

# Poverty: Our Hidden Shame?



Artwork by Lise Beeston, Create Crew

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## Acknowledgements

The Film “Poverty: Our Hidden Shame?” was developed by Glasgow City Health and Social Care Partnership Health Improvement Team (South locality), Plantation Productions, The Gal Gael Trust, Oxfam Scotland and the “Create Crew” at Plantation Productions. Artwork designed by Lise Beeston at Create Crew.

Special thanks to those who participated with the production of the film, including those who kindly gave their time to take part in the interviews.

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## Background & Policy Context

Recent data has shown that poverty and inequality has risen in Scotland. Poverty and income inequality statistics released by the Scottish Government (2019) highlight some key findings from the period 2015-18 including:

- 20% of Scotland's population (1.03 million people each year) was living in relative poverty<sup>1</sup> after housing costs.
- It is estimated that 18% of Scotland's population (930,000 people each year) were living in absolute poverty<sup>2</sup> after housing costs.
- It is estimated that 24% of children (240,000 children each year) were living in relative poverty after housing costs.

Experiences of poverty and inequality vary across the country with some groups more at risk than others, including single adult women, minority ethnic groups and families with a disabled family member. Those families where the youngest child is under 1 year and families where mothers are under 25 years old are also more likely to experience child poverty, as are lone parents, families where a member of the household is disabled and larger families (Scottish Government 2018).

## Child Poverty

The Child Poverty Action Group (CPAG) describes child poverty as growing up in families without the resources to “obtain the type of diet, participate in the activities and have the living conditions and amenities which are the norm in 21st century Scotland” (Child Poverty Action Group 2019).

The effects of child poverty are well documented. Experiencing child poverty can undermine the health, wellbeing and educational attainment of children. Indeed, research highlights that:

- Children from higher income families significantly outperform those from low income households at ages 3 and 5. By age 5 there is a gap

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<sup>1</sup> Relative Poverty can be described as a lower than average standard of living for a country or population. When someone cannot afford to meet the general standard of living of most other people in their society.

<sup>2</sup> Absolute poverty can be described as a standard of living so low that someone cannot afford many basic things such as: food, water, clothing, shelter, sanitation, education or health care.

of ten months in problem solving development and of 13 months in vocabulary (Joseph Rowntree Foundation, 2014).

- Three year olds in households with incomes below £10,000 are two and a half times more likely to suffer chronic illness than children in households with incomes above £52,000 (Hirsch 2008).
- There are strong links between the experience of child poverty and poor mental health. One study shows that children living in low-income households are nearly three times as likely to suffer mental health problems as their more affluent peers (Joseph Rowntree Foundation 2008).

In an attempt to reduce the number of children living in poverty, the Child Poverty (Scotland) Act was implemented in 2017. The Act sets out targets for reducing the number of children living in poverty and provides a vehicle for monitoring progress on the set targets in an attempt to achieve substantial reductions by 2030.

## Glasgow

Glasgow remains the most deprived city and local authority area in Scotland. Glasgow's first Local Child Poverty Action Report (2018 – 2019) highlights that "Glasgow is a city of contrasts: it is the fastest growing major city economy in the UK outside London, almost 50% of the workforce is educated to degree level, employment is rising and educational attainment improves year on year. Yet significant challenges concerning deprivation and inequality remain and parts of the city still suffer from unacceptable levels of poverty" (Glasgow City HSCP 2019).

Approximately a third of Glasgow's children live in poverty.

## Development of "Poverty: Our Hidden Shame?" Film

To explore the impact of poverty in local communities, Glasgow City HSCP Health Improvement Team (South locality), Plantation Productions, The Gal Gael Trust and Oxfam Scotland established a planning group in 2015. The

group aimed to deliver a youth-led participatory action research project which would highlight and challenge poverty issues in the Greater Govan area. The result of the project was a youth-led documentary film “Poverty: Our Hidden Shame?” which was short-listed at BAFTA in London for the AHRC Inspiration Award 2016.

Using a participatory action research approach to poverty issues for young people in the Greater Govan area, Plantation Productions took the lead on delivering the Hidden Shame project which aimed to highlight and challenge such issues as:

- How poverty affects young people’s lives?
- How is the economy working (or not) for young people?
- What barriers do young people face?
- The impact of economic inequality, sanctions, food poverty and health inequalities.
- The current situation, but also be testament to young people’s assets and aspirations.

The “Create Crew”, an established group of young people at Plantation Productions (aged 12 – 18 years) engaged in the project. Plantation Productions adopted their unique approach to filmmaking where participants are supported to lead and have ownership of the production process. Care was taken to use processes and methods that would facilitate the young people to meaningfully engage with the issues and identify real solutions<sup>3</sup>.

An initial training programme for the young people was developed which consisted of sessions from Health Issues in the Community<sup>4</sup> which helped

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<sup>3</sup> For further information on Plantation Productions please visit <http://www.plantation.org.uk/>

<sup>4</sup> Health Issues in the Community is a training course developed in partnership between NHS Health Scotland and CHEX (Community Health Exchange). The initiative is funded by NHS Health Scotland; and course development, tutor training, assessment/certification, support

young people understand and explore issues such as; what affects their health and their community's health, health inequalities and poverty. These sessions laid the groundwork for a participatory action research approach, enabling the young people to identify the issues associated with austerity and poverty whilst making the link to determinants of health. This was complemented by the introduction to visual planning techniques delivered by Gal Gael. The young people were also supported by Glasgow Kelvin College to undertake the accredited Understanding Communities course.

The young people worked on the project at their weekly Friday evening youth group. Activities included: planning, peer support, supported discussions, research, games based learning, interview/filming skills building and skills practice. The Create Crew completed 24 interviews with a range of individuals/organisations including:

- Wider group of young people/peers from Greater Govan
- A local Inspector from Police Scotland
- Head Teachers from local high schools
- Humza Yousaf, MSP for Glasgow, and Minister for International Development
- Staff and service users at Crookston Foodbank
- Staff and service users at Gal Gael
- Staff and service users at Glasgow City Mission Homeless Shelter
- First Minister Nicola Sturgeon MSP
- Who Cares? Scotland

In total there were 28 workshops and filming sessions delivered. With support from Oxfam Scotland, the young people were given a tour of the Scottish Parliament by Humza Yousaf MSP. They also attended First Ministers Questions, met the First Minister Nicola Sturgeon and Alex Salmond

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and networking provided by CHEX. More information on the HIIC training course can be found using the following link <https://www.hiic.org.uk/>

MSP/MP. Having been inspired by the group's research, a young person also wrote a rap/poem about poverty, which features in the documentary film.

### How to use supporting activities

The following activities have been developed by Glasgow City HSCP Health Improvement Team (South locality) to support the film "Poverty: Our Hidden Shame?". The activities encourage learners to explore further some of the issues raised by the film via the following sessions:

- What is poverty?
- Who's in poverty?
- Beliefs about poverty.
- Poverty and understanding inequality.
- Digital approaches to poverty.

The 4 interactive sessions, each lasting 50 minutes, provide learners with the opportunity for class discussion, group work and the chance to share their learning with others through the creation of memes and gifs.

The sessions have been developed by adapting activities from the Health Issues in the Community Youth Pack (<https://www.hiic.org.uk/>) and using activities developed by "Aye Mind".<sup>5</sup> Each session has been aligned to Curriculum for Excellence Experiences and Outcomes (third and fourth level) and can run consecutively or be used as standalone activities.

Further information and reading materials can be found at the back of the resource.

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<sup>5</sup> The Aye Mind resource was developed by NHS Greater Glasgow and Clyde, Snook, Young Scot and Mental Health Foundation. The Aye Mind online platform was developed in order to make better use of the internet and social media to improve mental health for young people. Further information on the Aye Mind resource can be found using the following link [www.ayemind.com](http://www.ayemind.com)



<b>Session One</b>	<b>What is Poverty?</b>	
<b>Session Duration</b>	50 minutes	
<b>C for E Organiser(s)</b>	Social Studies	Social Studies
<b>Experiences and Outcomes</b>	<p><b>SOC 4-16b</b></p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.</p>	<p><b>SOC 4-20a</b></p> <p>I can critically examine how some economic factors can influence individuals, businesses or communities.</p>
<b>Learning Intentions</b>	To increase understanding of what poverty is.	
<b>Success Criteria</b>	I understand what poverty is and know about the possible causes of poverty.	
<b>Resources</b>	<p>“Poverty: Our Hidden Shame?” DVD or internet access to view film using Vimeo link</p> <p><a href="https://vimeo.com/172899948">https://vimeo.com/172899948</a></p>	

### What is Poverty?

As one large group or dividing the group into pairs, ask the young people to consider the following questions:

- When you hear the word “poor,” who or what comes to mind?
- What does it mean to be poor today?
- Is being in poverty the same as being poor?

Then ask the group what they think of when they hear the word ‘poverty’. In their groups ask learners to write their thoughts down; create a mind-map; draw a picture or create a word cloud. Ask each group to share their understanding and ideas with the whole group.

Then ask the group to discuss/note down what the potential causes of poverty could be.

Some causes of poverty could include:

- Poorly paid jobs
- Unemployment
- Lack of education
- Poor health
- Government policy
- War

What problems do poorer people have in their daily lives? Ask the group to list or discuss some of the difficulties people may face.

### **DVD**

Watch the “Poverty: Our Hidden Shame?” film. Please note the duration of the film is 30 minutes.

Discussion point – ask the group to consider the following questions:

- What did young people think of the film? How did it make them feel?
- Were there any surprises?
- Did it reflect their initial thoughts of poverty?

<b>Session Two</b>	<b>Who's in Poverty/Beliefs About Poverty</b>	
<b>Session Duration</b>	<b>50 minutes</b>	
<b>C for E Organiser(s)</b>	Social Studies	Social Studies
<b>Experiences and Outcomes</b>	<p><b>SOC 4-16b</b></p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.</p>	<p><b>SOC 4-20a</b></p> <p>I can critically examine how some economic factors can influence individuals, businesses or communities.</p>
<b>Learning Intentions</b>	To increase awareness of the different definitions of poverty and to explore what groups in society are most likely to be affected by poverty.	
<b>Success Criteria</b>	I understand who is likely to be affected by poverty and understand the difference between relative and absolute poverty.	
<b>Resources</b>	Handout 1 ("Who's in poverty?"), Handout 2 ("Definitions of poverty"), Strongly agree and strongly disagree signs. Tape, chalk or string (optional)	
<p><b><u>Who's in Poverty?</u></b></p> <p>Give out <b>Handout 1 "Who's in Poverty?"</b> and read out the scenario to the group. Ask the group to explore the following questions:</p> <ul style="list-style-type: none"> <li>• Which of the stories do you think described poverty? Neither, one or both? Explain your answer.</li> <li>• Describe the differences between the two stories, are there any similarities?</li> </ul> <p>Poverty means different things to different people.</p>		

The point that separates those in poverty from those who are not will vary depending on how affluent (rich) the society is. Some people state that poverty can be defined purely in material terms i.e. that poverty consists solely of a lack of material resources. An example might be not having enough money to buy those things believed necessary to have an acceptable standard of living.

Others argue that poverty is about more than the lack of material goods. They argue that poverty has multiple dimensions to it. For instance, individuals might not have access to educational opportunities; they might experience unpleasant working conditions or a lack of power over their own lives. This implies that to tackle poverty we must do more than give people money.

It is important to understand that there is no one single definition of poverty. There is a difference between absolute poverty and relative poverty. Absolute poverty is the poverty we see among poor people in developing nations. Relative poverty is where some people are less well off in relation to others, which is more common in Scotland.

Give out **Handout 2 “Definitions of poverty”** and read through the different definitions.

Points for discussion:

- Do these definitions match with yours?
- Is there anything you disagree with?
- From the scenarios in Handout 1 who was living in absolute poverty and who was living in relative poverty?

### **Beliefs about Poverty**

In this activity, the group are going to explore their own beliefs about poverty. To prepare for this activity, post a sign in one corner of the room that says “strongly agree” and one in the opposite corner that says “strongly disagree.” Make a line connecting the two corners with tape, chalk or string (optional).

Read aloud the following statement to the group:

**Individuals are responsible for living in poverty. They have no one to blame but themselves.**

Ask the learners to think about this statement for a few moments before asking them to stand anywhere along the line that shows how strongly they agree or disagree with the statement.

When everyone is standing on the line, ask the group to talk to the people nearest them about why they chose that place to stand. Ask for volunteers to explain to the group their beliefs about who is responsible for poverty.

Repeat the same exercise with the following statements:

- Poor people are unmotivated and have weak work ethics.
- Poor parents are uninvolved in their children’s learning, largely because they do not value education.
- Poor people tend to abuse drugs and alcohol.
- The Government should help poor people more.
- If you have a job you are not in poverty.
- If you have close family and friends you cannot be poor.
- If you don’t have an iphone/ipad or latest gadget you are poor.
- I know people who are in poverty.

After each statement ask for some volunteers to explain why they are standing where they are.

### Handout 1 – Who's in Poverty?

Mandy is 13 years old. She lives on an estate on the edge of town with her Mum and two younger brothers. The house is cold and damp. Mandy's mum has not decorated the house in years. Mandy never brings friends over as she is ashamed of the condition of her house. On school days she wakes up around 7am. She rummages in her kitchen to try to find something to make for breakfast, there is never that much to eat. She either has a slice of toast or one weetabix. Mandy has never met her father or his family. Her mum does work and also depends on benefits, they sometimes have to rely on foodbank support to get by. Mandy gets her uniform provided by the school through a second hand school uniform recycling programme, they also provide her with a rucksack, she also receives free school meals. Mandy is grateful as she doesn't feel different in school. Mandy's mum can't afford her bus fare so she has to walk to school everyday which takes about 30 minutes. She takes part in an after school running club, which she really enjoys. She has few friends as she can never afford outings to the cinema or bowling or afford presents when invited to parties. At times she envies her classmates with their ipads, phones and latest trainers.

Yusef is 13 years old and lives with his mum, dad and two younger brothers. They live in Kashmir, right on the border between Pakistan and India. Yusef's town is not a safe place to be, there is often fierce fighting between militia groups who are fighting over the land. Yusef and his family are hungry most of the time because food is rationed in the village and there never seems enough to go around. Yusef and his family are always suffering from poor health and infections as the drinking water is not clean. Yusef's older brother died last year as a result of an infection he caught and was unable to reach medical attention. Yusef has known lots of family, friends and neighbours die. Yusef is constantly hungry and spends all day worrying about how his family will survive.

## Handout 2 – Definitions of Poverty

“Individuals can be said to be living in poverty when they lack the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged or approved, in the societies in which they belong.” (Townsend 1979)

Poverty affects millions of people in the UK however there is no one single definition of what poverty is. The most commonly used definitions are **absolute poverty** and **relative poverty** which can be described as:

**Absolutely poverty:** A standard of living so low that someone cannot afford many basic things such as: food, water, clothing, shelter, sanitation, education or health care. This is usually measured as those people living on less than 82p per day, i.e. a total of around 1.4 billion people who don't have sufficient food, clean water, shelter, heating and clothes.

**Relative poverty:** A lower than average standard of living for a country or population. When someone cannot afford to meet the general standard of living of most other people in their society. Their income is much less than the average for society as a whole, so they are poor compared to others in society.

<b>Session 3</b>	<b>Poverty and Understanding Inequality</b>	
<b>Session Duration</b>	<b>50 minutes</b>	
<b>HWB Organiser(s)</b>	Social Studies	Social Studies
<b>Experiences and Outcomes</b>	<p><b>SOC 4-16b</b></p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.</p>	<p><b>SOC 4-04a</b></p> <p>By studying groups in past society who experienced inequality, I can explain reasons for the inequality and evaluate how groups or individuals addressed it.</p>
<b>Learning Intentions</b>	To increase knowledge and understanding of the inequality experienced by some in society due to such factors as age, disability, gender, religion, sex, sexual orientation and pregnancy.	
<b>Success Criteria</b>	I understand what is meant by inequality and how it can impact on different groups in society.	
<b>Resources</b>	<p>Handout 3 “List of necessities”,</p> <p>Pre prepared role cards,</p> <p>Flipchart paper and pens.</p> <p>A room or space large enough to enable the group to move about.</p> <p>Handout 4 “Barriers and Choices”</p>	
<p><b><u>Defining poverty</u></b></p> <p>Split into small groups and give out handout 3 “List of necessities”. Ask participants to individually look over the list and mark what they think the top 10 necessities would be for them. Then ask the learners to discuss and decide in their groups what the 10 most necessary things are in order of importance. Each group should record their answers on the flip chart paper provided. All lists can then be pinned up to see how each list compares.</p>		



### **Barriers and Choices**

Prior to the session you will need to prepare some cards each with a different role written on it. You can choose from the suggestions listed below or come up with your own.

Suggested roles:

- An 18 year old girl pregnant with her second child.
- A young male caring for his disabled mother.
- A young woman living with a parent with an addiction.
- A young man about to start University in a new town with no family nearby.
- A student struggling to find part-time work.
- An 18 year old male who is a plumbers apprentice.
- A young woman who lives with her elderly grandparents.
- A young gay man.
- A young man living with a violent father.
- A school leaver struggling to find work.
- A young Polish man working on a local building site.

Give each participant a role card and ask them to stand in a straight line and not to disclose what is on their card. Read out each question on Handout 4. If they can answer 'yes' they take one step forward. If they answer 'no' then they should take one step back. If they are unsure or the question doesn't apply to them they should stay where they are. Stress that they should answer generally on behalf of their role. Once all questions have been asked, invite participants one by one to disclose the role they assumed.

### **Discussion points:**

- How does it feel to be where you are?
- Who has the most choices and opportunities available to them? Who has the least?
- What are the barriers that exist? What can be done about them?
- Ask the group to consider how inequalities can be divisive and can cause

resentment amongst different groups. Can people think of examples of groups blaming others for their own difficulties? For example unemployed people may blame immigrants for taking jobs; blaming incomers for the problems of a changing rural community; seeing elderly people as a drain on resources and so on.

- Does this distract us from looking more carefully at the causes of the problems?
- Different groups have different experiences. To what extent can they tackle problems on their own and how much do they need to work together in order to challenge discrimination? How can this be achieved?

### Handout 3 – List of necessities

- New not second hand clothes
- Enough bedrooms for every child over 10 (if different sex) to have his/her own
- Presents for friends or family once a year
- Three meals a day for children
- Toys for children
- A car
- Access to public transport
- A garden
- A night out once a fortnight (adults)
- Damp-free home
- A warm water-proof coat
- Two hot meals a day (for adults)
- A telephone (landline)
- A packet of cigarettes every other day
- A new outfit for special occasions
- Meat or fish every other day
- A hobby or leisure activity
- Children's friends round for tea or a snack once a week
- A washing machine
- Two pairs of all-weather shoes
- Affordable heating for the home
- Refrigerator/freezer
- Bath/shower
- A TV
- Netflix subscription
- Celebrations on special occasions such as Christmas or birthdays
- Outings at least once a month e.g. cinema or bowling
- Games console for teenagers
- A computer/laptop/tablet with internet connection
- Mobile phones for all members of the family
- Pocket money for young people

## Handout 4 – Barriers and Choices (Questions)

Thinking about the role card you have been given, are you able to:

Go to night classes at your local college?

Go out with friends when you want?

Go on a night out?

Go on holiday?

Go travelling for a few months?

Join a football team/sport club?

Take driving lessons?

Have a hobby?

Expect sympathy from your GP when you are ill?

Lead an active social life?

Adopt a child?

Obtain a mortgage?

Plan 20 years ahead?

Feel safe being out on your own after dark?

Get support from society?

Get access to information in a form appropriate to your needs?

Pursue the work you want?

Travel places whenever you want/need to?

Plan a family?

Treat yourself when shopping?

Get access to contraception?

Exercise your right to vote?

Eat five pieces of fruit and veg a day?

Walk down the street without fear of harassment or violence?

Freely choose where you want to live?

Put money away into regular savings?

Talk about your issues without being judged negatively?

<b>Session 4</b>	<b>Digital Approaches to Poverty</b>	
<b>Session duration</b>	50 minutes	
<b>C for E Organiser(s)</b>	Social Studies	
<b>Experiences and Outcomes</b>	<p><b>SOC 4-16b</b></p> <p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.</p>	
<b>Learning Intentions</b>	To explore the issue of poverty using digital technologies.	
<b>Success Criteria</b>	I can utilise digital technologies to promote wellbeing and raise awareness of poverty.	
<b>Resources</b>	<p>Any materials from previous weeks that will help to recap with the group,</p> <p>Access to the internet,</p> <p>Flip chart paper,</p> <p>Post-it notes,</p> <p>Pens/Paper,</p> <p>Handout 5 – Story Cards</p> <p>Handout 6 – Idea Generator</p> <p>Handout 7 – Storyboard</p> <p>Handout 8 - Speech bubbles</p> <p>Camera or smart phone,</p> <p>Tripod (optional),</p> <p>Gif making materials (e.g. toys, plasticine, photos, lego) Scissors, Glue, Blu tack.</p>	
<b>Recap/two minute challenge</b>	In small groups, discuss three reasons why people find themselves in poverty and explain why it might be difficult for them to get out of the situation.	

The previous three sessions have explored:

- What is poverty?
- The impact that poverty can have on communities
- Who's in poverty and beliefs about poverty
- The different definitions of poverty
- Understanding inequality and the barriers faced and choices available to different individuals or groups in the community.

The aim of this session is to continue exploring the issues surrounding poverty in an interactive way whilst making use of the internet and social media. Before moving onto the first activity, it may be worthwhile carrying out the two minute challenge as detailed above. This will hopefully support the group to think again about some of the issues surrounding poverty and inequality before they move on to create a meme or Gif.

The activities within this session have been adapted from the Aye Mind resource developed by NHS Greater Glasgow and Clyde, Snook, Young Scot and Mental Health Foundation. The Aye Mind online platform was developed in order to make better use of the internet and social media to improve mental health for young people. Further information on the Aye Mind resource can be found using the following link [www.ayemind.com](http://www.ayemind.com)

This final session will involve the group creating an image (or meme) which highlights some of the issues surrounding poverty that we have covered in the previous sessions. Once created, the meme or Gif can then be shared widely via the Internet with family, friends and the wider school community in order to raise awareness of poverty.

### **What are Gifs/Memes?**

Gifs and memes are nothing new, but their use is more popular than ever. A Gif (Graphics Interchange Format) is a way to present a moving image. Gifs are mobile-friendly as they only last a few seconds and their file size is significantly smaller too. Gifs can be used in many social platforms including Facebook, Twitter

and Tumblr.

A meme is an image, video, piece of text or captioned photograph to convey a particular message or theme which is shared via the internet.

Please note that the session doesn't require access to any technology or tech knowledge. The group can bring along their tablets or smart phones.

**Activity:**

**Step 1 – story cards**

Working in pairs or small groups, ask the young people to think about a message that they would like to say about poverty by creating a meme/Gif. For example, their meme/Gif could focus on foodbank use, impact of poverty on young people, links to poverty and mental health, homelessness or benefits/sanctions. Then ask each of the groups/pairs to select a story card (provided in **Handout A**). The story cards provided cover different scenarios of living in poverty and can be used to generate ideas for memes and Gifs. Alternatively the group can create their own scenario/story card.

**Step 2 – turning story cards into ideas (idea generator)**

To get from scenario to an idea for a Gif or meme can be quite a leap. **Handout B** aims to bridge that gap, and help form ideas around scenarios. Please provide the group with Handout B and discuss as a full group or in pairs.

**Step 3 – Getting creative!**

Ask the group/pairs to draw out how the Gif/meme will look on paper using the blank story boards provided (Handout C) or by making their own story boards using flip chart paper. This way each group will have a clear idea of what they are making before they go on to select materials for their Gif. Through discussion, the small groups/pairs should consider: how they want the meme/Gif to look and to come up with a name for their creation.

For inspiration and ideas, the group could have a look at the memes/Gifs created by young people around the subject of mental health by visiting the following website [www.ayemind.com](http://www.ayemind.com)

#### **Step 4 - Creating a Gif/Meme**

Once the Gif (image) has been created the group should take photos of the Gif. When creating a Gif, a number of photos should be taken, capturing the resources/subject as they move into their final position. Please note that the camera should remain steady and the subject should move. Alternatively, if the Gif is drawn, draw out what happens frame by frame.

#### **If using a computer/laptop to create Gifs/memes**

- Take the SD card out of the camera from the side. Put it into the slot in the bottom right side of the laptop. Make a folder on the desktop with the name of your Gif.
- Drag the images from the card onto a folder on the desktop.

Once the groups/pairs have created their images, open [www.picasion.com](http://www.picasion.com) if the group are creating a Gif. The groups should then:

- Upload their images.
- Choose the speed.
- Download the Gif.
- Name the Gif and save onto laptop/computer.

#### **Creating a meme**

If the group are making a meme, they should open [www.imgflip.com/memegenerator](http://www.imgflip.com/memegenerator) and then upload their image. The group should then add the text they would like and save and name the meme.

#### **Guidance on using images**

If the group are using images from the internet instead of taking their own, go onto Google to search what they are looking for. Make sure to click on 'Search tools'



under 'Images' and select 'Labelled for reuse'. Download the image you would like to use.

Alternatively, go onto [www.flickr.com](http://www.flickr.com) to search for the image they are looking for. Make sure to click on 'All creative commons' or 'No known copyright restrictions'. Download the image you would like to use.

**Useful resources/websites:**

- [www.ayemind.com](http://www.ayemind.com)
- <http://ayemind.com/toolkit/>
- [www.ayemind.com/professionals](http://www.ayemind.com/professionals)
- [www.ayemind.com/resource-map](http://www.ayemind.com/resource-map)
- [www.youngscot/aye-mind](http://www.youngscot/aye-mind)
- [www.boredpanda.com/author/curious\\_2](http://www.boredpanda.com/author/curious_2)
- [www.picasion.com](http://www.picasion.com)
- [www.imgflip.com/memegenerator](http://www.imgflip.com/memegenerator)

London College of Communication interpreted children's experiences of poverty and made some very powerful short films which can be accessed using the following link:

<https://www.youtube.com/playlist?list=PLblgBCi1Eolp4dd1S1k81L39g6JTfO1h>

**Extension activities:**

How are the group going to share their creations? Added to school website?  
Shared at assembly etc.

## HANDOUT 5

### Story card 1

Laura's mum is unemployed. Laura says that her mum is unhappy because she can't buy the things she wants or needs and isn't able to treat herself. This upsets Laura. Laura's younger brother feels embarrassed that his mum is unemployed and he is scared to tell anyone in case they judge him. Laura feels that the government aren't doing anything to help.

### Story card 2

Emma has three young children and was recently made redundant from work. Her youngest daughter was sick and this meant that Emma was late for an appointment at the job centre. As Emma was late for her appointment her benefits were sanctioned for 11 weeks. Emma's housing and council tax benefits were stopped therefore Emma had to feed and clothe her children, pay rent and bills using just £35 a week. Emma has started to go along to the local food bank as she was struggling to feed her family.

### Story card 3

John is a 24 year old man who has been homeless for three years. John attends the homeless shelters in Glasgow and feels that he can talk to the staff there about anything that's on his mind. In the future, John hopes that his situation will improve and dreams of having a job and a house for him and his son.

### Story card 4

Sammy is a 45 year old man who has been struggling to stay in work due to arthritis affecting his joints and causing him pain, particularly in colder weather. Sammy has been declared fit to work and is therefore not receiving disability benefits. He has been sanctioned for missing appointments with the job centre. Sammy is having to borrow money from friends and family members as well as using foodbanks to support himself and his partner.

**HANDOUT 6 – IDEA GENERATOR**

**How will the person in your story card be feeling?**

**Can the person tackle their problems on their own?**

**What would help the situation? Who can help?**

**Those living in poverty tend to have poorer life chances and poorer health. How could living in poverty affect the person in your story card?**

**What would you like to say to the person in your story card?**

## HANDOUT 7 - STORYBOARD

Name of gif/meme

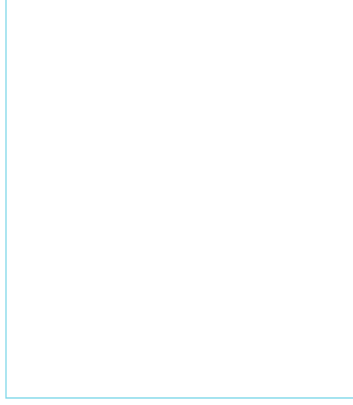
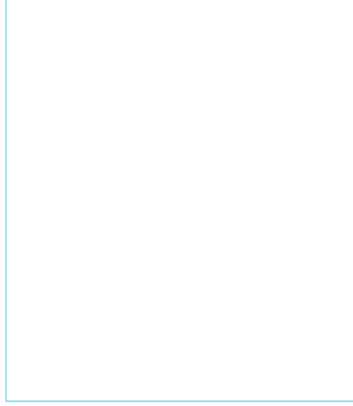
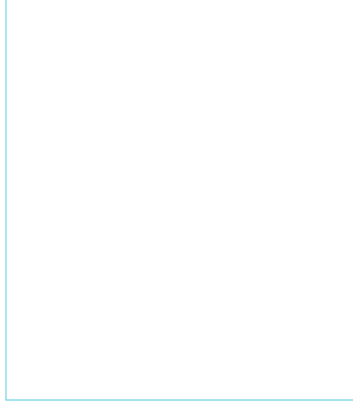
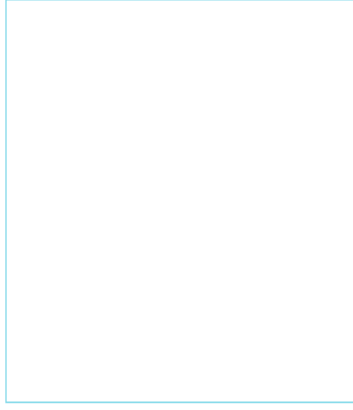
Draw your gif/meme here



Annotate to show what materials you'll use!



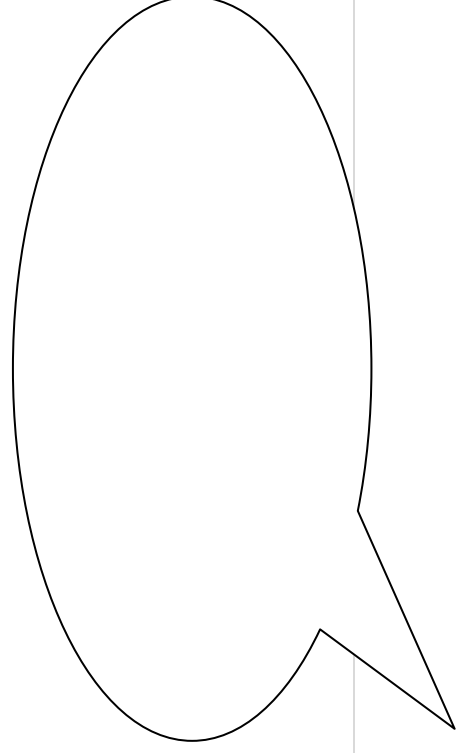
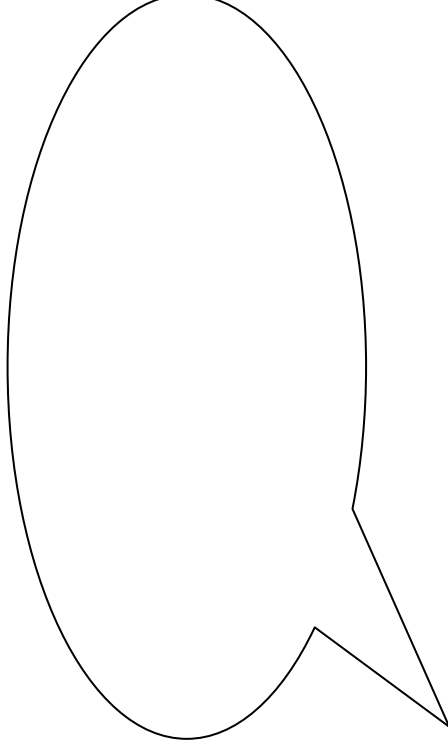
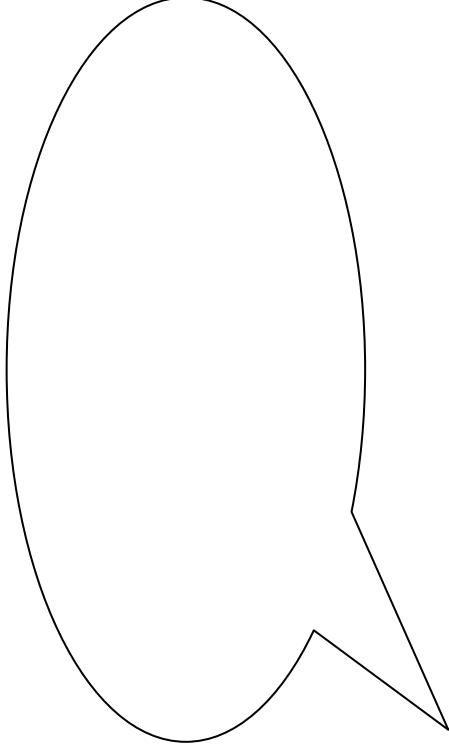
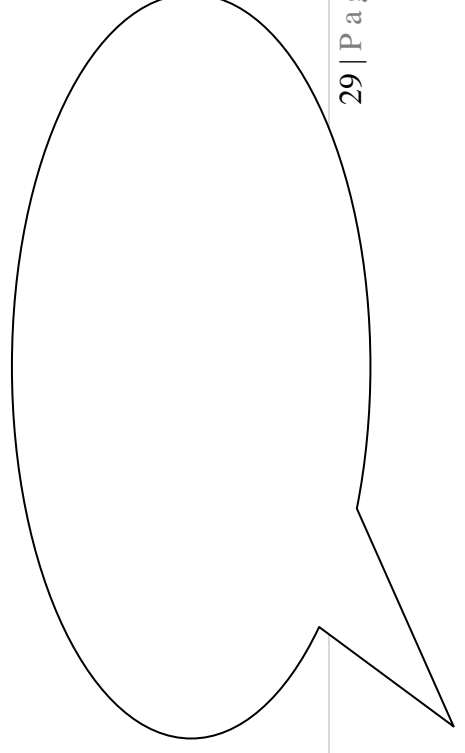
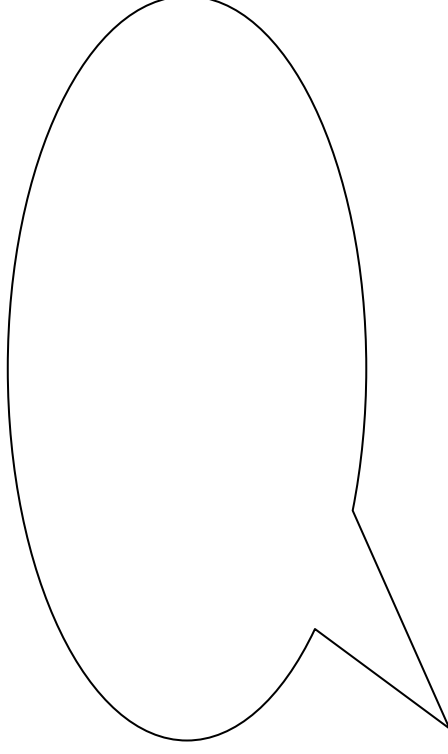
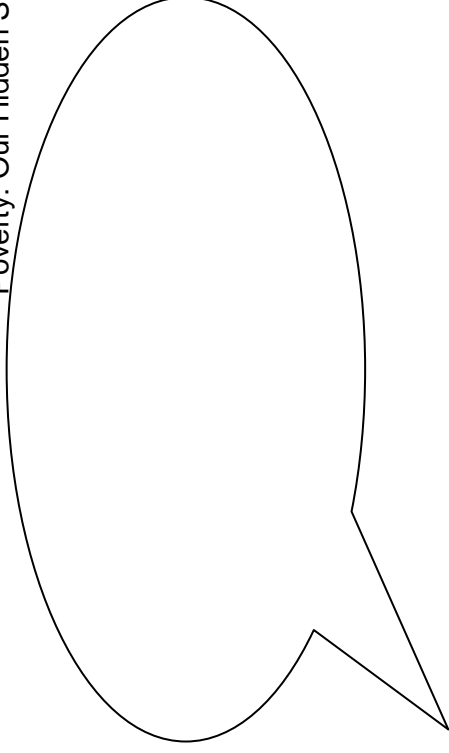
Sketch out the gifs frames



Gif Storyboard  
Tool 8

Free Download  
ayemind.com





## References

Child Poverty Action Group (2019) *Child Poverty in Scotland: The Facts* available at: <http://www.cpag.org.uk/scotland/child-poverty-facts-and-figures> [last accessed May 2019]

Glasgow City Health and Social Care Partnership (2019) *Glasgow's Local Child Poverty Action Report (LCPAR)* available at: [https://glasgowcity.hscp.scot/sites/default/files/publications/ITEM%20No%2018%20%20Glasgows%20Local%20Child%20Poverty%20Action%20Report%20%28LCPAR%29%202018\\_19.pdf](https://glasgowcity.hscp.scot/sites/default/files/publications/ITEM%20No%2018%20%20Glasgows%20Local%20Child%20Poverty%20Action%20Report%20%28LCPAR%29%202018_19.pdf) [Last accessed May 2019]

Hirsch, D. (2008) *Unhealthy Lives, Intergenerational Links between Child Poverty and Poor Health in the UK* available at [www.donaldhirsch.com/unhealthy-lives.pdf](http://www.donaldhirsch.com/unhealthy-lives.pdf) [Last accessed May 2019]

Joseph Rowntree Foundation (2014) *Closing the Attainment Gap, Scotland* available at: [www.jrf.org.uk/publications/closing-attainment-gap-scottish-education](http://www.jrf.org.uk/publications/closing-attainment-gap-scottish-education) [Last accessed May 2019]

Joseph Rowntree Foundation (2008) *The cost of child poverty for individuals and society* available at: [www.jrf.org.uk/system/files/2301-child-poverty-costs.pdf](http://www.jrf.org.uk/system/files/2301-child-poverty-costs.pdf) [Last accessed May 2019]

Scottish Government (2018) *Every Child, Every Chance* available at: <https://www.gov.scot/publications/child-chance-tackling-child-poverty-delivery-plan-2018-22/> [Last accessed May 2019]

Scottish Government (2019) *Poverty and Income inequality in Scotland* available at: <https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-18/> [Last accessed May 2019]

Townsend, P. (1979) *Poverty in the United Kingdom*, London, Allen Lane and Penguin Books

## Further information and resources

### Policy context

Scottish Government (2017) *Child Poverty (Scotland) Act*

Scottish Government (2018) *Every child, every chance: tackling child poverty delivery plan (2018-2022)*

Scottish Government (2018) *Fairer Scotland Action Plan: progress report*

### Research and further reading

Eisenstadt, N (2016) *Independent Advisor on Poverty and Inequality: Shifting the Curve - a report for the First Minister* available at:

<https://www.gov.scot/publications/independent-advisor-poverty-inequality-shifting-curve-report-first-minister/>

Joseph Rowntree Foundation (2014) *Closing the Attainment Gap in Scottish Education* available at:

<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-scotland-full.pdf>

Joseph Rowntree Foundation (2008) *The cost of child poverty for individuals and society. A literature review* available at:

<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2301-child-poverty-costs.pdf>

NHS Greater Glasgow and Clyde (2019) *Adult Health and Wellbeing survey 2017/18* available at:

<https://www.stor.scot.nhs.uk/handle/11289/579938>

NHS Health Scotland (2019) Child poverty: Scale, trends and distribution available at: <http://www.healthscotland.scot/publications/child-poverty-scale-trends-and-distribution>

Scottish Government (2019) Poverty and Income Inequality in Scotland: 2015-2018 <https://www.gov.scot/publications/poverty-income-inequality-scotland-2015-18/>

Scottish Government (2017) *The life chances of young people in Scotland: report to the First Minister* available at: <https://www.gov.scot/publications/independent-advisor-poverty-inequality-life-chances-young-people-scotland-report/>

## Useful Websites

### **Aye Mind**

<http://www.ayemind.com>

### **Barnardo's**

[http://www.barnardos.org.uk/issues\\_paper\\_child\\_poverty\\_in\\_scotland.pdf](http://www.barnardos.org.uk/issues_paper_child_poverty_in_scotland.pdf)

### **BBC News**

<https://www.bbc.co.uk/news/uk-scotland-43498345>

### **Child Poverty Action Group**

<http://www.cpag.org.uk/scotland/child-poverty-facts-and-figures>

### **Health Issues in the Community**

<https://www.hiic.org.uk/>

### **Joseph Rowntree Foundation**

<https://www.jrf.org.uk/report/poverty-scotland-2017>

### **NHS Health Scotland - Child Poverty, Health & Wellbeing (eLearning)**

<https://elearning.healthscotland.com/course/view.php?id=531#section-3>

### **Plantation Productions**

<http://www.plantation.org.uk/>

### **Understanding Glasgow**

<https://www.understandingglasgow.com/>