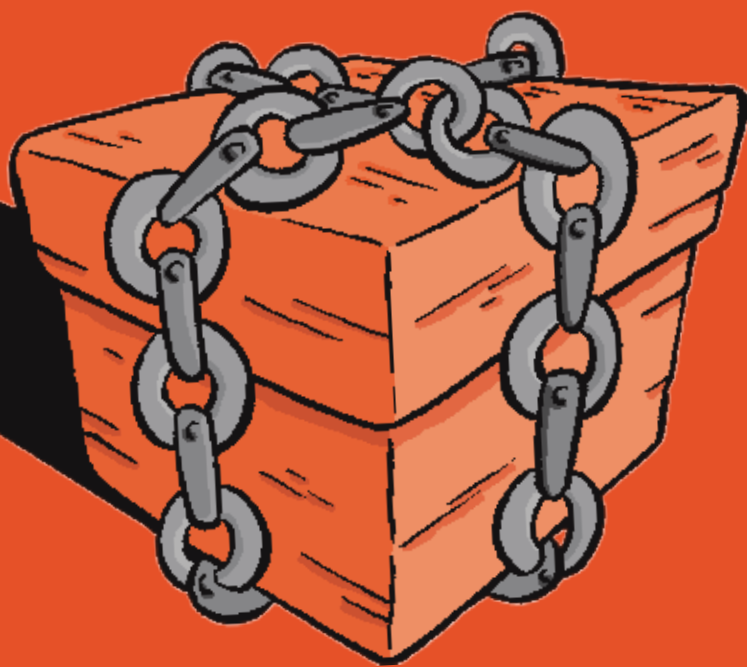


Ahora Toca... Let's end Poverty and Inequality

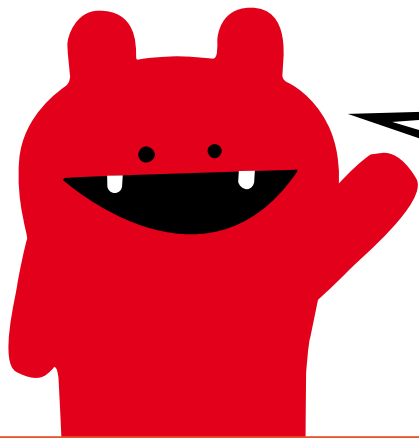


# THE BOX OF



# MONSTERS

Teacher's guide  
with resources



Sponsor a child with  
**WEDUCOLE**

## A TOOL TO EDUCATE IN SOLIDARITY

**WEDUCOLE** is an amazing chance for the whole educational community to participate in a caring and didactic project sponsoring a child in a collective manner through Ayuda en Acción.

**WEDUCOLE** brings the opportunity for pupils to:

- Get in contact with the sponsored child and get to know one another. Who he is, how he lives, what is his family like and their day-to-day life.
- Receive messages from his classmates, so the caring link involves the whole educational community and not only the sponsored child.
- Experience the solidarity from childhood as a fun and joyful adventure.
- Develop civic and social skills through communication, learning and empathy.
- Share with the educational community a functional gesture of solidarity and how we all together are able to improve the world where we are living in.

## SCHOOLS AND FAMILIES WHO ARE SPONSORING

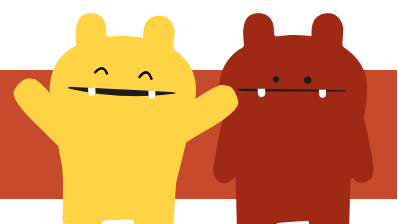
To **SPONSOR WITH WEDU** is not a common caring contribution.

Wedu is a project from Ayuda en Acción especially designed to strengthen the links among children, families and schools around the participant communities. Specific goods and didactic resources are sent periodically to school or home. Additional materials such as participative proposals and educational content can be found in the project website.

In case your school is already sponsoring through Ayuda en Acción, you can keep this link with the same child and receive communications and materials from Weducole. All you have to do is to register yourself or your school on the website and to get your membership code there.

Ask for information and take part with your pupils in Weducole at

[ayudaenaccion.org/wedu](http://ayudaenaccion.org/wedu)



Didactic material edited by Ayuda en Acción for the Educational Program AHORA TOCA...  
Contents and design by En Babia Comunicación Social for Ayuda en Acción. Illustrations by iiago for En Babia.

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# ACTIVITY DESCRIPTION AND GENERAL OBJECTIVES

**Right Now... THE BOX OF MONSTERS** is a fully symbolic proposal that addresses the issue of the society's struggle against poverty and inequality and against all their root causes.

This project includes classroom activities adapted to the different educational stages, a proposal that children and young adults will do with their families (the same for all age groups), and a closing collective action.

In this final action we will use drawings, photos, clippings, collages, etc. to symbolize Hunger and other huge monsters that are still plaguing the world today. We will then put all the works in a large box under lock and key and bury it or destroy it for all to see.

**Our main aim is to show the manifold ills that are the scourge of humankind: hunger, war, natural disasters, food speculation, drought, plagues, epidemics, etc., which are causing thousands of victims in the Southern or “developing” countries. But we also wish to show the way the economic crisis, unemployment and inequalities have made poverty enter again the lives of more than 2 million children in Spain and the rest of the Northern or “developed” countries in the first decade of the 21<sup>st</sup> century.**

With this proposal, we **also aim to:**

- Give thought to the main reasons for poverty and inequality in the world and the differences between those who cause them and those who suffer them.
- Gain greater understanding of concepts of globalization or sustainability (related to world economy) or middle class or poverty threshold (related to the economic organization of societies).
- Make manifest the fears that paralyze humans and arouse the feelings that will make us all build together a fairest world.

# PREPARATION AND INVOLVEMENT OF THE EDUCATIONAL CENTRE

**Right now... THE BOX OF MONSTERS** has a global action based on symbolic play to be carried out collectively by a class or the whole school. In both cases, it is very important that we count on the responsibility of all teachers. Likewise, we also need to clearly inform students and their families about the reasons for this action, thus gaining all their support and commitment.

We suggest that you start this activity around **October 17, International Day for the Eradication of Poverty**. There are, however, other dates in the first quarter when this action may also be implemented: October 16, World Food Day; October 10, European Homeless Day; December 20, International Human Solidarity Day. You may also do this activity whenever suitable.

## Support resources for teachers

- You will find below different “roadmaps” to work on this topic with your students for a teaching hour.
- We have designed our materials for Pre-school, Primary and Secondary Education. We hope that you will find our ideas useful, although we are aware that these may need some adaptation to the specific curricular requirements and the idiosyncrasy of each school.
- “Ayuda en Acción” highly encourages you to share your own experiences in our blog. These may serve as new “roadmaps”, more suitable for a specific subject or year, new ideas that complement this action or simply a report on the event. Your cooperation is very valuable! Contact us at [educacion@ayudaenaccion.org](mailto:educacion@ayudaenaccion.org) and we will coordinate your participation in our blog.

## Resources for preparing the students

- At the beginning of the teaching hour, we must present students with the main purpose of the activity and explain them the final collective action.
- The worksheets mentioned in the contents of this teaching guide can be accessed and downloaded from [ayudaenaccion.org/ahoratoca](http://ayudaenaccion.org/ahoratoca).

## Resources for involving the families

- Our proposal also aims to involve families and work on the topic at home. It is very important that all students are given a copy of the worksheet “For the family”.

### Resources for involving the non-teaching staff

- We would also recommend that you invite non-teaching staff to take part in this activity.
- Specifically, with **Right Now... THE BOX OF MONSTERS** families and non-teaching staff can also bring their own “monsters” and put them in the box, or they can participate in getting rid of it, whatever the way you have chosen.

### Resources for promoting the activity both within and outside of the centre

- In [ayudaenaccion.org/ahoratoca](http://ayudaenaccion.org/ahoratoca) you will find the poster for the announcement of each collective action.
- You may want to advertise your initiative in some local (or social) media, which may broadcast or publish it as news. They may go to your school and cover your exhibition of monsters, talk to your students or record the symbolic “destruction” of the box.
- In our blog you will find a gallery where we can post all images and texts you send from your school: new posters and murals, completed worksheets, photos, videos, etc. Your example will surely help other schools to take action!

## AND RIGHT NOW... TAKE ACTION!

**Let's fill the box with monsters!** Here are some ideas for the implementation of this action:

- The monsters must symbolize the causes of poverty and inequalities in the world. In these materials you will find worksheets with some customizable monsters we have drawn up for you. You may also create them ‘from scratch’ using diverse techniques.
- You can complete the meaning of each ‘monster’ with related data: press clippings, photos, drawings, writings, etc. These can also be shown in an exhibition.
- The box of monsters must be placed in a common location so that everyone can have access to it.
- You can decorate the box in a sinister way, adding real or paper-made chains and padlocks. Make up a spell to prevent the monsters from getting away. All you can think of to grant the box the importance it has in this activity: a box that contains all ills of this world is not any box.
- An alternative is to keep the box in the school or in the classroom during all the year. This way, whenever a problem occurs between the students, the box will also help to evoke that “monster”, draw it up and put it in the box with the others.
- When the time comes to destroy the box or make it disappear, choose the way that suits your school best and do it with all (ALL!) the people who took part in this. For instance, you can bury the box in the school garden, or in a nearby garden or forest. You can throw it into the sea or into a river (only if the materials are biodegradable). You can also burn it on a bonfire (on St. John’s Eve). Other equally effective options are using a paper shredder or the dustbin lorry.

# ROAD MAP

## Proposal for Pre-school and 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year of Primary Education



### Introduction to the activity

- Ask the group of children: What is for you “to be poor”? They will probably mention stereotypical images of elderly people, wearing rags, dirty, etc. They may also speak about countries where there is a shortage of food and water.
- You can tell them about poverty from the point of view of inequality. “To be poor” means that some people do not have access to the most basic needs to have a decent standard of living: they do not only lack food but also housing, education and health care. This is not just happening in poor countries: in our country there are also children whose families have no jobs and no money to afford their basic needs.



### Ideas for the classroom

#### Puppet Theatre: “Monster Catcher”



- The play we present is called “Monster Catcher” and it is a simple activity to make children learn about and lose their fear of the monsters that cause poverty and injustice.
- In the worksheets you will find a series of terrifying monsters to cut out and turn into puppets. The monsters are carrying a sign where each child will write the name of the ill the monster represents.
- You will also find a child with a red ball: he is the protagonist.
- You can also bring a red ball to class. You will need it to make the puppet theatre more dynamic.



#### How to make the puppet theatre more dynamic

- Give each student a monster to cut out and turn into a puppet.
- Write on the whiteboard the ills of this world caused by humans or by nature: hunger, war, poverty, injustice, inequality, drought, illnesses, crises, tsunamis, earthquakes, etc.

- Ask children to choose an ill to name their monsters. Ask them to think of an example of what their ill or “monster” causes to people to call it out during the performance.
- When everyone is ready, one child will act as the child with the red ball and another one as the monster, raising his or her puppet. The teacher will start then reading the text of the play in the worksheet. To overcome that ill, the protagonist passes the ball to another child and that “monster” disappears.
- Repeat the procedure with all the monsters. If you have a large class, you can put the children in small groups.



**PUPPET THEATRE:  
Monster Catcher**





## Ideas to do with the family

- Tell your pupils that you are going to make your own BOX OF MONSTERS.
- Ask them to draw something at home related to the monsters of the puppet theatre, or to something that frightens them and ask them to bring it to class.
- Give each pupil (or their parents) the worksheet “To do with your family”.
- This worksheet explains the activity that you are carrying out in class and contains a proposal to reflect at home on Responsible Consumption. This worksheet is the same for all courses and families.
- It is essential that, once completed, all worksheets are returned to class to continue working on the issue and explore their results.



Right Now... THE BOX OF MONSTERS
Let's end Poverty and Inequality

**Worksheets families**

**Right now...** is an Ayuda en Acción educational programme that aims to involve all of the educational community (students, teachers, families and non-teaching staff) in building a fairer world through different awareness raising activities focused on the reflection and promotion of Human Rights.

Our proposal **THE BOX OF MONSTERS** deals with the issues of **Poverty and Inequality** and aims to make manifest the widening gap between rich and poor, not only in developing countries but also in Spain and in other so-called rich countries. This fact is especially striking children, who are the main victims (with their families) of the terrible ills that plague the world nowadays, symbolized in the images of the monsters.

To learn more about the topic, your children have worked in class to create their own box of monsters. We would like to encourage you to take part in our initiative and to take stock.

**With this worksheet we wish to promote in the family the value of Responsible Consumption. It is important that the worksheets are returned to the classroom after they have been completed so students can work with them on the day of the activity. Thanks for your cooperation!**

Contact us at <http://programaeducativo.ayudaenaccion.org> and we will coordinate your participation in our blog.

Think of something you would like to purchase and answer the questions in all sincerity. Think about money and what is more and less needed.

Purchase 1: .....	Purchase 2: .....	Purchase 3: .....
Outcome: .....	Outcome: .....	Outcome: .....

(Remember that if all world population could consume as the Europeans, we would need 4 extra planets. And we do not have them!)

**WORKSHEET:**  
Activity  
for families

## Do you have new ideas?



Contact us at [educacion@ayudaenaccion.org](mailto:educacion@ayudaenaccion.org)  
We will publish your proposal in our blog and share with the rest of schools that take part in Right Now...

Download the worksheets from the blog



[ayudaenaccion.org/ahoratoca](http://ayudaenaccion.org/ahoratoca)

# ROAD MAP

## Proposal for 4<sup>th</sup>, 5<sup>th</sup> y 6<sup>th</sup> year of Primary Education



### Introduction to the activity

- You can start by presenting the group some basic concepts about **North and South, developed and developing countries, world distribution of wealth and poverty**. You will find some useful information in the last pages of this teaching guide, in the section “Focusing on the issue”
- Discuss some of these questions:
  - Does money make you happy?
  - What makes you happy?
  - Can a person who has no food, no house and no health care be happy?
  - Why is there poverty and inequality in the world?
- Introduce **solidarity and fair trade** values.



### Ideas for the classroom

#### 1. Worksheet: “The (unequal) sharing out of the cake”

- These worksheets can be done individually or in groups. The activity consists in representing correctly the real data related to the topic of each heading.
- Each “cake” is equal to the total and, using the data given, the children have to divide it and draw in the plate the portion for each guest. You will find the key to each problem in the worksheet in the next page.
- The data refer to absolutely unfair percentages on the distribution of wealth in the world, the consumption of natural resources or the current situation of child poverty in Spain.
- It is good to discuss the results of the worksheets with the group and try to suggest ways to prevent these situations from happening nowadays.

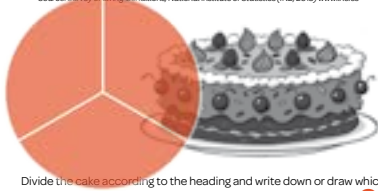


The (un)equal sharing out of the cake-Childhood

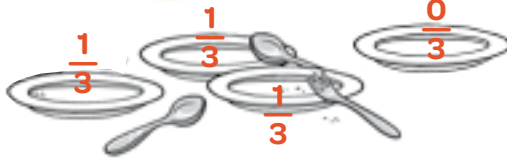


In Spain, 1 child out of 4 and their families live in a situation of poverty.

Source: Survey of Living Conditions, National Institute of Statistics (INE, 2013) www.ine.es



Divide the cake according to the heading and write down or draw which piece of cake should go to.



In the wt children Spain is 1 the EU w rate aftu



WORKSHEET:

The (un)equal sharing of the cake-Childhood

The (un)equal sharing out of the cake-Consumption

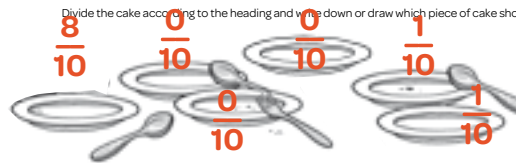


One sixth of the world population consumes 80% of the planet resources.

Source: Report Q, IX International Conference on the Environment, CONAMA Foundation and LICM General Foundation (2014). www.combioglobal.es



Divide the cake according to the heading and write down or draw which piece of cake should go in each plate.



If all the world population could consume as the Europeans, we would need 4 planets. And if they could consume as the North Americans, we would need 7 planets.



WORKSHEET:  
Posters after the crisis

Posters after the crisis



Your logo

Invented a brand name for your group

Name of your association:

---

**Problem:**

Describe it in a few words.

---

**Group that will address or benefit**

Name it depending on the problem you are going to solve.

---

**SOLUTIONS:**

1. _____	3. _____
_____	_____
_____	_____
2. _____	4. _____
_____	_____
_____	_____

**A global alternative to this problem would be...**

Provide an alternative course of action so that the problem will not happen again for lack of money.

---



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You can write, draw, paste photos, etc.

2. Group activity "Posters after the crisis"

- Put the class into work groups. Give each group a piece of card and some colour markers.
- As a whole class, make a list of crisis-related terms that are directly affecting children, their families or the people or places around them (for instance, they may have not noticed but the sports centre opens fewer hours for the crisis).
- Assign a topic to each group and ask them to find solutions that do not depend on money to be carried out. If possible, ask them to suggest some global alternatives.
- Give them the poster template. They must agree on the way to entitle it, add their solutions and present it to the class.



### Ideas to do with the family



- Tell your pupils that you are going to make your own BOX OF MONSTERS.
- Ask them to draw something at home related to the monsters of the puppet theatre, or to something that frightens them and ask them to bring it to class.
- Give each pupil (or their parents) the worksheet “To do with your family”.
- This worksheet explains the activity that you are carrying out in class and contains a proposal to reflect at home on Responsible Consumption. This worksheet is the same for all courses and families.
- It is essential that, once completed, all worksheets are returned to class to continue working on the issue and explore their results.

1 out of 5

We highly recommend that you watch the documentary “1 out of 5” described at the end of this teaching guide



Do you have new ideas?

Contact us at [educacion@ayudaenaccion.org](mailto:educacion@ayudaenaccion.org)  
We will publish your proposal in our blog and share with the rest of schools that take part in Right Now...



Download the worksheets from the blog

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# ROADMAP

## Activity proposal for Secondary School



### Introduction to the activity and group discussion

- We are sure that your students have already worked on the basic concepts of this action: **the fight against hunger, the structural causes of poverty and inequality in the developing countries, etc.** However, the current economic crisis has shown that **the gap between rich and poor is widening in the so called rich or developed countries, etc.** However, the current economic crisis has shown that **the gap between rich and poor is widening in the so called rich or developed countries.**
- Discuss with the class this excerpt of Eduardo Galeano's book *Upside Down: A Primer for the Looking-Glass World (2000)*:

*BASIC INJUSTICE COURSE:*

*"This world, which puts on a banquet for all, then slams the door in the noses of so many, is simultaneously equalizing and unequal: equalizing in the ideas and habits it imposes and unequal in the opportunities it offers." (p. 11).*



### Ideas for the classroom



### Group task: "Sociopolis"

- To do this activity, please download the worksheets with the 4 case-study cards for each group of 6 students.
- To begin the game, distribute the roles among the students. Read them aloud and write them on the whiteboard for clarity (Worksheet Round 1).
- Ask the class to rank the 6 participants in order of importance (top-down), first according to their salaries, then according to their influence given their jobs, or according to their contribution to society.
- In this second rank, the first and last in the row are free from the card (Worksheet Second Round). The remaining 4 choose one at random and read its content aloud. Update the results in the whiteboard.
- Now ask the class to order the participants again (top-down), only following economic reasons.
- At the end of the game, reflect with your students on the situation of the middle class in the developed countries and the enormous gap that divides rich and poor. Use these questions:

- What happened after reading the cards?
- What is the role of chance or fate in times of crisis?
- What happens to a rich and a poor person?
- Do their situations change because of the crisis?
- What is the solution for the unemployed?
- What is to live below the poverty line?



### Ideas to do with the family

- Tell your pupils that you are going to make your own BOX OF MONSTERS.
- Ask them to draw something at home related to the monsters of the puppet theatre, or to something that frightens them and ask them to bring it to class.
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# FOCUSING ON THE ISSUE

- Poverty is not only a shortage or lack of material resources. According to the UN, poverty is also “characterised by the continuous or chronic deprivation of the resources, capacity, opportunities, security and the power necessary for the enjoyment of an adequate standard of living and of civil, cultural, economic, political or social rights.”
- To calculate child and family deprivation rates in the developed countries, children are asked such questions as: Do you have three at least meals a day? Do you eat meat, fish, fruit or fresh vegetables in any of them? Do you have a quiet space at home to do your school homework? Do you have a bicycle, a skate or other items to do outdoor activities? Can your family afford extra-curricular activities or excursions for you?, etc.
- In 2013, 1 child in every 4 under 16 years old living in Spain was poor. The so-called “threshold” is calculated in the light of the family income and it varies from country to country. In our country, this poverty threshold for a 4-member family with two underage is set at 1,400€ per month.
- Other data related to poverty and inequality in the world show some alarming facts:
  - Every night 300 million children go to bed hungry.
  - 75% of the more than 25,000 people who die of hunger every day are children under 5, for reasons that could be avoided.
  - More than 13 million children die every year due to illnesses and infections directly related to lack of food.
  - 1 out of 4 have signs of stunted growth worldwide: 100 million have insufficient nutrition and weight faltering and 180 million are chronically undernourished.
- Inequalities are part of the reality we are facing every day and it affects especially and unfairly the most vulnerable members of our societies: children and young adults. For this reason, it is vital that we closely examine its causes and consequences because, in our globalised world, we cannot speak of welfare if we have not reached the basic for human survival. We can only achieve this with a fair redistribution of wealth, fostering the solidarity value among the peoples.



# 1 OUT OF 5

## One out of five spanish live at risk of poverty

- **1 out of 5** ([1decada5.ayudaenaccion.org](http://1decada5.ayudaenaccion.org)) is an Ayuda en Acción campaign to make society aware of the problems of the most disadvantaged in this economic crisis.
- In addition to the data and the real stories related to poverty and inequality, you can also watch three 5-minute documentaries on the real stories of people, families and communities devastated by the crisis in different ways.
- We suggest that you watch them in class and analyse their contents because, despite the severity of the crisis, all of them bring a lasting message of hope and solutions, which involve the social organisation, solidarity and courage of human beings.

**Vanessa and Adrián (Leganés, Madrid):** Unemployed and with 2 school-age children, they tell us how they manage to feed them and purchase the schoolbooks and stationery. The solution involves a program of mutual help, organised by the parent community, which supports and gives assistance to other families like them.

**Son Gotleu Quarter (Palma de Mallorca):** Around 10,000 people are living in this slum, half of them immigrants and very low-income families. The summer school and the labour of the social educators is now harvesting results: children spend less time in the streets and their young are doing volunteer work to transform their neighbourhood into a more positive environment.

**Monfero (A Coruña):** It is a Galician concello (council) that gathers numerous villages. However, their children and young are completely isolated and they only meet in the common rural school. Some of them spend longer than an hour in the school bus. Despite this, these children carry out all kinds of initiatives based on solidarity with the support of their school and families. They are a tight-knit community in a type of school that is facing a dismal future: the rural school.



Ayuda en Acción is Spanish non-government organisation for development cooperation with a presence in America, Africa and Asia since 1981.

Over 34 years, we have been working to improve the living conditions of the poorest communities and transform in this way the lives of millions of people, through self-sustaining development programmes and awareness raising and political advocacy campaigns.

We count on more than 120.000 collaborators, thanks to whom we work on 100 development programmes in 22 countries in America, Africa and Asia benefiting more than 2,5 million people.



**Find out what's new  
at Right Now... at:**



**[ayudaenaccion.org/ahoratoca](http://ayudaenaccion.org/ahoratoca)**



# Monster Catcher Puppet Theatre



# Monster Catcher Puppet Theatre

## **THE TEACHER STARTS TELLING THE STORY:**

This is the story of a child, like any of you, but this time s/he will be

.....  
*(Name of the child you choose; you can play the role of the child yourself).*

One day the child was looking out to sea and saw, looming on the horizon, an immense shadow that was approaching the shore.

When it got closer, the child could see that it was the monster of

.....  
*(Write the ill each monster embodies).*

## **THE 'MONSTER' CHILD SAYS:**

"I am (...) and I came to do away with you!"

## **THE CHILD SAYS:**

"And how will you do that? Come on, give me an example."

## **THE MONSTER REPLIES:**

"I am (...) and I am going to ... / I can... /  
*(Give an example of an ill that the monster can cause).*

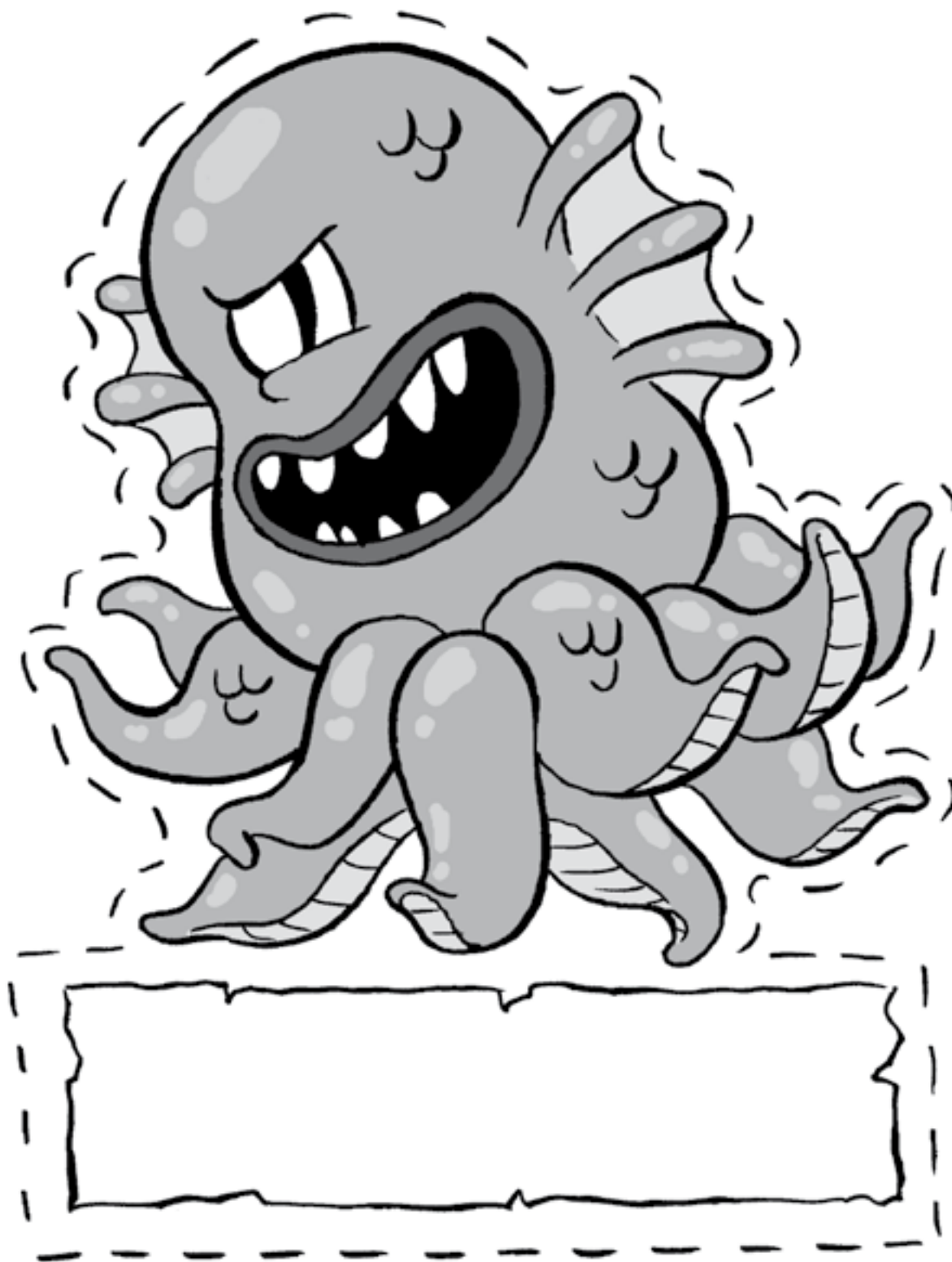
## **THE CHILD REPLIES:**

"I'm not frightened! Because I have a lot of friends who will fight with me and we together will defeat you. Look!"

*(Then the child passes the red ball to another child and so the monster is captured).*

*(The child holding the red ball is now the protagonist, then another monster appears and the procedure is repeated until all monsters disappear).*

# Monster Catcher Puppet Theatre



Write inside the box the ill that this monster represents for you. Give an example of the ill that it causes to people and/or the planet.

# Monster Catcher Puppet Theatre



Write inside the box the ill that this monster represents for you. Give an example of the ill that it causes to people and/or the planet.

# Monster Catcher Puppet Theatre



Write inside the box the ill that this monster represents for you. Give an example of the ill that it causes to people and/or the planet.

# Monster Catcher Puppet Theatre



Draw your own monster and write inside the box the ill that it represents for you.  
Give an example of the ills that it causes to people and/or the planet.

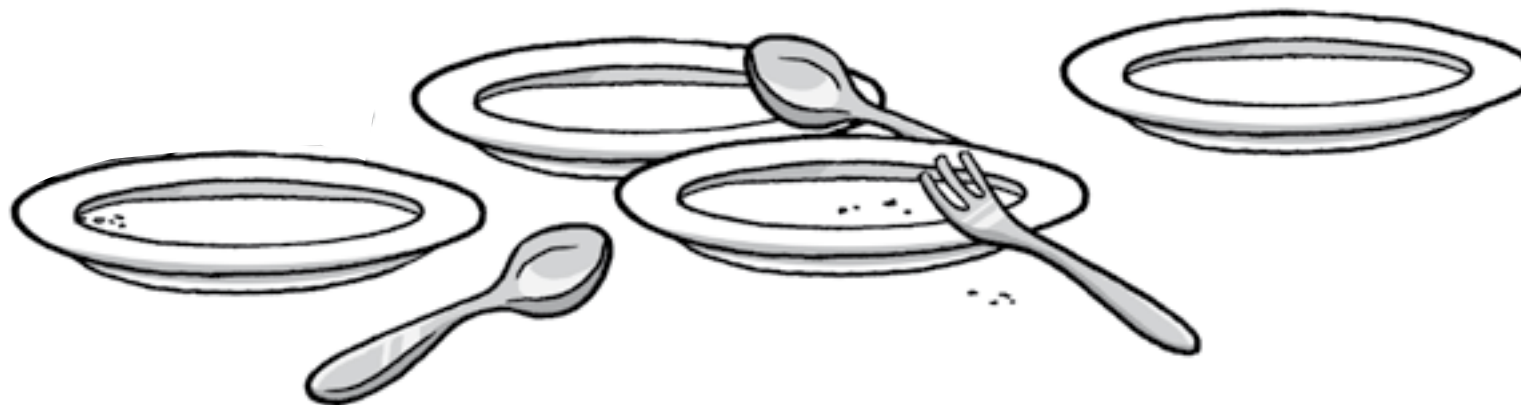
# The (un)equal sharing out of the cake-Childhood

**In Spain, 1 child out of 4 and their families live in a situation of poverty.**

*Source: Survey of Living Conditions, National Institute of Statistics (INE, 2013) www.ine.es*



Divide the cake according to the heading and write down or draw which piece of cake should go in each plate.



**In the world, 400 million children live in extreme poverty. Spain is the second country in the EU with the highest poverty rate after Portugal.**

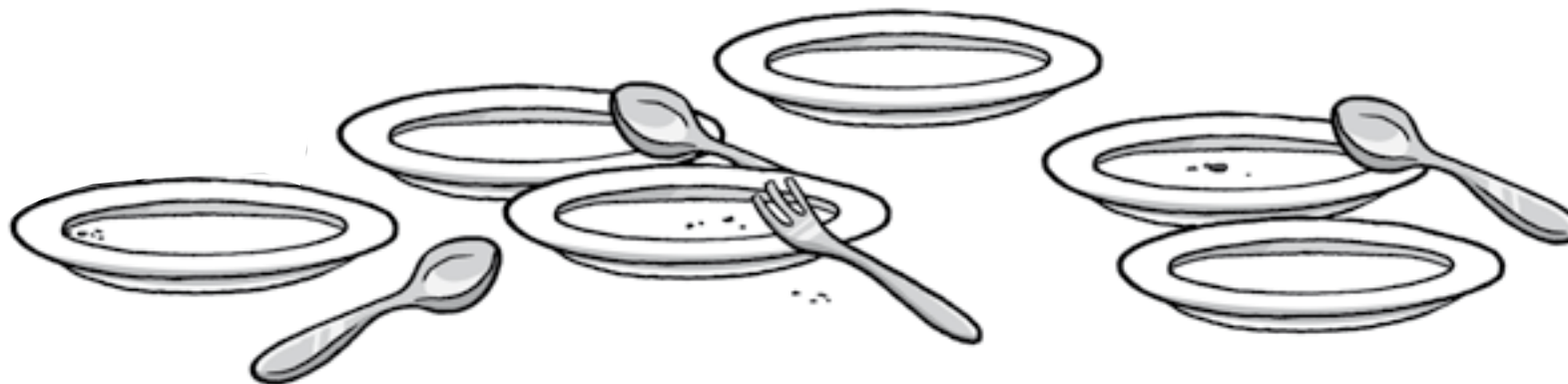
# The (un)equal sharing out of the cake-Consumption

**One sixth of the world population consumes  
80% of the planet resources.**

*Source: Report 0, IX International Conference on the Environment.  
CONAMA Foundation and UCM General Foundation (2014).  
www.cambioglobal.es*



Divide the cake according to the heading and write down or draw which piece of cake should go in each plate.



**If all the world population  
could consume as the europeans,  
we would need 4 planets.  
And if they could consume as  
the North Americans, we would  
need 7 planets.**

# Posters after the crisis



## Your logo

Invented a brand name  
for your group

## Name of your association:

.....

## Problem:

Describe it in a few words.

.....  
.....  
.....

## Group that will address or benefit:

Name it depending on the problem you are going to solve.

.....  
.....

## SOLUTIONS:

- |  |  |
|--|--|
| <p><b>1.</b> .....</p> <p>.....</p> <p>.....</p> | <p><b>3.</b> .....</p> <p>.....</p> <p>.....</p> |
| <p><b>2.</b> .....</p> <p>.....</p> <p>.....</p> | <p><b>4.</b> .....</p> <p>.....</p> <p>.....</p> |

## A global alternative to this problem would be...

Provide an alternative course of action so that the problem will not happen again for lack of money.

.....

.....

.....

.....

You can write, draw, paste photos, etc.

# Sociopolis: Group task (round 1)

You live off the family assets.  
You do not need to work  
and you have an allowance  
of 5,000€ per month  
for your personal expenses.

**YOU ARE  
UPPER CLASS.**

You are a freelance architect  
and you charge an average  
of 3,000€ per month  
per project.

**YOU ARE  
UPPER-MIDDLE CLASS.**

You are a police inspector  
and you earn  
1,800€ plus 500€  
bonus per month  
in 14 payments per year.

**YOU ARE  
UPPER-MIDDLE CLASS.**

You do research  
on rare diseases  
for a EU-funded 2-year  
national project.  
Your monthly salary is 1,100€.

**YOU ARE  
MIDDLE CLASS.**

You are an employee  
and work as  
a window fitter in a factory.  
Your salary is  
1,400€ per month.

**YOU ARE  
WORKING CLASS.**

You are a young unemployed  
who dropped out secondary education.  
You are following a job placement programme  
doing small gardening jobs.  
You receive a subsidy of 430€ each month.

**YOU ARE  
LOW CLASS.**



The specification of class follows Max Weber's social classification, according to their level of education and their income.



## Sociopolis: Group task (round 2)

**The government decides to cut a 15% of the salary to all civil servants and to remove their 2 holiday payments and bonuses.**

If you are a civil servant, or have any state allowance, this cut affects you. Otherwise you stay the same.

**The housing bubble has collapsed. Houses are no longer built nor sold.**

If you work for the building sector, you lose your job. If you are an employee, the unemployment benefit will be 70% of your monthly salary.

**Your grandma, who receives a pension of 780€ per month, has gone to live with you (you are her only grandchild) to help your family with her pay.**

No matter where you work, she is your grandma and you make room for her in the house. Besides, the money is good for you.

**You wanted to extend your family and you had twins! You have to move to a new house but you can't find a buyer for your apartment and the rent of the new house costs half of your salary each month.**

No matter where you work, this card affects you whatever your situation. You don't qualify as a large family so you have no benefits.



The specification of class follows Max Weber's social classification, according to their level of education and their income.



# Worksheets families

**Right now...** is an Ayuda en Acción educational programme that aims to involve all of the educational community (students, teachers, families and non-teaching staff) in building a fairer world through different awareness raising activities focused on the reflection and promotion of Human Rights.

Our proposal **THE BOX OF MONSTERS** deals with the issues of **Poverty and Inequality** and aims to make manifest the widening gap between rich and poor, not only in developing countries but also in Spain and in other so-called rich countries. This fact is especially striking children, who are the main victims (with their families) of the terrible ills that plague the world nowadays, symbolized in the images of the monsters.

To learn more about the topic, your children have worked in class to create their own box of monsters. We would like to encourage you to take part in our initiative and to take stock.

**With this worksheet we wish to promote in the family the value of Responsible Consumption. It is important that the worksheets are returned to the classroom after they have been completed so students can work with them on the day of the activity. Thanks for your cooperation!**

Contact us at <http://programaeducativo.ayudaenaccion.org> and we will coordinate your participation in our blog.

Think of something you would like to purchase and answer the questions in all sincerity. Think about money and what is more and less needed.



Purchase 1: .....  
Outcome: .....

Purchase 2: .....  
Outcome: .....

Purchase 3: .....  
Outcome: .....

(Remember that if all world population could consume as the Europeans, we would need 4 extra planets. And we do not have them!)