



The goal of this Study Guide is to facilitate for students of teenage years a better understanding of issues such as, Addiction, LGBTQ Community , First Nation Issues, Mental Illness such as anxiety, depression, self-harm, and suicide. The Unit is comprised of 13 short videos depicting a reenactment of real life experiences intended to help reduce stigma surrounding these topics and continue to promote an environment of greater understanding, support and acceptance in our society today.



Teens 101 Study Guide

Episode 3 – Breaking Poverty – Billionaire PA’s Story

Episode #3– Breaking Poverty (Billionaire PA’s Story)

Poverty drugs, violence, abuse, family death....all of which “Billionaire PA” experienced as a child and young teenager. He became a great salesman. The only problem is he sold drugs on the street landing him in and out of jail. What else you can you do when you live in such poverty? His grandmother planted a thought in his head, “if you could use the focused energy you have in selling drugs and channel into something good, you will be unstoppable”. Taking her advice, he not only turned his life around but is now saving so many others from the hardships that he endured as a teenager. He is a true inspiration to so many and his goal is to reach a Billion people.

Learning Goals:

After taking the quiz entitled " How much do you know about poverty" and after viewing Episode #3 and discussing his/her responses with the class and the teacher, the student will understand the challenges of poverty and how difficult it is to be overcome.

Prior Learning:

Prior to the viewing of Episode #3 the student will perhaps already have an understanding of poverty through different forms of media, through possible personal experiences and his/her own opinions and perceptions of poverty.

Minds On:

Before the viewing of Episode #3 the student will have taken the quiz entitled "How much do you know about poverty" (See worksheet # 3a) and have discussed with other students and the teacher some facts and misunderstandings about poverty.

Action:

The students will be given questions on Episode # 3 (See Worksheet #3b). Discuss with the students that they will have to respond to the questions as they are watching the episode and be prepared to discuss their responses following the episode.



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Following the discussion of the episode complete the following activity with the class:

1. Write the term 'home' on the board. Ask students to think about words, ideas and emotions they associate with the term. Write responses on the board, forming a word web around the term 'home.' Some answers might include: building, space, security, protection, privacy, warmth.
2. Next to the word chart ask students to list activities people do at 'home.' Answers might include: sleep, eat, read, play, watch TV, do work, and bathe.

Think about getting ready for school in the morning at your home: brushing your teeth, bathing, getting dressed, eating breakfast, etc. What might it be like to do all of these things in front of strangers at a homeless shelter? What is it like to get ready for school in the car that your family lives in? What is it like to try and do homework while caring for siblings or in a parents' car?

In a class discussion or written response ask students: How does it feel to get ready for school in these situations? Do you think it would be hard to concentrate?

3. Write "Poverty" on the board. Ask students to list words, emotions and ideas associated with this term. Ask students: What are the characteristics of poverty? Can you tell if someone is poor, if so, how do you?

Explain that sometimes poverty can be easily concealed. It might not be obvious that your peers and their families are struggling financially. It is important to keep an open mind and be empathetic about people's financial and housing circumstances.

Consolidation and Connection:

Make the students aware that poverty will be one of the topics that they will have a choice of completing an assignment on after all of the thirteen episodes of "Teens 101" have been viewed.



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Quiz #3a- "How much do you know about people with disabilities?"

1. Impoverished individuals are lazy and do not want to work? T/F (False- Many impoverished people actively seek work but are discriminated against because of age or gender or lack the tools and resources to secure fulltime employment).
2. Only a relatively small amount of people deal with poverty? T/F (False- Although in Canada it is much lower than in the United states, one of the greatest super powers in the world, it is estimated that over half of all Americans will experience poverty before the age of 65).
3. Even if a child is born into poverty they still have the same opportunities in school as more wealthy children and therefore have at least some of the equal opportunity to succeed later in life. T/F (False- Unfortunately over 32% of impoverished children do not graduate from high school therefore limiting their opportunities for employment).
4. Poverty, especially for children, is an extremely difficult situation to overcome and can have lasting effects such as mental and physical disorders due to lack of nutrition, physical stimulation and/ or emotional development. T/F (True)
5. If a person lives above the poverty line then they are doing well. T/F (False- A four person household with an annual income of 24,000 is considered above the poverty line).
6. Poor people are unmotivated and have poor work ethics. T/F (False- Poor working adults typically hold down 1.7 jobs and end up working more hours than their wealthier counterparts)
7. In Canada, people who are on Welfare stay on Welfare. T/F (False-Of the poor that receive benefits , more than half stop receiving benefits after a year, 70% within two years, and 85% within four years).
8. Social mobility is possible by working hard and getting an education. T/F (False-Many people who are impoverished cannot afford the costs associated with secondary or postsecondary education).
9. Poor people have babies to get more welfare and perpetuate the cycle of poverty. T/F (False- The average American and Canadian welfare family is no larger than a family receiving Welfare).
10. Poverty is a minority issue. T/F (False- Poverty affects people of all races).



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Quiz #3a- "How much do you know about poverty?"

1. Impoverished individuals are lazy and do not want to work.

True	False
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2. Only a relatively small amount of people deal with poverty.

True	False
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3. Even if a child is born into poverty they still have the same opportunities in school as more wealthy children and therefore have at least some of the equal opportunity to succeed later in life.

True	False
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4. Poverty, especially for children, is an extremely difficult situation to overcome and can have lasting effects such as mental and physical disorders due to lack of nutrition, physical stimulation and/ or emotional development.

True	False
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5. If a person lives above the poverty line then they are doing well.

True	False
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6. Poor people are unmotivated and have poor work ethics.

True	False
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7. In Canada, people who are on Welfare stay on Welfare.

True	False
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8. Social mobility is possible by working hard and getting an education.

True	False
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9. Poor people have babies to get more welfare and perpetuate the cycle of poverty.

True	False
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10. Poverty is a minority issue.

True	False
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Worksheet 3b

1. Impoverished individuals are lazy and do not want to work?
2. What happened to Michelle when she was 4 years old and how did it affect her?
3. How was Michelle bullied at school and how what was the catastrophic event that was a direct correlation to Michelle being bullied by her peers?
4. What was Michelle’s turning point in her life?
5. How has Michelle turned her life around after being abused, losing her sight, being bullied and getting involved with drugs and alcohol?
6. Discuss what Michelle means when she says “I define me and the choices I make every day define me”? How does her philosophy affect your ideas about life?
7. What does Michelle say about the effects of kindness?
8. What does doctor K. say about Michelle’s experiences?
9. What does Dr. K say about showing vulnerability and seeing it as a strength rather than a weakness?
10. What happens to the areas of our brain when we find a place to feel safe in order to share our thoughts and feelings?