



The Map is not Upside Down (Agree/Disagree Discussion)

Grades: 4 and up **Approximate time:** 15 minutes

Curriculum connections: Geography, Social Sciences, Religion

Materials required: A world map that has been turned “upside-down”, or this PowerPoint.

- A. Start by explaining you will play an “agree/disagree” game. Show everyone an imaginary “response line” across the room. At one end of the line is the “Strongly Agree” pole. At the other end of the line is the “Strongly Disagree” pole.
- B. Next explain that students will choose where to stand on this line, depending on how strongly they agree or disagree with a few different statements. For example: **I love pizza.** Once people have taken a stand, ask different people to explain why they chose their places on the response line.
- C. Continue with other statements:
I love math. I know what I want to do after high school. I love sports. Etc. You can come up with your own statements and/or invite students to add their own. End by showing the students the map and sharing this statement: **This map is upside down.**
- D. Specifically for the “upside down map” statement, here are some questions you can use to get students to think about where they are standing. You may wish to give students the opportunity to shift their place on the response line after some discussion.

Is it possible to tell where the top of a sphere is?

Is it possible to be upside down in outer space (using a plain ball of any size is a great visual aid), which is where the sphere of our planet is located?

Where do you think the people that made the map of the world lived? In the Southern Hemisphere (i.e. Global South) or the Northern Hemisphere? (answer: Europe; front and centre)

- E. DEVELOPMENT AND PEACE – CARITAS CANADA recommends that we hang the map as it is right now for this activity. Why do you think they would do that?

- F. Have a student share this quotation from DEVELOPMENT AND PEACE – CARITAS CANADA:

We recommend hanging the map this way for two reasons. First, we want to challenge you to think about how you look at the world. The truth is that the map is not upside down or right side up because there is no up or down in the universe where our planet is suspended. The truth is that there are many ways to look at the world.

Second, hanging the map this way illustrates an important teaching of our faith, the **Preferential Option for the Poor**. The Preferential Option for the Poor means looking at the world from the perspective of the poor. This includes our social, economic and political systems. It means to make choices that give a preference for the poor – to put their needs first, or in this case, on top. You see, when the map is "upside down", the countries we are present in are on the top instead of ourselves. Educating Canadians on the root causes of poverty and empowering them to take action is an important part of our mission at DEVELOPMENT AND PEACE. We need to educate people to make a preferential option for the poor if we are to truly work for the coming of God's Kingdom!

- G. Next, explain that flipping a world map upside down somewhere in your school is part of the "D&P Schools" program - and earns you the "world flipper" badge!
- H. Have students go into smaller groups and discuss implementing this badge at their school: where would they hang the map? How would they talk to their friends about why it's upside down? (Etc.)

