

Activity: Poverty Scramble and SSVP PowerPoint Plan

Curriculum for Excellence (Linking to the four capacities):

Successful Learners:	Confident Individuals:	Responsible Citizens:	Effective Contributors:
<ul style="list-style-type: none"> Learn independently and as part of a group. Link and apply different kinds of learning in new situations. Openness to new thinking and ideas. 	<ul style="list-style-type: none"> Relate to others and manage themselves. Develop and communicate their own beliefs and view of the world. Achieve success in different areas of activity. 	<ul style="list-style-type: none"> Make informed choices and decisions. Develop informed, ethical views of complex issues. 	<ul style="list-style-type: none"> Work in partnership and teams. Take initiative and lead Apply critical thinking in new contexts.

Notes:

This Is Our Faith:

In the image of God:

- I can describe how the Christian vision of the dignity of the human person, made in the image and likeness of God, is grounded in humanity being relational, rational, creative and having free-will.

Hours of God:

- I have explored how prayer, ritual and worship are a part of the human response to life and can explain their importance within the life of a Christian in building a relationship with the living God.

Reign of God:

- I have reflected on Church Teaching and I can describe how this has affected my understanding of my value as a person, my awareness of the needs of others and my willingness to contribute to the service of the common good.

Learning Objectives:

- 1) To introduce Poverty in Scotland- define poverty and social exclusion
- 2) To introduce SSVP (Scotland) - explain the set-up of SSVP in Scotland
- 3) To discover Youth SSVP and the work groups do in Scotland

Slide	Notes	Possible Questions?
1	<ul style="list-style-type: none"> Display Youth SSVP logo Introduction- who you are etc. 	
2	<ul style="list-style-type: none"> What do you need in your life? Ask pupils to discuss what they need in their day-to-day life to get by. Emphasize the word need- pupils will probably mention their mobile phones, play stations, wifi... Feedback as a group and show different ideas on the presentation. 	
3	<ul style="list-style-type: none"> Many people across Scotland are missing some of these essential things we need in our lives. 	
4	<ul style="list-style-type: none"> Poverty and Social Exclusion. Display the word Poverty- Ask the young people to talk in pairs/small groups about their ideas of poverty and to come up with a definition. Feedback as a group. Display the words Social Exclusion- Ask the young people to talk in pairs/small groups about their ideas of social exclusion and to come up with a definition. Feedback as a group. 	<ul style="list-style-type: none"> What do we mean by poverty? Thinking about what we need in our life, what may people in poverty be missing? What does the word exclusion mean? How does it feel to be excluded?
5	<ul style="list-style-type: none"> Explain what poverty means and give examples of what people may be living without. Identify that there are 2 ways we measure poverty: <ol style="list-style-type: none"> 1) Absolute Poverty 2) Relative Poverty <p>Encourage the young people to discuss what they think these two ways of measuring poverty mean.</p>	
6	<ul style="list-style-type: none"> Absolute Poverty: is the lack of sufficient resources to secure basic life necessities including amongst others; safe drinking water, food, or sanitation. The Poverty line is often calculated on the basis of income: where the income of a person or a family falls below a certain level considered to be the minimum required for a reasonable standard of living, then this person or family is considered poor. Relative Poverty: in Europe, poverty is generally understood as relative poverty, in which case a person or a household is considered poor when their income and resources are worse than what is thought to be adequate or socially acceptable in the society in which they live. 	



7	<ul style="list-style-type: none"> Explain what social exclusion means and give examples of how people may be excluded and why. People living in poverty may entail isolation from family and friends, experiencing racism and discrimination and having basic needs met. 	
8	<ul style="list-style-type: none"> Explain that Youth SSVP are part of SSVP. Ask pupils if they have heard of SSVP? 	<ul style="list-style-type: none"> Have any of you heard of SSVP? How do you know about SSVP?
9	<p>The Society of St Vincent de Paul works across 155 territories in 5 different continents. We have 50,000 conferences with around 800,000 members. From 2017-2018 around the world SSVP helped 30 million people. We truly are a global organisation. (Information taken from Circular Letter, 31st January 2019- 16th President General- Renato LIMA DE OLIVERIA)</p>	<ul style="list-style-type: none">
10-13	<p>We are going to play a game called scramble for wealth. This game has been slightly adapted from The Manual for Human Rights Education with Young People (2012) http://www.eycb.coe.int/Compass/en/pdf/2_41.pdf</p> <p>Objectives:</p> <ul style="list-style-type: none"> To develop an understanding of the injustices of poverty To develop critical thinking skills To promote respect for human dignity and a sense of justice. <p>You will need:</p> <ul style="list-style-type: none"> 100 coins or counters 3 or 4 pairs of socks Large whiteboard/paper to write on <p>Instructions:</p> <p>Part 1:</p> <ul style="list-style-type: none"> The aim of the game is to get as many coins as possible. The only rule of the game is that no player may touch another player at any time. Get pupils to sit in a circle. Give 3 or 4 people a pair of socks to wear over their hands. Tell them they must put them on their hands and keep them on during the game. Postpone any discussions of the reasons for sharing out the coins and socks until the debriefing. Give 4 pupils an additional 5 coins before the game starts (20 coins) Scatter the other 80 coins in the middle of the circle. 	



	<ul style="list-style-type: none"> At the word Go! Participants gather up as many coins as possible. Allow for about 90 seconds (it may be over sooner). Divide the group up into the following subgroups: <ul style="list-style-type: none"> 6 or more coins: people will be able to meet all their basic needs and most of their wants 3-5 coins: people will be able to meet their basic needs 2 or fewer coins: people will have difficult surviving due to inadequate shelter, lack of food, lack of education to get a good job. <p>Part 2:</p> <ul style="list-style-type: none"> Tell participants that they may, if they wish, give coins away to others. However, they are not required to do so. Allow 2-3 mins for participants to redistribute the coins if they wish. Then ask them to get back into their groups: <ul style="list-style-type: none"> 6 or more coins: people will be able to meet all their basic needs and most of their wants. 3-5 coins: people will be able to meet their basic needs. 2 or fewer coins: people will have difficult surviving due to inadequate shelter, lack of food, lack of education to get a good job. Ask if anyone has changed category as a result of giving or receiving coins. 	
14	<p>If poverty is to be effectively challenged the most essential thing is that people, the general public, understand the reality of poverty- what poverty is doing to so many of our people. I don't think they do. Many don't want to know, many are so isolated from it that they never experience it, many accept the statistical evidence of research but do not understand the implications for the people concerned.</p> <p>They all need to be educated and challenged and the Society of St Vincent de Paul is in the best position to do it as Members know the reality. They encounter poverty in human terms every week. And it is only when poverty is expressed in human terms, in the human story, that the reality will be perceived and a change of heart brought about....</p> <p>A prejudice to be removed is the belief that 'it is their own fault'. You know that from hundreds of thousands of families this is not true. It is not true for the great majority of the long term unemployed and how devastating that can be when you live in an area</p>	<ul style="list-style-type: none"> It is probably easier to go about our work, than to get involved publicly in the quest for justice. Yet doesn't the real story have to be told? The public quest for justice and equality is the only way towards the prevention of poverty. Discuss.

	<p>where 75% are unemployed. It is never true of the children whose lives are blighted and development stunted by the poverty into which they have been born....</p> <p>You are in a perfect position to be an early warning system. You should become the antennae of a caring society, the watchdog for the poor. You should concern yourselves publicly as much with the quest for justice as with the need to show mercy. The importance of taking up this role is that it prevents poverty and prevention is vital if poverty is ever to be contained.</p> <p>(Bishop Eamonn Casey, 1991)</p>	
15	Instead of just giving money to help people what else could you do?	
16	St Vincent de Paul: St Vincent de Paul lived from 1581 to 1660 and devoted his life to helping the underprivileged.	
17	Blessed Frederic Ozanam: Frederic was studying law at university in Paris when he started SSVP. At this time very little was being done to help the many poor and suffering people of France. Frederic started the Society with a few of his friends. The group followed the example of St Vincent de Paul and named their group after him. It started with 5 people...and now there are 800,000 in 155 countries! (that's the same as ALL the people in Glasgow!)	
18	<i>Our Vincentian commitment is not just to help with the basic human necessities, but, above all enable people in need to reach their full potential...</i>	
19-23	Go through examples of different work SSVP Conferences do: food, gas, electric, visiting people, organise holidays or sometimes just offer company and advice.	
24	<p>Every Member of Youth SSVP has a vital role to play. There are currently 18 SSVP Youth groups in Scotland working towards a common goal. Members of SSVP Youth are young people that identify the needs in their community, come up with ideas on how to help and make decisions about fundraisers and service activities.</p> <p>This is a photograph from our Annual Youth Day 2019- this was an opportunity for Youth SSVP to meet up and discuss the work they do in their local communities. These are just some of the different activities Youth SSVP Groups have organised this year to help people.</p>	



26	Explain to the pupils how important their actions are- how small acts of kindness can have a big impact. Youth SSVP is about helping, showing kindness and compassion and wanting to make a difference.	
27	Closing prayer- can be said together or individually.	

