

Activity: Visualising Development with Dollar Street

Aim

This activity serves to introduce the idea of development to students who have not yet covered the topic. It does so by providing visual and narrative tools through which to understand different standards of life around the world, with a focus on comparing the UK and Peru.

The activity can be covered in the classroom or as homework (for which you should remove the italicised comments and adapt Q4). Below is an example guide to how it may be used, but it can be adapted to suit different levels of depth on the topic.

The steps have been formatted as reflection questions, to be done alone at home or in a class-based discussion, along with overview questions to be answered, which are in bold. The activity could also be divided as an in-class discussion with Question 5 set as homework.

The activity does not need to cover a whole lesson as it can be paired with the Development chapter. However, if you choose to do so, there are additional discussion questions at the end, which you may choose to build on in relation to the Development chapter itself.

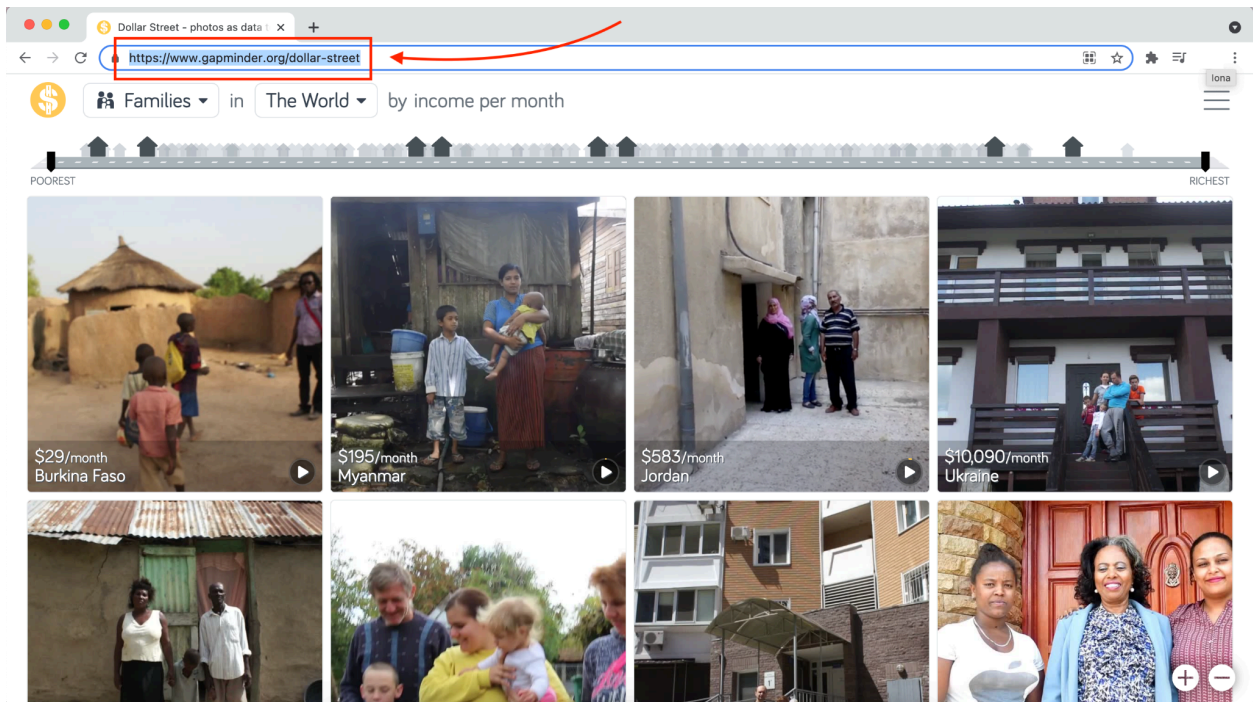
Access the website here: <https://www.gapminder.org/dollar-street>

About the website:

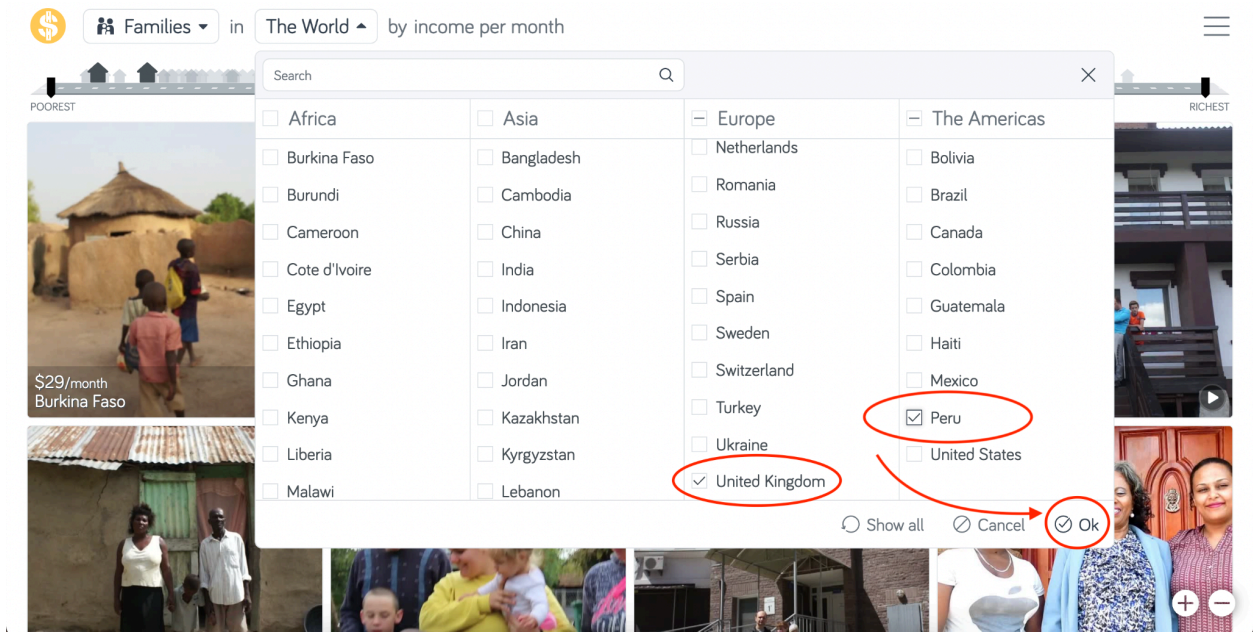
“Dollar Street” was developed by the Swedish NGO Gapminder seeking to promote education on the Sustainable Development Goals using data.

Instructions:

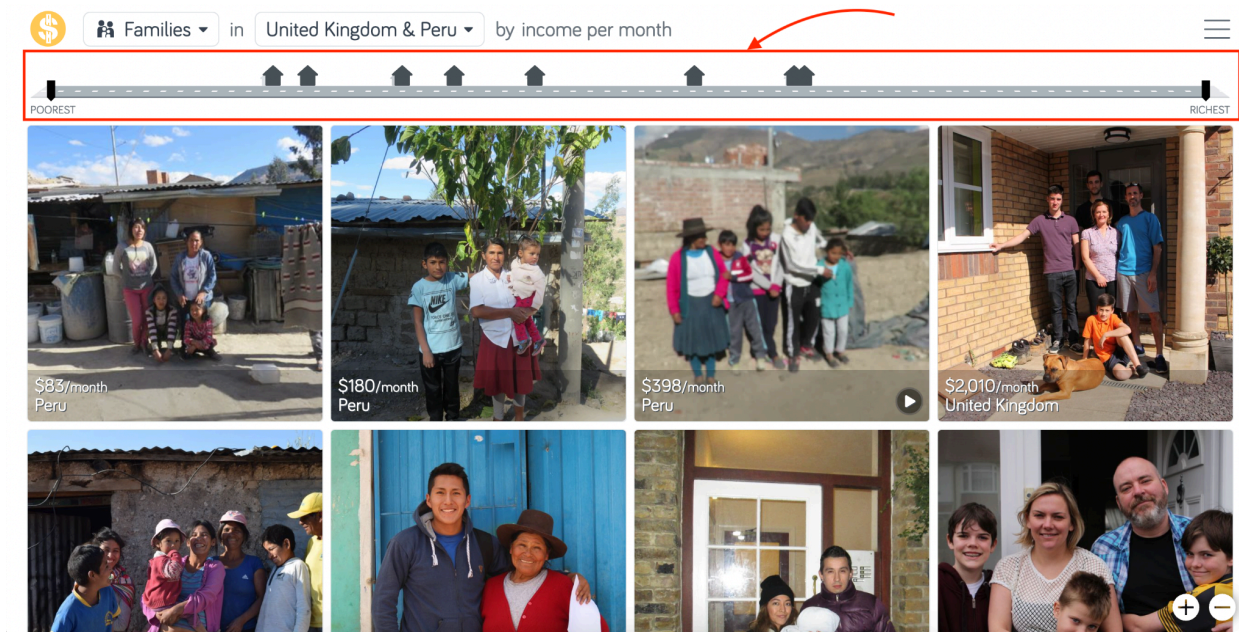
1. Open the website. By default, it will open to show different families categorised by income per month.



2. Click on the drop-down tab that says "The World" and select Peru and the United Kingdom. Press OK to apply.




Here we can start a comparative approach to development in both the UK and Peru. The slider at the top of the page indicates where each family falls with regards to global income distribution. Note that the Peruvian families lie closer to the poorer end, and the British one on the richer end.



3. Select one of the families from Peru. Click on "Visit this family" to discover their story.

Families in United Kingdom & Peru

POOREST



© Photo: Global Exploration for Dollar Street 2018 (Free to use under CC BY 4.0)

<https://www.gapminder.org/dollar-street/families/quispe-sulea?countries=gb,pe>


\$83/month

Quispe Sulea, Peru

Quispe Sulea family lives in Peru. They are 3 adults and 4 children. Felicitas is 40 years old and she is unemployed. Her husband Ambrosio is also

Visit this family →

Families in Peru →



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< Families in United Kingdom & Peru



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Home of Quispe Sulea

Monthly income **\$83**


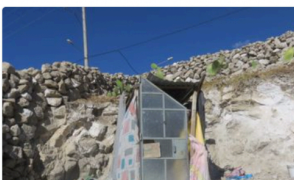
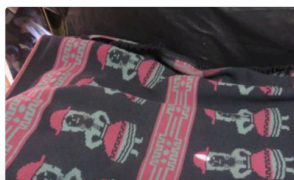


Peru

Quispe Sulea family lives in Peru. They are 3 adults and 4 children. Felicitas is 40 years old and she is unemployed. Her husband Ambrosio is also 40 years old and he works odd jobs occasionally. They live with their children in a 1-bedroom house and like it here because it provides them shelter, however, they aren't happy with the built quality of the house. Their favorite item in the house is firewood. Their dream is to buy materials to build their house.

Read more

Photo by: Global Exploration

All families in Peru →

Read the description of the family and look through the photos. Then, do the same for a family in the UK.

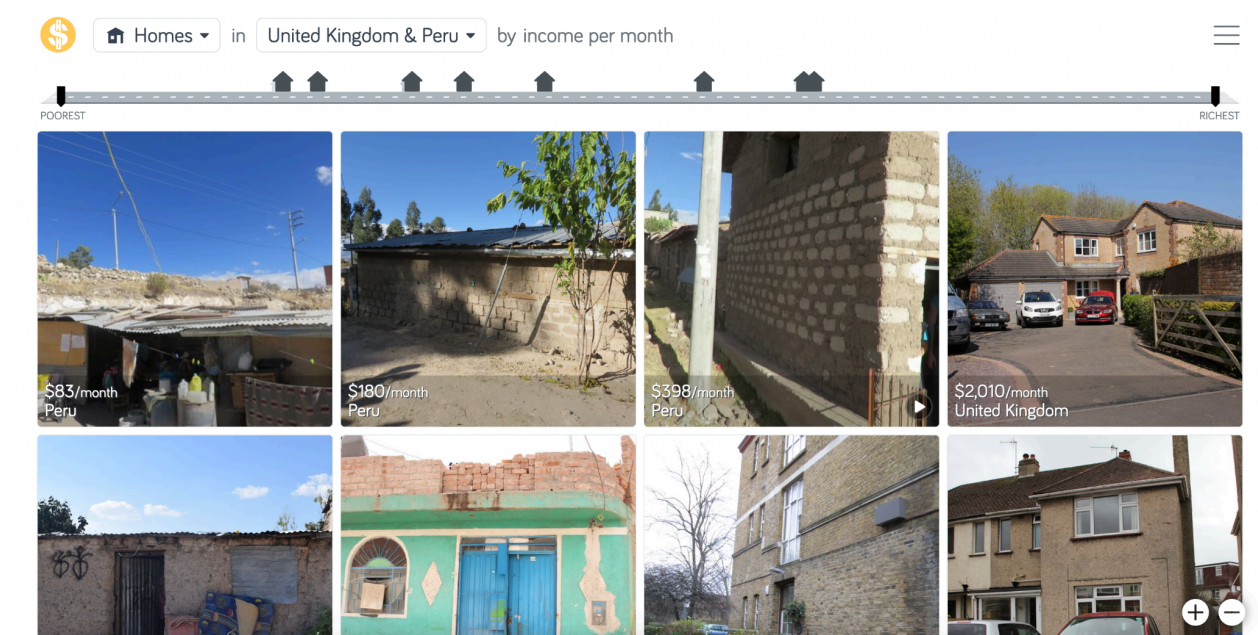
Reflection

Consider the differences between both families. What is the income difference? What other main differences can you spot? How do you think different levels of income relate to your day-to-day life? Think of this in terms of access to resources. Where do you think you lie in relation to Peru and the UK?

Question: What does this information tell us about how people live and their “quality or standard of life”? Use the discussion questions to guide your answer.

Thus far, we have focused on the monthly income of families. However, we know that development is not focused only on economic factors. Let’s look at other factors that make up development.

4. Here focus on different factors of development. We will use homes as an example: return to the homepage, click on the drop-down tab that says “Families”, and select the option “Homes”.



Reflection

Let’s now compare the difference between one specific factor in Peru and the UK. What makes them different, and why do you think this is?

Consider how different levels of development may have less access to resources given lower income levels, different priorities, and different ways of life (i.e.. family structure, challenges, etc).

For example, in the case of housing, lower income brackets will have a more limited access to housing materials such as cement or adequate roofing. This will make the housing more susceptible to damage and increase the need for future reparations. However, in tying it back with the family stories, they may be prioritising health or other factors over rebuilding housing. In “more developed” countries, safe housing will allow space for other priorities.

Another pertinent example can be that of hand washing within the current Covid-19 pandemic. Consider how family size and hand washing facilities may impact the spread of the disease, making certain people more exposed to the spread. To build on this, you may also choose to look at medication, which may point to how communities who may be more likely to contract Covid-19 will also have less resources to handle infections.

Other factors may include: everyday shoes, teeth, power switches, roofs, medication, street view, etc.

Question: Choose one of the two factors we explored. What does it tell us about development, particularly in terms of wellbeing? Think about how different factors might tie into each other, and why they might change with different income brackets.

5. **Long answer question:** Pick one of the factors that we haven't covered and write a short paragraph on how this relates to development and how it differs between Peru and the UK. You can use the discussion points above to guide your answer, and you may also choose to comment on your experience with this factor and how you might relate to families in both countries.

Handout: Dollar Street in Mala Vida

We asked two students in their second year of secondary at the Daniel Alcides Carrión school in Mala Vida to send us photos of their everyday lives to complement the Dollar Street website. Below, you can see how Nayeli Maricela Morales Chunga and Ingrid Selene Paiva Morales portrayed some of the indicators that are used for the website. You can use these in your comparisons to learn more about the community that we are discovering.

1. Your family



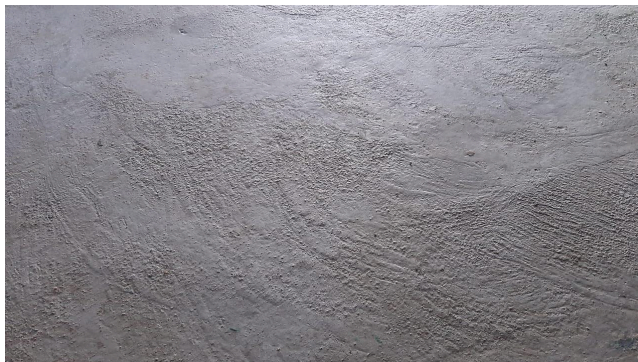
2. Your house



3. Hand washing



4. The floor



5. Shoes



6. Dinner meal



7. The object you most desire

Laptop Samsung RV415 - 14" - E-350
- 4GB - 640GB - Win 7 Home
Premium - Rosa

Modelo: NP-RV415-A06MX



MI ARTÍCULO
"TENGO MI ARTÍCULO
QUÉ YO NECESITO COMO ES UNA TABLET
PARA SI PODER SACAR INFORMACIONES Y PODER ASER
MIS TAREAS Y TAMBIÉN ENVIAR MIS VIDEOS O FTS
PRA ENVIARLE AL PROYECTO"

"My object. My article that I need is a tablet to be able to be able to get information and do my homework and to be able to send my videos or photos to send to the project".

Additional discussion prompts:

Data sets:

What is behind a data set?

- What do you think is missing from each country? For example, you might notice that the very bottom and top of the income range are not included. Why might this be? (It may be deliberate, where the families have been chosen to represent the average, majority of people).
- Think of how researchers collected this information. What might be some challenges that they faced to collect this data about families? For example, do you think they *co-produced* this resource with the families, allowing them to submit photos, or do you think they travelled to different areas of each country to ensure geographic representation?

Indicators:

In the development chapter, we talk about measures – or indicators – of development. For example, we look at the Human Development Index and income as “standardised” indicators which are commonly used for development. However, the factors we have explored in this activity can also be considered indicators as they come to represent a certain level of development.

- How might you distinguish between “standardised” development indicators and more subtle ones, as we explored here? Think of how standardised indicators might be more transferrable – more easily used in different contexts – than others. For example, income will be relevant in all families, whereas handwashing will depend on multiple factors and is less easily to study. What do you think are the strengths and weaknesses of both types of indicators?
- Look back at Step 4 and how we explored the context of different factors. How are different factors or indicators of development interrelated? For example, you might think of how measures of health, for example disease control, and infrastructure, such as facilities for washing and hygiene, are connected.

Scale and context

- Let's talk about the scale of development factors. Notice how some factors might be more individual, such as clothing, whereas other factors are more structural – related to broader contextual factors.

For example, water and sanitation facilities for individual families will depend on the availability of adequate piping, access to water reservoirs, and, finally, the necessary infrastructure for

toilets. Therefore, in rural areas without these services, a pit latrine might be the only option – not because the family cannot afford one, but because the context does not make it a possibility.

Other examples might be having a radio if there is no signal available, or how having a fridge is important for the scale in Peru, whereas there is no variation in the UK as everyone has one.

- In the same way, the meaning of different factors might change how relevant they are. For example, some factors may be culturally relative, such as places of worship or pets.