



# Enough

We live on a wildly unequal planet where a small percentage of the population has far more than they need to survive and where the majority struggle to get even the basics – enough clean water, food, health care or adequate education. It is possible for students to deepen their understanding of this inequality without resorting to guilt-mongering or soft-peddling.

You will need:

- Pencils
- Copies of Handout 1 – ‘Enough’
- Slips of paper

## Step 1

Give students a copy of **Handout 1 – ‘Enough’**. Invite students to list all of the most basic things that we all need to survive. It is important to be brief in introducing this idea so that you do not influence the results but perhaps giving ‘water’ or ‘air’ as examples may set them thinking. Ask students to keep their lists confidential at this stage and mention that there may be rewards for thoughtful answers later on. Give the students a fixed time (two minutes should be plenty). There are five spaces on the handout but invite students to list more if they can think of others.

If you see some blank looks and blank pages invite students to imagine that they are setting up a space station on

Mars and they need to ensure that all cosmonauts will have their basic needs met. What would they need to cover?

## Step 2

Invite students to share their answers with a partner and agree on a master list.

## Step 3

A confident partnership (we will call them the ‘experts’) can now share their list. If other students have further answers that were not listed by the ‘experts’ they can announce them and a very interesting discussion may ensue! Some students may insist that a mobile phone is a basic human necessity. Others may argue that sleep need not be on the list. It is always revealing to find what gets included *and* what gets overlooked. A reward may be given to a student who has an answer that is a basic human need and was not listed by the experts.

There is room on the handout to add some answers that arise from the class discussion.

## Step 4

Students should form new partnerships and be given a slip of paper with one of the basic necessities (water, air, sleep) written on it. The pairs should then discuss and record the effects of having Plenty, Not Quite Enough and None of their designated necessity. This step is designed to help children understand that poverty is more complex than having no food. Poverty is most often a combination of needs and occurs to varying degrees.

## Step 5

Share the findings of the Step 4 as a whole group.

# ENOUGH

Everyone needs enough of these things just to survive...

- 1.
- 2.
- 3.
- 4.
- 5.

Here are some things I didn't think of...

- 1.
- 2.
- 3.

These are the effects of having...

Plenty	Not Quite Enough	None

## Example of Student Handout

# ENOUGH

Everyone needs enough of these things just to survive...

1. *Air*
2. *Water*
3. *Food*
4. *Warmth*
5. *Sleep*

Here are some things I didn't think of...

1. *Company*
2. *Education*
3. *Healthcare*

These are the effects of having...

*SLEEP*

<b>Plenty</b>	<b>Not Quite Enough</b>	<b>None</b>
<i>Feel calm and rested. Think clearly. More patient</i>	<i>Scratchy eyes Grumpy Not as patient Hard to pay attention</i>	<i>Go mad!</i>

