



TEACHER GUIDE

ADMINISTER

Dollar Street: Living conditions on four Income Levels

(using computers)

In this exercise, students will use the Dollar Street website to learn about the similarities and differences in people's living conditions on the Income Levels across the world. This knowledge is crucial for students to understand global issues such as poverty, public health and sustainable development.

Step 1 (5 min)

Show Dollar Street to students and explain the concept.



Step 2 (20 min)

Students work in groups to learn about families on different Income Levels.



Step 3 (20 min)

Students show and tell what they learned about life on different Income Levels.



Ages: Young to adult learners

Requirements: Internet connection, minimum of one computer per group of five students

Preparation time: 20 minutes (or 5 minutes if familiar with Dollar Street)

Exercise duration: Around 45 minutes (depending on the number of groups)

Subjects: Geography, sustainability, economics, culture



About

Imagine all the homes in the world lined up on one long street, sorted by income. The poorest live at the left end of the street and the richest live at the right end. Everybody else? Most people live somewhere in the middle. Your house number on this street represents your income. Your neighbours on Dollar Street are people from all over the world with the same income as you. www.DollarStreet.org

Goal of the exercise

Provide knowledge of living conditions on the four Income Levels is crucial and help students understand global issues such as poverty, public health and sustainable development.

Students will learn about:

- Life on the four Income Levels.
- Similarities in living conditions within the same Income Level, regardless of where in the world people live.
- Differences in what life looks like from one Income Level to another.

Preparation

- Get familiar with Dollar Street on www.DollarStreet.org. A good place to start is going through the Quick Guide, which is on the top menu on the right of the page.
- Read the background information section at the end of this Teacher Guide
- Watch Anna Rosling Rönnlund's TED Talk from 2017, "Everyone lives on Dollar Street", where she explains the Dollar Street concept and how people live on the four Income Levels. www.gapminder.org/videos/everyone-lives-on-dollar-street
- Print copies of the handout.
- Make sure there are enough computers or tablets connected to the internet for students to have at least one per group.



Show Anna Rosling Rönnlund's TED Talk: Everyone lives on Dollar Street

The TED Talk is a good introduction to Dollar Street. It is in English and lasts about 12 minutes. You can show a shorter part by starting on 6:37. From that point onwards, Anna shows how families around the world live depending on their Income Level.



POOR

RICH

Exercise

Step 1: Show Dollar Street to students and explain the concept.

- A. Get familiar with the tool together. Go to www.DollarStreet.org. Click on Quick Guide on the menu to the right and go through it together in the class.
- B. Explain that the top row of photos represent the four Income Levels the world's population can be split into.
- C. Explain how many people live on the different Income Levels, and that numbers have been rounded for simplicity:
 - Level 1: One billion
 - Level 2: Three billion
 - Level 3: Two billion
 - Level 4: One billion
- D. Give a concrete example: show how access to water is at different levels. You can explain it like this:
 - On Level 1 most people don't have access to clean water and many hours of the day are spent trying to find it. They are at risk of getting sick from the water they have access to.
 - On Level 2 most people have access to decent water, but they might need to travel a long way to get it and spend hours carrying it back home.
 - On Level 3 most people have access to decent water in the home or nearby.
 - On Level 4 most people have access to hot and cold water in their homes which is usually safe to drink.



Use this quick guide to Dollar Street

- Everyone lives on Dollar Street. Your house number shows your income per month. Most people live somewhere between the richest and the poorest.
- The things we all have in common. Everyone needs to eat, sleep and pee. We all have the same needs, but we can afford different solutions. Select from 100 topics. The everyday life looks surprisingly similar for people on the same Income Level across cultures and continents.
- In the same country, people can have very different incomes. Select countries and regions to compare homes from the same part of the world.
- To compare homes on similar income move these sliders to focus on a certain part of the street.
- Money is not everything!
- Click the photos to learn more about the families and their dreams.

Step 2: Students work in groups to learn about families on different Income Levels.

- A. Introduce the task. Ask the students to sit in small groups.
- B. On page 6 there is a handout that you can print and give to each group. Alternatively, you can ask the questions from the handout to the students and they can take notes within their groups. Tell your students to choose a family, to look for details and to describe what how life looks like for that specific family on the Income Level they live in. Make sure you have groups working on all four Income Levels.
- C. Ask if the students have any questions. The most common ones are available as part of the background information section at the end of this guide.

Step 3: Students show and tell what they learned about life on different incomes.

- A. Let the groups present the family they have looked at to the rest of the class using show and tell. You can lead the discussion in the following way:
 - Ask the groups working with families on Income Levels 1 and 4 to start.
 - Give the class some time to reflect on the differences between the poorest and the richest.
 - Continue the presentations with students who looked at the families on Income Levels 2 and 3.
- B. Give the class a moment to reflect on how life is for people on Income Levels 2 and 3. Make them aware that most people in the world live on those two levels.
- C. Follow the students' presentations by letting the class discuss similarities and differences between the families they have worked with.
- D. Look at a few countries. One way to really illustrate what you have been saying is to show the families in a country like India, where there is a huge difference in income and, therefore, the living conditions within the same country. The same can be seen by clicking on Africa and showing that there are families on all Income Levels on the continent.
- E. Finish the exercise with a discussion about how the students experienced the task and in what sense they feel that they have got a better understanding of daily life on different Income Levels.



Point out the similarities and differences

It's important to point out here that there are both striking similarities in ordinary life for people on the same Income Levels and huge differences between people in the same country. Families on Level 4 have, for example, very similar bedrooms, kitchens and living rooms. Families on Level 2, meanwhile, store their food and cook it in a very similar way no matter where in the world they live. The families on Dollar Street are in this sense not representative of life in their home countries, but rather of how life is at different Income Levels.

Select one family on Dollar Street and fill in the lines below

Family name: Where does the family live?

Monthly income: Income Level:

Describe the family:

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How do they earn money?

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What challenges do they face?

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What do they dream about?

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Choose some photos that show the family's home and write a short comment about each picture.

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Choose some photos that show the family's living environment when it comes to hygiene, health and their access to water. Write a short comment about every picture.

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Choose a picture of the family's food or how they eat their meals. Write a short comment about the picture.

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Choose a picture of the children's toys. Write a short comment about the picture.

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What is the family's most loved item? If they haven't described one, you can choose a picture of a personal belonging that you think means most to the family. Write a short comment about the picture.

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Background Information

You should use the information below to familiarize yourself with the content of the exercise ahead of your lesson. These are also the most common questions that we have received from students while testing the exercise. It is likely that you get the same questions!

How does Dollar Street help combat the misconception of a world divided between rich and poor?

By showing a scale of people all the way from poorest to richest, and making clear that most people are in the middle.

You can see huge differences within countries and continents, but also similarities across countries, which helps fight simplistic outlooks such as “us and them” and stereotypes around culture, such as “our culture” and “their culture”.

The photos are a reflection of the global data which shows that many people have moved out of extreme poverty and that expressions such as “developing countries” and “the West” are outdated when it comes to describing the world.

How many people in the world live on each Income Level?

- Level 1: 1 billion
- Level 2: 3 billion
- Level 3: 2 billion
- Level 4: 1 billion

All numbers are rounded for simplicity.

Why is the concept of Income Levels more useful than a divided world when it comes to comparing countries today and in the past?

Simply, the world is not divided. Development has been gradual and will continue to be so, which is why the Income Levels are an effective measure of progress.

When comparing countries today, it gives us a simple framework to compare countries that are similar in economic and social development. It also lets us study the history of the richest countries as they developed over the levels, and compare them with countries that are currently where those rich countries were in the past.

The levels have a consistent value and so countries move over the levels as they develop, making it easier to recognize change and use for comparison.

What is the typical life of a person on Income Level 1, in terms of food, housing, water, transport, work and risk management?

- Food: Lacks nutrients and variety. Meals are normally the same every day. Food is often grown by subsistence farmers.
- Housing: Built from natural materials such as mud. Often unstable structures with temporary roofs. These homes are vulnerable to extreme weather and hard to keep safe and secure. Normally just one room and no locks on doors. They may not have a light bulb and if they do, it is likely only one.
- Water: Have to travel a long distance to fetch water from a cold water tap or an open source.
- Transport: Walk barefoot
- Work: Typically a low yield farmer or work as a laborer on a neighbouring farm.
- Risk management: Struggle to get medical care. No savings. If a harvest goes wrong, family will starve. Bad air indoors. Hard to keep family healthy due to an unhygienic environment in the home and what they consume.

What is the typical life of a person on Income Level 2, in terms of food, housing, water, transport, work and risk management?

- Food: Still the same meal every day but now bought from local markets and shops, and cooked at home. Basic but might now include some meat, eggs or vegetables in addition to the staple grains. Can also buy some spices.
- Housing: Made of stronger materials than on Level 1 but still simple and made of a patchwork of materials. Likely to have a lock on the door. People no longer sleep on the floor, they sleep on mattresses. There is more privacy but still many people sharing a small space. Unstable electricity, just a few bulbs.
- Water: A tap closer by that provides cold, safe drinking water.
- Transport: A bicycle.
- Work: Still most likely to be a small-scale farmer or working in jobs that are physically demanding.
- Risk management: Insecure work life. Can afford basic medication but one major illness in the family or damage from an extreme weather event means falling back to Level 1 and extreme poverty.

What is the typical life of a person on income Level 3, in terms of food, housing, water, transport, work and risk management?

- Food: Nutritious. Some variation, such as different meals for breakfast and dinner and can afford more meat. Buys food at the market and can store it in a fridge or freezer and cook using a simple stove.
- Housing: A roof that doesn't leak. Homes are now styled according to the taste of the people who live there. They have strong locks, sealed windows, more than one bedroom and stable electricity.

- Water: Cold water tap in the house or close by.
- Transport: Moped, small motorcycle or crowded public transport.
- Work: Less likely to be a farmer and have a better income. Typically work long hours in jobs such as factory workers, drivers, nurses and hair dressers.
- Risk management: May have a very small amount of savings and possibly some access to microfinance.

What is the typical life of a person on income Level 4, in terms of food, housing, water, transport, work and risk management?

- Food: In the richest homes, food is often highly nutritious and diverse, rich in protein and vitamins. This income group can buy pre-prepared food to save them the time on cooking and can also afford to eat out at restaurants.
- Housing: More rooms, flushing toilets and baths and showers. Resources to fit rooms with technology, reliable internet, phone, water, gas and electricity connections.
- Water: Hot and cold water indoors.
- Transport: Car.
- Work: Jobs that require an advanced Level of education and which pay enough to allow them to buy consumer goods and go on vacation.
- Risk management: Has a bank account, access to credit and valuable property is insured.

Is there additional material I can use during the lesson or for follow up?

Gapminder has an abundance of resources on its website which can help teachers and students better understand the world, including:

- Interactive tools: www.gapminder.org/tools
- Videos of our talks, interviews and TV documentaries: www.gapminder.org/videos
- Hans Rosling's short video explainers: www.gapminder.org/answers



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