverty.

## Materials

- **Blue** index cards
- **Red** index cards
- Four bowls
- Four spoons
- 4 types of Snacks to make GORP, such as Cheerios, M&Ms, Raisins, Dried Apples, Chocolate Chips, etc... (One of these you will need additional)
- Small paper cups
- Safety pins or tape (optional)
- Note: You might ask the girls to pin or tape the card to their clothing so they can empathize the notion that others know who is poor, like when children have to present their free lunch cards in the cafeteria thus announcing their poverty to their peers.

## Instructions

1. Prepare a table at the front of the room with four bowls of GORP items
  - a. One of the items needs to include extra, such as the Cheerios
  - b. Include a spoon with each bowl
  - c. Near the bowls place a stack of small paper cups.
2. Ask the girls, how many children do they think are living in poverty in the US – 1 in 10, 1 in 5 or another number? Explain: According to the Poverty & Social Policy at Columbia University, in February 2022, an estimated 12.3 million children were living in poverty – 16.7% of all children, or one out of every six. Discuss with the girls the purpose of this game – “One in Six” is to illustrate the number of children living in poverty in the US.
3. Have the girls count off by six
4. Give each girl numbered 1 through 5 a **blue** card
5. Give each girl numbered 6 a **red** card
6. Invite the girls with a **blue** card to come to the food table
  - a. To take a cup
  - b. Fill with any assortment of GORP items all the way to the top, if they desire
  - c. Ask the girls not to eat yet
7. Invite the girls with a **red** card to the food table and to take a cup but they...
  - a. May only choose the designated GORP item, such as Cheerios, and
  - b. May only fill their cups halfway
  - c. Ask the girls not to eat yet
8. Once all the girls have their cups filled and returned to their seats, discuss these questions:
  - a. For the **red** card group, how did it make you feel to be the one in six with the red card?
  - b. For the **red** card group, how did it make you feel to stand at the table spread with food but only allowed to take from the one bowl – and a lesser amount than available to the others?
  - c. For the **blue** card group, how did you feel when some of the other girls were only allowed to take from the one bowl, and even lesser amount than you?
9. Now, advise the girls with the **blue** cards that they may share any of their food with those holding a **red** card, if they desire. Discuss the following questions with the girls.
  - d. For the **blue** card group, what was your initial reaction when told you could share your food with the others?
  - e. For the **red** card group, how did it make you feel to have someone share with you?

# Activity 2: A Need or a Want?

D/B

## Introduction

Some people lack basic necessities. They might not have shelter or a place to call home. Some people don't have clothes that fit properly or clothes that protect them from the cold or heat. Some people can't afford to buy enough food, or the right food, to keep their bodies healthy. And some people do not even have access to water for cooking, bathing or drinking.

This hands-on activity will help girls identify a person's basic needs, realize that many people in the world are lacking even the basic resources to meet their needs, and what we could do to help.

## Materials

- Pictures from the Appendix (or cut pictures from magazines)
- 2 Index Cards
- Black Marker
- Note: If you have a large group, you may want to divide the group and have a set of pictures for each group.

## Instructions

1. Prior to the event/meeting:
  - a. Print the pictures from the Appendix, and cut apart
  - b. With the index cards and marker, make two signs – **Needs; Wants**
2. Place the two signs on a table (or the floor), far enough from each other to distinguish the two different areas
3. Ask the girls if they know the difference between needs and wants. Ask what examples they can give you.
  - a. Explain that every person has five basic needs in order to survive:
    - **Food:** The body needs calories and a variety of nutrients including protein, fat, and carbohydrates every day to grow, function, and repair. Without food, the body begins to waste away.
    - **Clean Water:** Ample hydration allows for the processes of the body to occur. Without water the body cannot process food or remove wastes.
    - **Shelter:** We require protection from blazing sun, freezing temperatures, wind, and rain. Without shelter, human skin and organs are damaged from extreme temperatures.
    - **Clothes:** Protection from the weather elements are required, and some type of clothing provides this protection.
    - **Sleep:** 6–9 hours of sleep every 24 hours allows the brain to process new knowledge and deal with emotional information. Without ample sleep we cannot learn new things or get past emotional pain.
  - b. Share with the girls that wants, such as a doll might make them feel happier and safer as they go to bed, but that they could stay alive without it. Ask if any of the girls have other examples of a want.
4. Read the two signs to the girls. Explain you will be giving the group a set of pictures. Some of the pictures display needs – things that all people must have to stay alive, and that some pictures display wants – those things that make life easier or that we would like to have.
  - a. The girls are work together as a group to place the pictures with the correct sign – **Needs or Wants**
  - b. The girls can discuss what they see in the picture with the group, and may ask questions about what the picture shows.
5. After the girls have placed all the pictures, discuss the following with the girls:
  - a. Have a girl hold up one of the pictures.
    - Ask the group, what they see in the picture? (They may interrupt the picture different than you do as an adult.)
    - Where did the group place the picture – needs or wants? Why?
    - Examples: House – keeps you warm, provides you with a place to stay, provides you with a place to sleep, is a place to put your belongings; Clothes – keep you warm, protect and covers your body; Water - our bodies need water to stay alive; Food – prevents you from being hungry, gives you energy, gives you nourishment, and helps keep you healthy.
    - Does anyone want to change where they placed the picture now? Why or why not?
  - b. Continue for all the pictures, asking different girls to hold up a picture each time.
6. Remind the girls that some people lack basic necessities. They might not have shelter or a place to call home. Some people don't have clothes that fit properly or clothes that protect them from the cold or heat. Some people can't afford to buy enough food, or the right food, to keep their bodies healthy. Some people do not have access to clean drinking water. These people, including children, usually are living in poverty.
  - a. Discuss with the girls, some things we might do to help others who are lacking these basic needs.
  - b. What do they have at their houses they would be willing to give? For example, the girls can give clothing or toys, or donate food to a food bank which helps people who are hungry.
  - c. Maybe consider doing a community service based on their discussion.

# Activity 3: The 'Lolly' Game

J/C

## Introduction

How many people actually live in poverty? This activity provides a way of visualizing some global statistics about hunger, access to water and sanitation, and resource distribution.

### Notes:

- This activity was modified from the Australian classroom resource, What Matters Most (<https://globaleducation.edu.au/publications/what-matters-most.html>), thus the name "The Lolly Game". A 'lolly' in Australia is basically a piece of candy.
- This activity is based on 10 girls for the group size. See the table in the Appendix to adjust the number of girls in each step for a different size group. The table also includes notes and references for the percentages and numbers used in this activity.
- It is important to stress that this is a global view of the world, not a country-by-country view. For example, there are the very rich and the very poor in many countries.

## Materials

- Large bag of 'lollies' or something similar
  - For the best effect, pick something that has smaller packages in the large bag, such as snack bags of M&Ms, Gold Fish, carrots...
  - Enough so each girl has at least one at the end of the activity; works best if at least 2 per girl for demonstration purposes
  - For 10 girls – need at least 20 pieces/snack bags
- Chairs - One chair for each girl

## Instructions

1. Arrange the chairs in a circle, spaced far enough apart to walk around each chair
2. Ask the girls to form a circle, standing behind their chairs
  - a. Explain: All of the girls represent the total world population (currently about 7.95 billion people).
  - b. Each girl is representing about 10% (795 million people) of the world's population.
3. Ask 5 girls to sit on their chairs. Explain:
  - a. These girls represent the 46% (3.66 billion people) of the world without adequate sanitation.
  - b. Being without adequate sanitation means not having somewhere safe and clean to go to the toilet and wash afterwards, and lack of sanitation is a major cause of illness and death.
4. Ask 2 of those sitting to now kneel on the ground. Explain:
  - a. These girls represent the 8.6% (682 million people) of the world suffering extreme poverty
  - b. Extreme poverty is defined by the World Bank as living on less than \$1.90 per day. In fall of 2022, this will be updated to \$2.15 based on inflation.
5. Ask 1 of the group kneeling to lay on the floor. Explain:
  - a. She represents the 14.5% (1.15 billion) of world population who do not have access to adequate shelter
  - b. Not having access to adequate shelter means living in slums or being homeless.
  - c. Ask her to put her hands on her stomach as she also represents the 10.2% of world population who experience hunger every day, and the 9.9% of the world population who don't have access to clean water.
  - d. Explain she also may be part of the 2% (160 million children) of world population that are child laborers.
6. Of the girls still standing, ask 1 to put her hands above her head as she represent the 12.2% of the world's population which holds 84.9% of the world's wealth.
7. The remaining girls who are still standing represent those in the world that have modest incomes, 'just enough' to feed, house, and clothe themselves.

## The 'Lolly' Game Instructions Continued

8. Announce that the lollies in your bag represent the world's wealth. Empty the bag into a pile on a table so the girls can see how much is in the bag. Explain:
  - a. You are going to share them as the wealth is currently shared in the world.
  - b. Ask them to please do not open or eat any of the lollies until told to do so.
  - c. Remind the girls that only 12.2% of the world's population holds 84.9% of the world's wealth.
  - d. Give 85% of the lollies to the girl that was representing the world's richest population. (If the bag contained 20 pieces, give her 17 pieces)
  - e. Give the rest of the group (except the girl laying on the floor) the remaining lollies (15 %). (If the bag contained 20 pieces, give this group 3 pieces to share).
    - Do not give any lollies to the girl laying on the floor, as she is representing the 10.2% of world population who experience hunger every day
    - Have the girls in this group, discuss how they might equally divide their lollies between themselves, but do not eat yet.
9. Ask the girls to sit down in their chairs and discuss these questions: After they finishing with the discussion, have them equally share and eat their lollies.
  - a. Which group did you represent? How did each you feel when you received your share of the lollies?
    - For the girl who did not get any lollies, how did you feel to watch others get lollies, when you got nothing?
    - For the girl who received the most, what did you think and feel when you saw how little the rest of the girls received?
    - For the girl who received the most, would you have felt any different if you did not know that the others only got to share?
  - b. Did any of you think about how or even if you were going to share your lollies?
  - c. Did any of you think about how you might get some of the larger pile of lollies? Why or why not?
  - d. What things are happening currently in the world that may be related to this unequal distribution? What might be the relationship between what is happening in the world and the unequal distribution?
  - e. It has been argued that this level of inequality is at the core of much of the world's conflict. Do you agree/disagree?
  - f. What might happen between countries or between people in countries that is related to this inequality? Is there anything we can do about it?
  - g. How might this inequality be connected to poverty?

(From: <https://globaleducation.edu.au/publications/what-matters-most.html>; Modified for this toolkit)

# Activity 4: Interconnections

J/C

## Introduction

What does poverty have to do with me? This activity helps the girls to make connections between their own lives and other people's experiences of poverty. It highlights the way in which everyday actions and circumstances have connections and impacts beyond what we can immediately see.

## Materials

- Open space (inside or outside) so girls can move around during the activity
- Interconnection Cards from the Appendix, cut apart.

## Instructions

1. Prior to starting, select the number of Interconnection Card sets that correspond with the number of girls attending. For example, if you have 12 girls, you will need 3 sets, or if you have 10 girls, you will still need 3 sets, but two girls will get two cards each from different sets.
2. Explain: That this activity is about connections – how are we all connected, locally and globally.
  - a. While doing this activity, girls should think about this question: “What does poverty have to do with me?”
  - b. Think about how you may be connected to people or countries, who you think are living in poverty, or whether you yourself are affected by poverty in any way.
3. Explain: That each of them will be given a card that has something on it, such as a word, phrase, statistic, country or person.
  - a. They are to move around the room and see what is on the other girls' cards.
  - b. Then try to form groups of four so that they will be able to tell a feasible story about how their four cards are connected.
  - c. Explain that while there are intended connections, there are a multitude of possibilities and this activity is about exploring what those possibilities are and being creative.
  - d. Give an Interconnection Card to each girl. Some girls may need two cards to make the numbers work out; these girls should have cards from the same set.
4. Notes to Leader:
  - a. At first, there will probably be great deal of initial confusion as they try to make connections between different ideas.
  - b. It is best to let the girls try to make connections for themselves, even if at first this seems unlikely.
  - c. Any clues or ideas from you should be very vague.
  - d. There are many possible connections between the ideas written on the cards. (see Interconnection Samples in the Appendix)
  - e. This activity is to find about the issues, and getting it ‘right’ isn't the initial intention. Rather it is to demonstrate the interconnectedness of the global family and find out some new stories and facts.
5. Once the girls have had a chance to form groups and discuss their story (give them at least 10 minutes), ask them to come back together as one large group.
6. Discuss the following with the girls:
  - a. Ask each group to tell their story based on their cards.
  - b. After each group has went, ask are there other connections we can find?
  - c. What have you learned from this activity?
  - d. Finish the activity by revisiting the question: “What does poverty have to do with me?”

(From: <https://gloaleducation.edu.au/publications/what-matters-most.html>; Modified for this toolkit)

# Activity 5: The Stack of the Deck

C/S/A

## Introduction

This activity is used as an illustration into the root causes of poverty. The activity uses a series of guided exchanges of playing cards to illustrate how a person's background, experiences, and choices can impact his or her opportunities and economic status.

Note: This activity can be done in one large group with three active participants and rest of the group as audience or in small groups of at least 3 participants.

## Materials

- 3 decks of cards for each group
- Blank paper and pen/pencil for each group
- Calculator for each group

## Instructions

1. Prior to the event: Pre-sort the cards in each deck so that they are in order, beginning with 2s and ending with Aces
2. If in a large group, ask for 3 girls to volunteer. In smaller groups, ask the girls to determine which 3 girls will be the participants.
3. Ask the 3 girls to determine which role they will be: Banker, Barbara Blue or Whitney White.
4. Each role gets a deck of cards. Banker gets the paper, pencil and calculator.
5. Explain the following:
  - a. What is contained in each girl's deck represents her earning potential, which is affected by her background, experiences, choices, and opportunities in life.
  - b. Barbara Blue has been born into a low-income, working class family, and lives in a poor neighborhood.
  - c. Whitney White has been born into an affluent, white-collar family and lives in a nice, suburban neighborhood.
6. Explain: We will now accompany Barbara and Whitney as they go through life, with various factors that affect them symbolized by exchanges of playing cards from each of their decks.
  - a. Environment Factor:**

*Barbara:* You live in a dangerous environment. Your neighborhood is plagued by gang violence and your parents are afraid to let you play outside. You don't get much exercise and as a child, you develop some risk factors for obesity. Since physical activity, health, and exercise stimulate mental activity, please give the Bank all your Aces and you will get back 7s in return.

*Whitney:* You live in a safe environment with clean air and safe playgrounds. From an early age, you join Little League softball and get a lot of fresh air just running around outside the house. Since physical activity, health, and exercise stimulate mental activity, please give the Bank all your 2s and the Bank will give you 9s for them.
  - b. Education Factor:**

*Whitney:* You started pre-school at the age of three and you picked up numbers and the alphabet really fast. Your parents also practiced with you at home. You enter grade school one step ahead. You live in a wealthy suburb and the schools are well-funded through taxes. You'll have everything you need. Please trade in all your 3s and the Bank will give you 10s in return.

*Barbara:* Children who live in poverty are less likely to attend preschool, less likely to read at home and learn basic skills, and they often enter the educational system behind other students. Also, you live in a poor urban area where the schools are bad. When you start school, there will be large class sizes and students have to share text books. Give the Bank all the Kings from your deck and the Bank will give you 6s in return.

## The Stack of the Deck Instructions Continued:

### c. Nutrition Factor:

**Barbara:** Your family struggles to get by on a minimum wage income and is on and off of food stamps. However, food stamps don't always last until the end of the month and you sometimes are forced to come to school without breakfast. It is difficult to concentrate on school when you are hungry. Please give the Bank all your Queens and the Bank will give you 5s for them.

**Whitney:** You always have three meals a day, usually with nutritious snacks in between, and you always know where the next meal will come from. Please give the Bank all your 4s and the Bank will give you Jacks in return.

### d. Parenting Factor:

**Whitney:** You have a happy family, but even if your parents were to separate, there's never a question as to whether you will always have access to financial resources from both of them. Give the Bank all your 5s and the Bank will give you Queens in return.

**Barbara:** Your parents become separated and your dad disappears from the scene for a while. During this time, finances are really difficult. Child support is required by law, but your mom isn't sure how to navigate the system to try to force your dad to pay it. Besides, you aren't even sure where dad is living. Since on average, women's earnings tend to lag behind men, and almost 43% of single mothers live below the poverty line, please give the Bank all your Jacks and the Bank will give you 4s in return.

### e. College Factor:

**Barbara:** You want to go to college, and there is some financial aid offered for low-income students. But even with that, college is really, really expensive. Besides, even though your dad is now back, mom got laid off from her cleaning job. You decide to go full-time at the job you had through high school, a fast food joint, and to put off college for now. Please give the Bank all your 10s and you'll get back 2s.

**Whitney:** It has always been assumed that you will go to college, as will almost everyone in your high school. You take a SAT-prep course and are enrolled in AP classes in the hopes of starting off with some extra credits. Deciding where to go to college is a tough decision; you apply to your favorite places, get in to some of them, make college visits, and finally, you choose one that feels like the best fit for you. Please give the Bank all your 6s and the Bank will give you Queens in return.

### f. Discrimination Factor:

**Whitney:** You were born to a Caucasian family. You can't deny that your race has allowed you many privileges. Give the Bank all your 7s and you'll get back Aces in return.

**Barbara:** We haven't mentioned your race yet. It turns out that some minority groups are twice as likely to live in poverty as Caucasians. Part of the reason for this is that poverty is cyclical and passed down through generations, but segregation, discrimination and other racial injustices also play a role. In your case, you happen to be African American. There was a promotion you were hoping for at the fast food joint, but you didn't get it. You suspect that race might have something to do with it – you've overheard one of the managers say some racist things, but they've never been directed at you and you're not sure you could prove anything. You lose two 9s for your race and the other two 9s because you didn't get the promotion. The Bank will give you back 3s in return.

## The Stack of the Deck Instructions Continued:

7. Discuss these questions with the girls:

a. How do you think Barbara's deck is doing? Whitney's deck?

- **Explain:** Statistics tell us that Barbara, who hasn't gone to college, is likely to make \$20,000 a year less than her counterpart who has finished college.
- Let's see what effect each person's background, experiences, choices, and opportunities in life had on their earning potential in this example.
- Ask Barbara and Whitney to shuffle their decks, then draw the top four cards and show everyone.
- Let's add up the numbers on the cards to see what each of their earning potential is in this example:
  - Number cards 2 through 10 are worth their face value, ie a 2 is worth 2, a 3 is worth...
  - Face Cards: Jack is worth 10, Queen is worth 15, King is worth 20, and Ace is worth 25.
  - After each person adds up their four cards, add three "0"s to the end.
  - **Note:** Based on the cards left in Barbara's deck, her four cards will add up to anywhere between \$8,000 and \$36,000. Whitney's cards will add up to anywhere between \$36,000 and \$100,000.
  - Ask Barbara and Whitney to tell the group their salary based on their cards.

b. Let's figure out how much each persons add is making per hour. (Divide the salary by 52 weeks year, giving salary/week. Then divide again by 40 hrs/wk to get earning per hour.)

c. Let's discuss some questions based on each person's annual salary and their hourly wage.

- Is each person making more or less per hour than a minimum wage job? Why might a person be making less than minimum wage?
- How does each person's annual salary compare with the federal poverty line?
- How easy (or difficult) will it be for Barbara or Whitney to survive?

d. It should be clear that the "deck was stacked against" Barbara and in favor of Whitney. Why? Look back over the factors – environment, education, nutrition, parenting, college, discrimination.

e. For many people, factors described related to poverty really can impact a person's opportunities, but which can the individual change or choose to impact their future?

*“Federal minimum wage remains unchanged at \$7.25 an hour, where it has been since 2009; Maine’s minimum wage is \$12.75 as of January 1, 2022.”*

**2022 Poverty Guidelines For The 48 Contiguous States and DC**

Persons In Family/ Household	Poverty Guideline
1	\$13,590
2	\$18,310
3	\$23,030
4	\$27,750
5	\$32,470
6	\$37,190
7	\$41,910
8	\$46,630

For families/households with more than 8 persons, add \$4,720 for each additional person.

From: [aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines](https://aspe.hhs.gov/topics/poverty-economic-mobility/poverty-guidelines)

(From: [www.usccb.org/offices/justice-peace-human-development/stack-deck-illustration-root-causes-poverty](http://www.usccb.org/offices/justice-peace-human-development/stack-deck-illustration-root-causes-poverty); Modified for this toolkit)

# Activity 6: Take a Step

S/A

## Introduction

This activity is an illustration of advantages, disadvantages and factors leading to poverty. The activity also helps girls to visually understand how a person may remain in the cycle of poverty. At the end, girls reflect on the "unequal playing field" that benefits some while making it more likely that others will be left behind.

## Materials

- Masking Tape or Painter's Tape
- 3 colors of index cards, such as **red**, **white**, and **blue**
  - For 10 girls, you will need 2 **blue** cards, 6 **white** cards, and 2 **red** cards. See the table in the Appendix for additional group sizes and references.

## Instructions

1. Place a strip of tape on the floor down the center of a large room, dividing the room into two large parts.
2. Ask the girls to line up shoulder-to-shoulder across the room.
  - a. The girl/girls in the middle of the line should be standing on the taped line on the floor so that the group is shoulder-to-shoulder in a line across the center of the room.
  - b. The tape line and girl line should cross in the center of the room.
3. Give the cards out to the girls in random order.
4. Ask the girls to listen carefully. Then follow each instructions for the color of their card after you have read the instructions.
5. Instructions for the girls. (Read each slowly, giving the girls time to move according to the instruction and the color of their card.)
  - If you have a **blue** card you grew up speaking English as your first language—take two steps forward. If you have a **white** card you grew up speaking English as a second language, but eventually learned English well—take one step forward. If you have a **red** card you never really learned English until you were an adult—take one step backwards.
  - If you have a **white** card your family owned a car when you were growing up—take one step forward. If you have a **blue** card your family owned two or more cars simultaneously—take two steps forward. If you have a **red** card your family didn't own a car and you were dependent on public transportation or rides from others—take a step back.
  - If you have a **red** card you had to go through winters without heat and summers without air conditioning—take a step back. If you have a **blue** or **white** card you did have these things—take a step forward.
  - If you have a **blue** or **white** card you had your own bed growing up and didn't have to share with your siblings or parents—take a step forward.
  - If you have a **blue** card you were able to travel on an airplane as a child to go on a trip, see new places, visit relatives, etc.—take one step forward.
  - If you have a **red** card you lived in an unsafe area plagued by violence—take three steps back. If you have a **white** card you sometimes had to worry about your safety growing up—take one step back. If you have a **blue** card you never had to worry about safety growing up—take a step forward.
  - If you have a **white** or **blue** card you had health insurance and access to a doctor or hospital if needed when you were growing up—take a step forward. If you have a **red** card you didn't have these things—take a step back.
  - If you have a **blue** or **white** card you breathed clean air growing up—take a step forward. If you have a **red** card you lived, played, and went to school in a place where the air was very polluted—take a step back.
  - Every fourth person with a **red** card, you or your parent was disabled—take a step back.
  - If you have a **blue** or **white** card you were able to go to school every day as a child and had a decent education growing up—take a step forward.

## Take a Step Instructions Continued:

- If you have a **blue** card you were also able to go to a four-year college—take two steps forward. If you have a **white** card, you went to technical school or perhaps received your associate's degree from a community college—take a half a step forward. If you have a **red** card, you did not have any further education after graduating from high school—take one step back.
- If you have a **red** card and are standing to the left of the middle line—take another step back. You didn't receive a good education in grade school or high school. You may have lived in an area with a failing school system, or your school may have had very limited resources and students did not have access to the materials or education needed to succeed. Or, perhaps you did not have regular access to education because of money, sickness, or another reason at some point in your life.
- If you have a **red** card your family didn't have access to a phone or television when you were growing up—take one step back.
- If you have a **blue** or **white** card you always had access to a computer and the internet when you needed it—take two steps forward. If you have a **red** card you didn't have this access—take a step back.
- Every fifth person with a **red** card you or your family members have been denied the opportunity to vote despite being of voting age—take a step back.
- If you have a **white** or **blue** card you always knew where your next meal would come from—take a step forward. If you have a **red** card you sometimes had to skip meals because your family didn't have enough money—take a step back.
- If you have a **red** card and are standing to the right of the middle line, the community where you grew up experienced severe drought which limited your access to food, or flooding which destroyed homes—take a step back.
- Every fourth person with a **red** card, your family migrated as a result of poverty or conflict—take two steps back.
- If you have a **blue** or **white** card you went on vacation growing up, meaning that you went somewhere new and enjoyed or learned about another place or culture—take one step forward.
- If you have a **red** card you were homeless as a child or had to live with relatives, another family, or in a shelter—take three steps back.
- If you have a **blue** card you had a bank account, savings account, or some other financial savings created for you as a child—take two steps forward. If you have a **white** card your family saved some money for you in a college fund—take one step forward.
- If you have a **red** card your family did not have a checking account or paid cash for large and small purchases—take three steps back.
- If you have a **red** card your family was affected by high levels of debt growing up, such as credit card debt, difficulty making mortgage payments, or fear of (or actual) foreclosure on a home—take two steps back.
- If you have a **blue** or **white** card you made visits to the public library to check out books, borrowed or bought books from elsewhere, or had a habit of reading regularly as a child—take two steps forward.
- If you have a **blue** card you had a stable family and grew up with both parents present—take two steps forward. If you have a **white** card you had one parent present, but a stable and loving home life—take one step forward.
- If you have a **red** card you grew up in a poor community where industrial pollution from factories or chemical plants caused sickness or disease in your community—take one step back.

## Take a Step Instructions Continued:

6. Discuss with the girls these questions:
  - a. What thoughts or reactions do you have to this activity? What surprised you?
  - b. Did your perspective about your own or others' privilege (or lack of) change as a result of the activity?
  - c. Which 'step backwards' statements were most memorable for you? Why?
  - d. How might some of the step backwards experiences be connected to poverty?
  - e. If you were someone who mostly stepped forward rather than backward, what responsibilities go along with the privileges you have received?
  - f. If you mostly stepped forward during this activity, how did you feel while moving ahead of the pack?
  - g. If you mostly stepped backward during this activity, how did you feel about slipping behind the pack?
  - h. Does this activity help you to identify some of the "root causes" of poverty? Which ones?
  - i. Which causes of poverty do you think are missing from this activity?

(From: [www.usccb.org/resources/take-step-illustration-advantages-disadvantages-and-factors-leading-poverty](http://www.usccb.org/resources/take-step-illustration-advantages-disadvantages-and-factors-leading-poverty); Modified for this toolkit)



# Activity 7: What is Poverty?

S/A

## Introduction

What is Poverty? Essentially, poverty refers to lacking enough resources to provide the necessities of life — food, clean water, shelter and clothing. But in today’s world, that can be extended to include access to health care, education and even transportation. (*World Vision: What is poverty? It’s not as simple as you think*)

In this activity, the girls will define *Poverty* by determining words or phrases that contain a letter in poverty and explains their concept of poverty. At the end, girls will share their words/ phrases and reflect on what poverty is around the world.

**Note:** This activity works best at a large table with all the girls seated around or with desks moved into a circle.

## Materials

- One Dice
- Markers (if possible, different color for each girl)
- Black Markers
- Blank Paper or What is Poverty? Template in Appendix (one for each girl)
- Options: Two Dice and a Timer

## Instructions

1. Prior to session, either:
  - a. Print out the What is Poverty? template from the Appendix; one for each girl, or
  - b. Create the template from blank paper using black markers; one for each girl
2. Ensure each girl has a marker (different color for each, if possible) and the What is Poverty? template
3. Read the following to the girls, then ask the following questions:

What is Poverty? Essentially, poverty refers to lacking enough resources to provide the necessities of life—food, clean water, shelter and clothing. But in today’s world, that can be extended to include access to health care, education and even transportation.

  - a. Do you agree with this statement? Why or why not?
  - b. Do you think there is more to poverty than just this? Why or why not? What else might be involved in poverty?
4. **Explain** to the girls:
  - a. They will be adding words to the What is Poverty? template similar to a crossword puzzle or Scrabble game.
  - b. Example: For “P”, the word “poor” could be used, or the phrase “not being able to participate”. Ensure the letters are lined up.

P	o	o	r	n	o	t	b	e	i	n	a	b	e	t	p	a	r	t	i	c	i	p	a	t	e
O																									
V																									
E																									
R																									
T																									
Y																									
  - c. BUT...it’s not that simple!
    - Each girl will write a word or phrase for “P” on their sheet (not using the examples)
    - Then ask one of the girls to roll one of the dice
    - Girls will now pass their papers to the right the number of times on the dice. So if a 3 was rolled, all girls will pass the papers 3 times
    - Now each girl will write a word or phrase for “O”
    - Continue until all letters are completed

## What is Poverty Instructions Continued:

- d. To add other unique options:
  - Add a timer and the girls only have 45 seconds to a 1 minute to come up with a word or phrase and write it.
  - Add another dice, preferably another color. This will determine which letter they are working on. So if a 1 is rolled, then “O”; 2 – “V”; 3 – “E”; 4 – “R”; 5 – “T”; and 6 – “Y”
  - If a girl does not complete the word or phrase in the time, it is okay, as that same letter may come up again.
  - Remind the girls one of the goal is to come up with as many different words as possible on the sheets, so try not to repeat a word or phrase
  - Continue until all letters are complete on all sheets
5. After all the letters in POVERTY are complete, ask each girl to share what was written on the sheet she has. Discuss the words and phrases the girls wrote down.
  - a. How do you think these words or phrases relate to poverty?
6. Discuss these questions with the girls. Answers in italic are similar to what the girls should be discussing.
  - a. What do you think poverty looks like? *“Poverty looks like anyone who lacks sufficient money or goods to meet basic human needs such as food, shelter, clothing, etc.”*
  - b. Who lives in poverty? *“Adults, teens, children, elderly”* (Read the opening quote under Global Poverty Day Activities to the girls.)
  - c. Where do we see poverty? *“Everywhere; It’s a worldwide epidemic.”*
  - d. How do people end up living in poverty? *“A number of ways/reasons, such as education level & lack specific skills, family structure, geographical location, rural vs. urban vs. city, unemployment, and never ending cycle (born into poverty and do not have the means to escape)”*.
  - e. Can you be employed and still be living at the poverty level? *“Absolutely! Several employed individuals do not make enough to cover their families’ basic needs.”*





# Closing Activities

A closing activity is designed to summarize what the girls have learned, experienced and accomplished in recognition of Global Poverty Day. Here are some suggested closing activities.

## **Closing #1 – What is Poverty? – Check Out**

The goal of this quick activity is to summarize and reinforce what the girls have learned about poverty.

### **Materials:**

- None

### **Instructions:**

1. Have the girls form a closing circle
2. Ask the girls to think about what they learned about poverty today. Think about something that surprised them. Can each of them sum it up in one or two words?
3. Explain you will start, then go around the circle with each girl saying something they learned about poverty today. Remind the girls it should be something different than what has already been said by the other girls.
4. Then close with a normal Girl Scout closing circle

## **Closing #2 – What is Poverty? – Agree or Disagree**

The goal of this quick activity is to summarize and reinforce what the girls have learned poverty.

### **Materials:**

- Large space for girls to move around
- Two Signs – AGREE and DISAGREE
- Tape

### **Instructions:**

1. Prior to the event/meeting, make the two signs (AGREE and DISAGREE). Use lettering large enough the girls can see the signs at a distance.
2. Place the two signs opposite each other in the large space.
3. Explain to the girls to think about what they have learned during this event/meeting about poverty. Explain you will be reading some statements about poverty:
  - a. If they agree, they should move to AGREE side of the room. Point to the AGREE sign
  - b. If they disagree, they should move to DISAGREE side of the room. Point to the DISAGREE sign
4. Read a few statements from the list below. After each statement, ask a few girls to share why they agree or disagree with the statement.
  - Poverty is not having enough money to eat two meals a day.
  - Poverty is not having access to clean water and sanitation.
  - Poverty is not being able to read or write.
  - Poverty is not being able to live in a place that is safe from flooding.
  - Poverty is not having a safe place to live.
  - Poverty is not having a doctor or nurse that I can go to in my area.
  - Poverty is not being able to afford new clothes for special occasions.
  - Poverty is not being able to afford clothes and school supplies like my classmates.
  - Poverty is always thinking about food; and where and when the next meal will come.
  - Poverty is always and only about money.

5. Have the girls form a closing circle. Read (or ask one of the girls) the following:  
*Who is poor in the United States? This is how those living in poverty would answer: “We are White. We are African-American. We are Hispanic and Native-American and Asian, too. We are young and we are old. We live in cities, suburbs and in the country. We go to work and go to school and go to church. We are concerned about raising our children well. We help others who are in worse shape than we are. We sometimes depend on the kindness of others. We are nearly one out of every five children in America. We are one out of every ten families in America. We aren’t all the same.”* (www.povertyusa.org/grades-k-5)
6. Then close with a normal Girl Scout closing circle  
(From: [www.girlscouts.org/content/dam/gsusa/forms-and-documents/members/global/GSUSA\\_Global-Action-Days-Toolkit.pdf](http://www.girlscouts.org/content/dam/gsusa/forms-and-documents/members/global/GSUSA_Global-Action-Days-Toolkit.pdf); Modified for this toolkit)



## Additional Resources & Appendices

### **GSUSA: Global Action Days Toolkit:**

[www.girlscouts.org/content/dam/gsusa/forms-and-documents/members/global/GSUSA\\_Global-Action-Days-Toolkit.pdf](http://www.girlscouts.org/content/dam/gsusa/forms-and-documents/members/global/GSUSA_Global-Action-Days-Toolkit.pdf)

### **GSME Global Action Team Webpage:**

[www.girlscoutsofmaine.org/en/about-girl-scouts/our-program/global-girl-scouts.html](http://www.girlscoutsofmaine.org/en/about-girl-scouts/our-program/global-girl-scouts.html)

### **United Nations Sustainable Development Goals – Goal #1: No Poverty:**

[sdgs.un.org/goals/goal1](http://sdgs.un.org/goals/goal1)  
[www.un.org/sustainabledevelopment/poverty/](http://www.un.org/sustainabledevelopment/poverty/)

### **World Poverty Clock:**

[worldpoverty.io/headline](http://worldpoverty.io/headline)

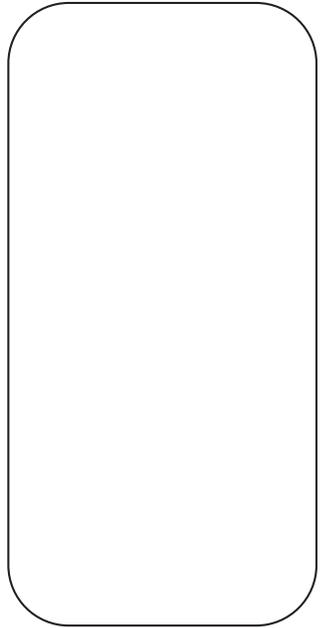
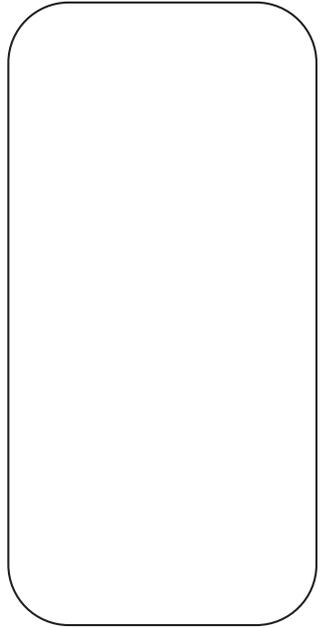
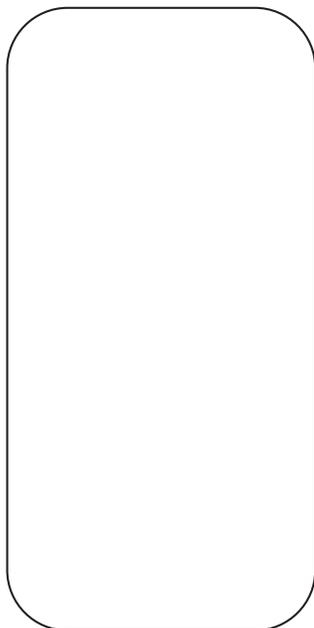
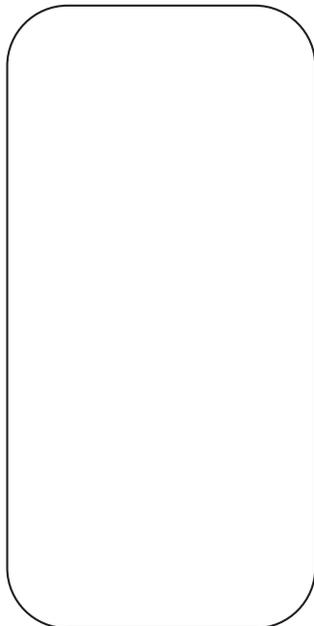
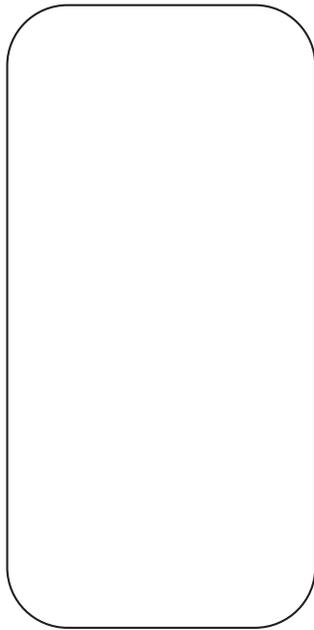
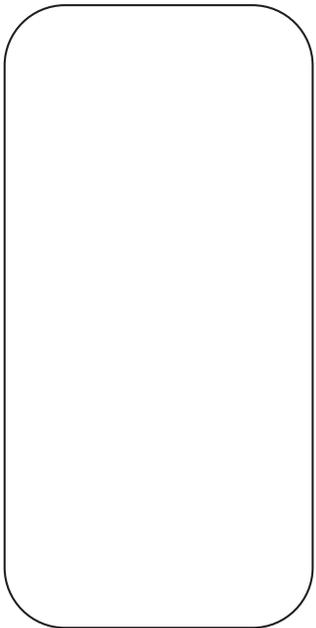
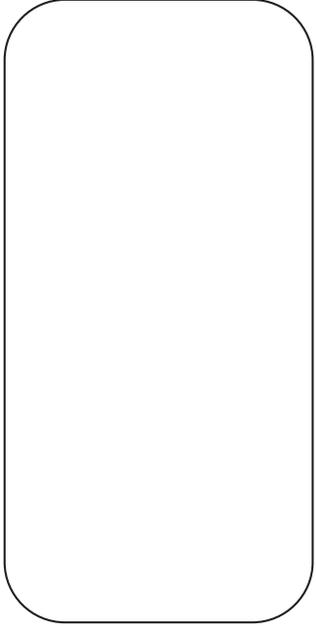
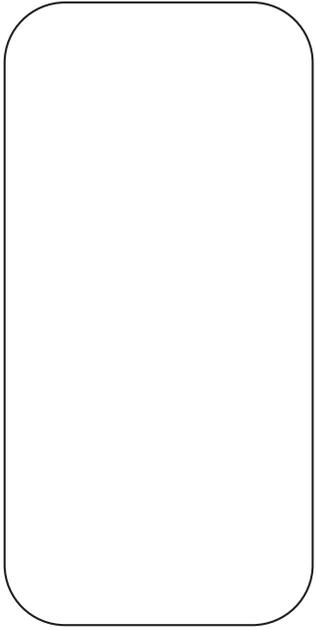
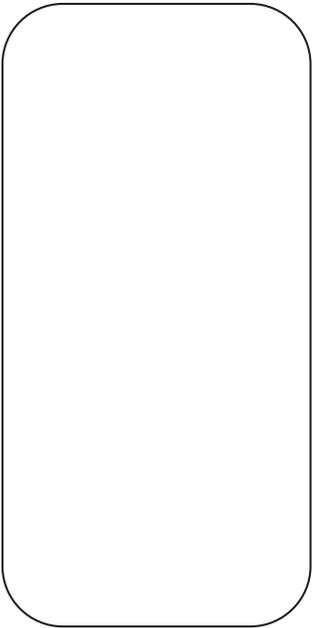
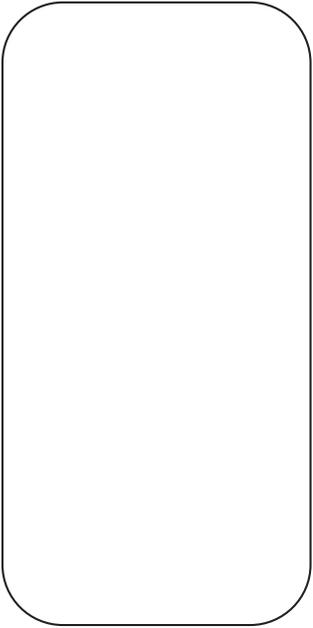
### **World’s Largest Lesson:**

[worldslargestlesson.globalgoals.org/goal/no-poverty/](http://worldslargestlesson.globalgoals.org/goal/no-poverty/)



# Appendix 1: Bricks for When I Say..., Start-Up Activity







# Appendix 2: Check Your Poverty Knowledge, Start-Up Activity 2

## Check Your Global Poverty Knowledge

See how much knowledge you have regarding poverty around the world, its impact, and some of the current causes of such poverty. Check True or False following each statement, or an appropriate answer.

1. People are said to be “living in poverty” when they do not have enough of what it takes to fulfill basic human needs, such as food, shelter, clothing...  True or  False
2. According to the World Bank, extreme poverty is defined as people living on less than \$1.90 a day.  True or  False
3. It is estimated between 657 million and 676 million people are living in extreme poverty worldwide in 2022.  True or  False
4. Women and girls make up more than 70% of the poorest people in the world.  True or  False
5. The poorest countries in the world are in Africa.  True or  False
6. The poverty rate in the US is about 10%.  True or  False
7. The state with the highest poverty rate is Mississippi and the lowest is New Hampshire.  True or  False
8. The newest challenges to decreasing the global poverty rate are COVID-19, climate change and conflicts.  True or  False
9. The causes and effects of poverty are often interrelated. Some of the major causes of poverty are: (Note: Some of these are effects of poverty, so check only the causes of poverty.)

<input type="checkbox"/> Born into poverty	<input type="checkbox"/> Lack of access to clean water and nutritious food
<input type="checkbox"/> Child Labor	<input type="checkbox"/> Lack of access to jobs and livelihood
<input type="checkbox"/> Chronic diseases and conditions, such as asthma	<input type="checkbox"/> Lack of education
<input type="checkbox"/> Climate change	<input type="checkbox"/> Malnutrition
<input type="checkbox"/> Drop out of school	<input type="checkbox"/> Poor basic infrastructure (roads, bridges, electricity, water...)
<input type="checkbox"/> Greater risk of behavioral and emotional problems	<input type="checkbox"/> Substandard housing or Homelessness
<input type="checkbox"/> Inequality or social injustice	<input type="checkbox"/> Teenage pregnancy
<input type="checkbox"/> Infant and child mortality	<input type="checkbox"/> Under resourced schools
<input type="checkbox"/> Lack of access to basic healthcare	<input type="checkbox"/> Unsafe neighborhoods
10. In 2020, global extreme poverty rose for the first time in over 20 years. People who have escaped extreme poverty could be forced back into it, and current middle-income countries may now be home the world’s “new poor”. Which two countries are at the highest risk at this time? Circle A, B or C.
  - A. United States and India
  - B. India and Nigeria
  - C. Nigeria and Vietnam



## Appendix 3: Check Your Poverty Knowledge (Answers), Start-Up Activity 2

### Check Your Global Poverty Knowledge (Answers)

#### Answers and references for this activity:

- 1. True:** A person can be poor when he or she lacks the essentials for daily life, such as a sufficient amount of food to keep them from being hungry. A person can be poor if he or she works hard at a job but doesn't make enough money to buy the things needed to be healthy and secure, such as housing and clothing. "Living in poverty" is when a person does not have enough of what it takes to fulfill basic human needs.  
([www.povertyusa.org/grades-k-5](http://www.povertyusa.org/grades-k-5))
- 2. True:** Since 2015, the World Bank has defined extreme poverty as people living on less than \$1.90 a day in which minimum requirements for living cannot be met, such as adequate food and shelter. The international poverty line increases over time primarily because prices of goods increase. The World Bank has revised the international poverty line from \$1 a day in 1985, \$1.08 in 1993, \$1.25 in 2005 and currently at \$1.90 which was set in 2011. In the fall of 2022, the World Bank will update the international poverty line to \$2.15.  
(<https://blogs.worldbank.org/voices/adjustment-global-poverty-lines>)
- 3. True:** Overall poverty rates have been falling since 1990. In fact, global poverty fell between 2012 and 2018 (from 12.9% to 8.6%). The pandemic has caused unprecedented reversals in poverty reduction, further exacerbated by rising inflation and the effects of the war in Ukraine. 2022 could be the second-worst year in terms of progress made in reducing extreme poverty behind only 2020, when there was an actual increase in global poverty.  
(<https://blogs.worldbank.org/opendata/pandemic-prices-and-poverty> and <https://blogs.worldbank.org/opendata/april-2022-global-poverty-update-world-bank>)
- 4. False:** Continuing gender inequity does mean poverty hits women and girls the hardest, but it is estimated globally, 388 million women and girls (51%) will be living in extreme poverty in 2022 compared to 372 million men and boys.  
(<https://data.unwomen.org/features/poverty-deepens-women-and-girls-according-latest-projections>)
- 5. True:** Of the 27 countries worldwide currently ranked by World Bank the very poorest countries in the world, 23 are located in Africa (Afghanistan #6, Yemen #23, Tajikistan #25). Africa also includes 21 of the world's 55 lower middle income countries..  
(<https://worldpopulationreview.com/country-rankings/poorest-countries-in-africa> and <https://worldpopulationreview.com/country-rankings/poorest-countries-in-the-world>)
- 6. False** In February 2022, the poverty rate for the US population was 14.4%, a slight decrease from in January 2022 (14.7%), but a continuation of the spike from the December 2021 (12.5%).  
([www.povertycenter.columbia.edu/news-internal/monthly-poverty-february-2022](http://www.povertycenter.columbia.edu/news-internal/monthly-poverty-february-2022))
- 7. True:** The state with the highest poverty rate is Mississippi, where 19.6% of the population lives in poverty, down from nearly 25% in 2012. New Hampshire has the lowest poverty rate at 7.3%. (Maine 11.26%)  
(<https://worldpopulationreview.com/state-rankings/poverty-rate-by-state>)

- 8. True:** The newest challenges to decreasing the global poverty rate are COVID-19, climate change and conflicts. These three factors whose convergence is driving the current crisis and will extend its impact into the future: a pandemic (COVID-19 and the associated global economic recession, which are reversing decreasing poverty trends rapidly), violent conflict (whose effects have been steadily building in recent years), and climate change (a slowly accelerating risk that will potentially drive millions into poverty).  
([www.worldbank.org/en/publication/poverty-and-shared-prosperity](http://www.worldbank.org/en/publication/poverty-and-shared-prosperity) and [https://worldbank.co1.qualtrics.com/jfe/form/SV\\_425Nc5GrBaIsY6N](https://worldbank.co1.qualtrics.com/jfe/form/SV_425Nc5GrBaIsY6N))
9. Some of the most recognized causes of poverty are born into poverty, climate change, inequality or social injustice, lack of jobs/livelihood, lack of education, and poor basic infrastructure. Although some list lack of access to basic healthcare, clean water and nutritious food as a cause, most see these as an effect of poverty. Other effects of poverty may include child labor, chronic diseases/conditions, dropping out of school, greater risk of behavioral/emotional problems, infant/child mortality, malnutrition, substandard housing/homelessness, teenage pregnancy, under resourced schools, unsafe neighborhoods and so many more issues.  
([www.worldvision.ca/stories/child-sponsorship/major-causes-of-poverty](http://www.worldvision.ca/stories/child-sponsorship/major-causes-of-poverty) and [www.apa.org/pi/families/poverty](http://www.apa.org/pi/families/poverty))
10. By working together, the world's countries have been making progress in poverty reduction in the last 25 years. In 2020, global extreme poverty rose for the first time in over 20 years. People who have escaped extreme poverty could be forced back into it. Also, middle-income countries such as India and Nigeria may now be home to about 80 per cent of the world's "new poor", due to increasing populations, conflict, climate change, debt and the ongoing COVID-19 pandemic.  
(<https://www.worldvision.ca/stories/child-sponsorship/major-causes-of-poverty>)





# Appendix 4: Pictures for A Need or A Want?, Activity 2



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Photo by Jacek Dylag on Unsplash



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Photo by Dagne Marius on Unsplash



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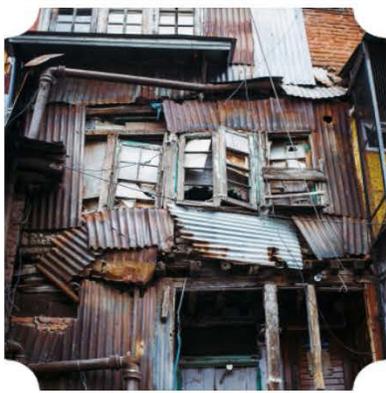


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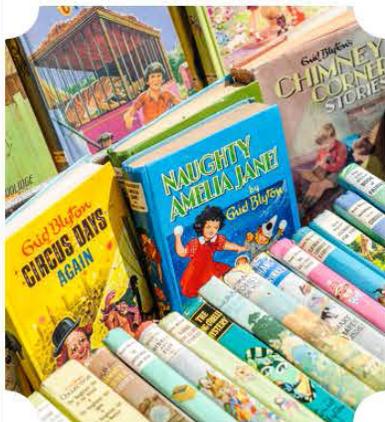


Photo by Hello I'm Nik on Unsplash



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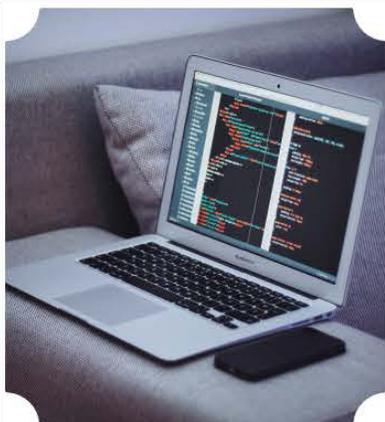


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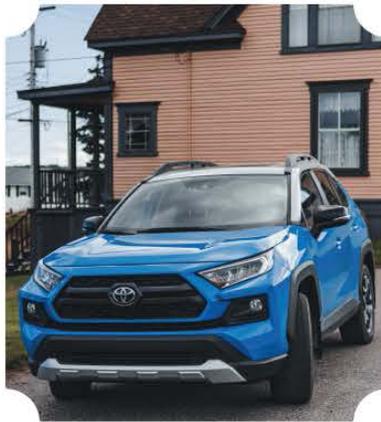


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# Appendix 5: Reference Chart for The ‘Lolly’ Game, Activity 3

Use this chart to adjust for the number of girls as based in the instructions. If your group size is less than 10, use the numbers for 10 girls, otherwise use the numbers that work best for the size of your group.

Categories	Amount	Percent	Number of Girls			
			Instruction #	10	15	30
World Population (1)	7.95 billion		2	10%	6.66%	3.33%
				~795 million	~530 million	~265 million
Without Adequate Sanitation (2)	3.657 billion	46%	3	5	7	14
Extreme Poverty (3)	682 million	8.6%	4	2	2	3
Without Adequate Shelter (4)	1.154 billion	14.5%	5	(1)	(2)	(3)
Hunger Every Day (5)	811 million	10.2%	5	(1)	(2)	(3)
Lack Clean Water Access (6)	785 million	9.9%	5	(1)	(1)	(3)
Child Laborers (7)	160 million	2%	5	0	(1)	(1)
Holds Most Of World’s Wealth (8)	48.5% of World’s Wealth	Held by 1.1%	6	1	2	3
Modest Incomes			7	2	4	10

## Sources & Notes:

1. Worldometer ([www.worldometers.info/](http://www.worldometers.info/)); June 2022 Information
2. Our World in Data (<https://ourworldindata.org/sanitation#access-to-safe-sanitation>); ~ 6% do not have any sanitation facilities at all; Data is from 2020
3. World Data Lab (<https://worldpoverty.io/headline>); June 2022 Information
4. Learnings of an Impact-Driven Nonprofit (<https://newstorycharity.org/homelessness-statistics/>); includes both world’s homeless population (154 million) and people living without adequate shelter (1 billion), all prior to refugees from Ukraine
5. Action Against Hunger ([www.actionagainsthunger.org/world-hunger-facts-statistics](http://www.actionagainsthunger.org/world-hunger-facts-statistics)); After steadily declining for a decade, world hunger is on the rise; a crisis driven largely by conflict, climate change, and the COVID-19 pandemic.
6. World Vision ([www.worldvision.org/clean-water-news-stories/global-water-crisis-facts](http://www.worldvision.org/clean-water-news-stories/global-water-crisis-facts)); 785 million people lack access to clean water (1 in 10). Women and girls spend an estimated 200 million hours hauling water every day. The average woman in rural Africa walks 6 kilometers (3.72 miles) every day to haul 40 pounds of water.
7. World Vision ([www.worldvision.org/child-protection-news-stories/child-labor-facts](http://www.worldvision.org/child-protection-news-stories/child-labor-facts)); due to rising poverty as a result of the COVID-19 pandemic, an estimated 8.9 million additional children are at risk of being pushed into child labor by the end of 2022
8. Statista (<https://www.statista.com/chart/11857/the-global-pyramid-of-wealth/>); Based on 2020 numbers, 45.8% of global household wealth is in the hands of just 1.1% of the world’s population



# Appendix 6: Cards for Interconnections, Activity 4

<b>Soccer Ball</b>	<b>Child Labor</b>	<b>Stitched by Hand</b>	<b>A Family Desperate for Money</b>
<b>Pair of Jeans</b>	<b>Workers Earning Low Wages</b>	<b>Fashion</b>	<b>Factory</b>
<b>Homeless</b>	<b>552,830</b>	<b>United States</b>	<b>2022</b>
<b>Lettuce</b>	<b>108 Billion Pounds</b>	<b>130 Billion Meals</b>	<b>38 Million</b>
<b>New Car</b>	<b>China</b>	<b>Factory Closed</b>	<b>Food Bank</b>
<b>Bali</b>	<b>Swimming Pool</b>	<b>Salinity</b>	<b>Tourists</b>



# Appendix 7: Samples for Interconnections, Activity 4

Soccer Ball	Child Labor	Stitched by Hand	A Family Desperate for Money
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Many soccer balls that are used in schools are imported from places where children are employed to hand stitch balls in very poor working conditions. Many children working in these conditions are doing so because of ongoing poverty in their families and communities, and to pay off debts owed by their families.

Pair of Jeans	Workers Earning Low Wages	Fashion	Factory
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A great deal of clothing, including jeans and a lot of sportswear, is made in factories where workers endure poor working conditions, long hours, low wages and other violations of their rights. Fairer working conditions would make a big difference in the lives of the people living and working in these situations.

Homeless	552,830	United States	2022
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Homelessness is not a novelty in the US. With around half a million individuals living in a state of homelessness, things are not looking great in the US. It's important to realize that poverty doesn't just happen "somewhere else", and that there are many instances and indications of poverty and inequality within US. (<https://policyadvice.net/insurance/insights/homelessness-statistics/>)

Lettuce	108 Billion Pounds	130 Billion Meals	38 Million
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America has more than enough food for everyone to eat. But each year, 108 billion pounds of perfectly good food go to waste, equating to 130 billion meals and more than \$408 billion in food thrown away each year. Shockingly, nearly 40% of all food in America is wasted. Meanwhile, 38 million face hunger in the United States. ([www.feedingamerica.org/our-work/our-approach/reduce-food-waste#:~:text=How%20much%20food%20waste%20is,food%20in%20America%20is%20wasted.](http://www.feedingamerica.org/our-work/our-approach/reduce-food-waste#:~:text=How%20much%20food%20waste%20is,food%20in%20America%20is%20wasted.))

New Car	China	Factory Closed	Food Bank
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China produces the most cars and car components in the world. This has led to factories closing, jobs lost, and families relying on social services, such as food banks to survive.

Bali	Swimming Pool	Salinity	Tourists
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Bali is a favorite vacation destination. Overuse of fresh water for tourism interests, such as for swimming pools and golf courses, has a negative impact on fresh water supply for locals, including rising salinity which can harm food production and jeopardize the livelihoods of local farmers.



## Appendix 8: Reference Chart for Take A Step, Activity 6

Use this chart to adjust for the number and color of cards needed based on the number of girls. If your group size is less than 10, use the numbers for 10 girls, otherwise use the numbers that work best for the size of your group.

Income per year	Percent in US	Card Color	Number of Girls			
			10	15	20	30
Greater than \$150,000	18.3%	Blue	2	3	4	6
\$25,000 - \$149,999	63.7%	White	6	9	13	19
Less than \$25,000	18.1%	Red	2	3	3	5

### Sources & Notes:

- Data compiled from Statista (<https://www.statista.com/statistics/203183/percentage-distribution-of-household-income-in-the-us/>)
- Number of card per color calculated by Number of Girls multiplied by Percent in US. Example: Blue for 10 girls would be  $10 \times 0.183 = 1.83$ , so rounded to 2 girls for blue card. Based on this you can calculate for the size of your troop/group.



# Appendix 9: What is Poverty? Template, Activity 7

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