| **Learning Tool Code** | **Title**  |
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| SDG1-SDGfP |  **No poverty** |
| **Objectives** |
| 1. The student explains the concept of poverty2. The student explains the term extreme poverty3. The student explains what the first goal of sustainable development should be achieved4. The student explains the possible reasons for not achieving the goal by 2030.5. The student explains the connection between poverty and the outbreak of the Covid-19 pandemic6. The student learns the causes that can lead to poverty7. The student connects the concept of poverty with the situation in Croatia8. The student cooperates in a team9. The student applies critical thinking to problem solving10. The student develops a positive attitude towards learning new content (SDGfP goal 1) |
| **Activity details** |
| - materials - in the attachment- duration of the activity - 120 min- a group of 15-20 students |
| **Instructions**  |
| **Activity 1:**introduction to the topic - asking questions (10 min)- What is poverty for you?- Is a person poor if he can't afford the latest cell phone model?- What causes an individual's poverty?- Do you know people you would say are poor?- Can you, as an individual, help prevent poverty and how?After the students have given answers to the questions asked and discussed the answers given, they are shown a short video.<https://youtu.be/TfOJ7HNo-qE>After watching the video, students talk about what they saw in the video. They comment and exchange opinions on whether in the introductory part of the lesson they gave similar answers to the questions asked at the beginning of the lesson with the answers mentioned in the video.**Activity 2: (30 min)**Students are given material from the Annex, which explains in more detail what poverty is. Also, the term extreme poverty is explained. Students are introduced to the goal 1 of sustainable development: the eradication of poverty in all its forms and everywhere in the world by 2030. and with predictions that the goal will not be achieved. They link the outbreak of the Covid-19 pandemic with the deepening of poverty and the prolongation of the goal. Students get to know the situation in Croatia and learn whether there is extreme poverty in Croatia.After reading the material, students will watch a video in which true stories about poverty are presented.<https://youtu.be/0RO67LjN_ks>Students talk about what they heard in the video. Based on what they saw in the video and the material they read from the Annex, students answer the questions:- What is extreme poverty?- Is there extreme poverty in Croatia?- Does children's poverty affect their school success And if so, how?- Does the lack of education affect poverty, or can education help a person get rid of poverty?- Can natural disasters lead to poverty?- How can you as an individual help prevent poverty - Can you help everyone? So the answer is not that you should give up trying to help just one person, explain?- Have you ever thought about how to help someone who has no money and what way did you intend to help?remark: Questions can be changed to fit other countries. If there aren’t any cases of poverty, the teachers can translate the materials from Croatian to other languages for the students. **Activity 3. (50 min)**Students were given the task to explore one of the current problems related to poverty in Croatia; menstrual poverty. The Association for Human Rights and Civic Participation PaRiter deals with this problem. At the end of 2020, the association spoke about this issue through an online questionnaire.The task is to use links to explore:1. What does the term menstrual poverty mean?
2. Is it trying to solve this problem and in what way?
3. Have you ever encountered in a real environment the problem discussed in the links?
4. What do the research results say?
5. What issues were covered by the research?

<https://pariter.hr/objavljeno-je-prvo-istrazivanje-o-menstrualnom-siromastvu-u-hrvatskoj/><https://www.ziher.hr/komentar-menstrualno-siromastvo/><https://pariter.hr/wp-content/uploads/2021/02/Menstrualno-siromastvo-izvjestaj-1-1-1.pdf><https://pariter.hr/apel-zastupnicima-cama-smanjite-porez-na-menstrualne-potrepstine-5posto/><https://pariter.hr/vlada-rh-je-jos-jednom-odbila-prijedlog-o-smanjenju-poreza-na-menstrualne-potrepstine/>remark: Questions can be changed to fit other countries. If there aren’t any cases of poverty, the teachers can translate the materials from Croatian to other languages for the students.  |
| **Tips for the facilitator** |
| - the teacher asks questions and tries to involve as many students as possible in the answer- after the students independently study the working material from the attachment, they try to play a game, which asks them for the answers that were in the working materials- The teacher has the role of helper, leader, and guides students when they need help |
| **Debriefing** |
| Students present the results of their research to the whole class, read the answers from their questionnaires and further explain them. |
| **Follow-up/Inspiration for the future** |
| Information on social media, school website. |
| **References/Further reading** |
| <https://youtu.be/TfOJ7HNo-qE><https://youtu.be/0RO67LjN_ks><https://pariter.hr/objavljeno-je-prvo-istrazivanje-o-menstrualnom-siromastvu-u-hrvatskoj/><https://www.ziher.hr/komentar-menstrualno-siromastvo/><https://pariter.hr/wp-content/uploads/2021/02/Menstrualno-siromastvo-izvjestaj-1-1-1.pdf><https://pariter.hr/apel-zastupnicima-cama-smanjite-porez-na-menstrualne-potrepstine-5posto/><https://pariter.hr/vlada-rh-je-jos-jednom-odbila-prijedlog-o-smanjenju-poreza-na-menstrualne-potrepstine/> |
| **Annex**  |
| Questionnaire 1.1. What is extreme poverty?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. Is there extreme poverty in Croatia?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Does children's poverty affect their school success and if so, how?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. Whether the lack of education affects poverty, or whether education canto help a person get rid of poverty.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. Can natural disasters lead to poverty?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. How can you as an individual help prevent poverty?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_7. Can you help everyone? So the answer is no that you need to give up trying to you only help one person, explain?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_8. Have you ever thought about helping someone who has no money and how did you intend to help?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Questionnaire 2. 1.   What does the term menstrual poverty mean?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2.    Is it trying to solve this problem and in what way?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3.  Have you ever encountered in a real environment the problem discussed in the links?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4.  What do the research results say?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. What issues were covered by the research?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NO POVERTY, GOAL 1. The goal: to eradicate poverty everywhere and in all its forms by 2030. **What is poverty?**Poverty isn’t not having an income that will provide us with a secure daily life. Poverty includes hunger and malnutrition, inaccessibility or limited access to education, homelessness, poor and inadequate housing conditions, poor health, increased mortality, social discrimination and isolation, and reduced participation in decision-making.Although poverty is as old as humanity, its image and boundaries are constantly changing. It is present in all societies, although in more developed societies the number of poor citizens is in a smaller percentage than in underdeveloped parts of the world, where citizens face it even in its extreme forms. More than 10% of the world's population lives in extreme poverty. Extreme poverty means you can’t afford drinking water, at least one meal a day, clothes, shoes, and a very likely place to live. The extreme poverty line is determined by the amount set by the World Bank in 2018 and amounts to 1.90 US dollars per person per day (less than 13 kn). At that time, 8% of employees in the world lived in extreme poverty.Poverty eradication is the first goal of sustainable development, one of the most challenging goals of sustainable development. United Nations member states are committed to ending all forms and dimensions of poverty, including extreme poverty, by the end of 2030. This challenging goal was further burdened by the global crisis of the Covid-19 pandemic and the economic downturn caused by the pandemic. The Covid-19 pandemic has pushed millions of employed people into unemployment and poverty. Even before the start of the global Pavid-19 pandemic, assumptions were made that despite efforts to achieve the first goal of sustainable development, 6% of the world's population in 2030. continue to live in extreme poverty, which means that the goal will not be achieved.**The situation in the world**Although the number of people living in poverty is declining (in South Asia: it was 36% in the 1990s and 10% in 2015), poverty is still present, especially in developing countries. Almost every tenth person lives on less than $ 1.90 a day, or less than $ 13 a day. The largest number of the poorest citizens live in South Asia and sub-Saharan Africa.Covid- 19 crisis has slowed the world's fight against poverty. The economic downturn caused by the Covid-19 crisis could increase global world poverty to 8% of the world's total population. This could be the first global increase in poverty since 1990. The World Bank stated that in 2020. 71 million people have been pushed into poverty, while the International Organization for Human Rights estimates that in 2022. more than 205,000 people will be unemployed (in 2019 the number of unemployed was 187,000 people), so the number of unemployed will continue to grow. **The situation in Croatia** In Croatia, the problem of extreme poverty is almost insignificant and amounts to 0.6% This does not mean that the problem should be ignored. A big problem is the fact that 19.3% of people live on the poverty line. The most vulnerable people are senior citizens and retirees. Through the various programs in which they are included, they are provided with help at home and through the living rooms a place to socialize. Many associations operating in Croatia make citizens aware of the problem of poverty. Many "shops" in Croatia have been opened that collect supplies and food and give them to the needy. |