There’s More to Poverty than Meets the Eye

Building Engaged Citizens for Poverty Reduction and Community Well-Being

Poverty Education Resource

GRADERS

6-9

2014

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Imagine the potential each child has to see the world with greater empathy and understanding for others...

Envision the power students can have when they actively participate in their communities...

Picture providing students with skills that empower them to be the change they wish to see in their world...

and then watch what they can achieve!

ACKNOWLEDGEMENT: Much of this resource has been structured on and adapted from the resources in makeChange™: The Ladybug Foundation Education Program, 2011. We are grateful to the foundation for their permission and assistance to us.
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**CURRICULUM CONNECTIONS FOR HEALTH EDUCATION AND SOCIAL STUDIES** 111
In almost every school, there are students who are directly affected by poverty. They may not be able to access the extra-curricular activities that others can, due to high cost or lack of transportation. The fashion and electronic trends embraced by their peers may be out of reach. They may not even be able to afford to eat lunch every day or have a safe place to call home. They face tremendous obstacles in creating a positive future for themselves.

Research shows that people who live in poverty as children are more likely to:
• be in poor health
• have learning and behavioural difficulties
• have poor academic achievement, lower attendance, and lower graduation rates
• become pregnant at early age
• have lower skills and aspirations
• be in low paying jobs, unemployed, or dependent on income support

The child poverty rate in Saskatoon in 2011 was 27%. With over one in four children in our community directly affected, poverty is a critical issue that requires immediate, sustained and collaborative action from all sectors of society.

Students that explore issues related to poverty can become empowered to work towards change. Fostering their potential helps students grow into empathic, compassionate, socially responsible members of our society. They can become empowered to create a world full of positive change!
Addressing poverty and health disparity are key priorities of the Saskatoon Health Region Health Promotion Department. This resource was developed as a component of this work.

Vision

• an enriched community understanding of poverty and the relationship of poverty to health
• an increase in members of society taking responsibility for their community’s health, by acting and advocating for poverty reduction

Goals

The goals of this resource are to support and enrich curriculum areas related to social compassion and responsibility, interdependence, justice, human dignity, and equitable distribution of power and wealth.

Values:

• Equity and the pursuit of social justice to reduce health inequities
• Respect for the worth and dignity of each individual
• Recognition of community strength and interdependence
• Empathy
• Social responsibility
• Empowerment of the individual and of the community

Goals for Students:

• Develop a sense of identity and their roles within their communities
• Begin to understand the root causes of poverty
• Begin to understand the relationship between poverty and health
• Be able to discuss poverty in relation to the other social determinants of health
• Develop self-esteem and confidence by becoming active participants in an interdependent world
• Develop respect for the rights, needs, and dignity of others
• Foster cooperation and working collectively toward a common goal
• Develop problem-solving and decision-making skills

We value your thoughts, ideas, suggestions, and other feedback regarding your use of this resource. Please contact us at 306-655-4630, or submit the feedback form in Appendix 5. Thank you.
Teacher Information—Using this Resource

Using this resource:

The material in this resource can be used in a variety of ways throughout the school year. It may be used in stand-alone, consecutive units; in mini-units spaced throughout the school year and/or in conjunction with related units of study.

Teachers may wish to use some components of this resource in conjunction Saskatoon Poverty Awareness Week which occurs annually in October. Activities, events, and projects take place throughout the city. There are many opportunities to become involved. Contact the Saskatoon Anti-Poverty Coalition for further information: http://saskatoonantipovertycoalition.weebly.com/anything-about-us-without-us.html

The resource is intended to be flexible. Teachers are invited to adapt the material to meet their needs. For example, there may be opportunities to relate some of the material to discussions about current events.

Communication within schools can help to avoid overlap in subject matter and repeated activities if teachers at multiple grade levels wish to use the resource. In many cases, reviewing subject matter and re-visiting activities can be helpful as well.

Suggestions for parent engagement have been included with some of the activities outlined in this resource. Teachers are encouraged to consider other opportunities for engaging parents in the learning journey as well. Again, sensitivity in relation to students and families that may be directly affected by poverty is important.

Curriculum Connections

Activities in this resource align with many outcomes in Saskatchewan Education Social Studies and Health Education curricula. Linkages have been outlined, and are available at the end of this resource, beginning on page 111.

There are also many opportunities for connections in Language Arts and for cross-curricular connections in other subject areas.
Note regarding sensitivity:

It is important to keep in mind that there may be students in the class who are directly affected by poverty themselves, even though there may be no outward indication. People may take great measures to hide the poverty they experience. Efforts to ensure sensitivity, such as not identifying or singling out students in examples, are very important.

Professional judgement can assist in ensuring sensitivity, while allowing for open discussion where appropriate. Some students affected by poverty have found a sense of relief in learning that they are not alone and that they and their families should not be negatively judged because of their situation.

In schools where there is a high prevalence of poverty among students and their families, teachers may find that they use the resource differently than they would in a generally more affluent school.

It is also very important for teachers to be prepared to constructively address negative or judgemental attitudes that may be expressed by students or parents.
Letter to Families

(Nota to teachers: This letter may be adapted for your own use.)

Dear Families:

Our class is studying poverty and its relationship to the health and well-being of our community. We are using There is More to Poverty Than Meets the Eye, a resource developed by the Saskatoon Health Region, Health Promotion Department. The resource is intended to create awareness and empower youth to work towards a stronger, healthier community for all.

The topics of study are related to provincial Middle Years curricula. We will be learning that our health, as individuals and as communities, is largely dependent upon the environment in which we live and the opportunities we have access to.

Students will be engaged in a variety of readings, discussions, and activities. I hope that your child will bring many stories, thoughts, ideas, and questions home to you. I invite you to become actively involved in this process in your home as we progress through the activities and learning.

My goal is for students to develop a thorough understanding of poverty and its relationship to the health of our community. This learning can contribute to empathy, as well as the desire to take action towards poverty reduction and improved community well-being.

Thank you for your support and involvement in this area of learning. As always, I invite you to please contact me if you have any questions, or to discuss opportunities for partnering in this learning journey.

Sincerely,
SECTION 1:

Poverty in Our Community

This section is designed to introduce the issue of poverty in our community and help students become interested in its effects and potential solutions.
Teacher Information—Defining Poverty

Definitions of poverty range along a continuum, each with corresponding goals for poverty reduction:

Absolute poverty is defined in relation to basic needs. In some cases, these needs are defined very narrowly to refer to the minimum requirements for physical survival. In others, they are defined more broadly to refer to what is required for a basic standard of living. In either case, the goal of poverty reduction in this case is to ensure that all people are able to meet a minimal set of material needs.

Relative poverty, on the other hand, is defined in relation to the standard of living that exists in a given society. In this context, people are in poverty if their standard of living falls significantly below that available to most other people. In this case, the goal of poverty reduction is to ensure that all people are able to realize a quality of life that is comparable to that of others in their society.

Poverty is also sometimes thought of in terms of economic dependence. It is seen as a situation in which people lack the assets required to meet their own needs on a sustainable basis. Poverty reduction, then, focuses on building economic self-sufficiency.

In some jurisdictions, poverty is increasingly being thought of related to economic and social exclusion. In this view, processes of deprivation and marginalization cut people off from participation in the mainstream of social and economic life. Poverty reduction seeks to alter these processes in order to create a more inclusive society.

Finally, some view poverty fundamentally as a matter of human rights. In this case, poverty is seen as the lack of resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights. Here poverty reduction is about ensuring the fundamental right to full human development.
Many notions of poverty are rooted in the idea that poverty is fundamentally a matter of income. However, a growing number of people argue that poverty is more than a lack of income. It can also involve other factors such as a lack of hope and confidence, personal support networks, adequate levels of education or training, or the financial assets needed to weather a momentary crisis or invest in the future.

At the one end of the continuum, meeting people’s most basic material needs is the least that we should strive for in a prosperous community. At the other, enabling full human development is a long-term ideal that should guide community life.

In the middle are a series of tangible objectives for reducing poverty:

- reducing the disparities that exist in the quality of life available to local residents
- optimizing the capacity of all community members to participate in economic life
- creating an inclusive community

On the basis of the broader perspectives of poverty outlined above, the Saskatoon Poverty Reduction Partnership adopted the following as their working definition of poverty reduction:

“Poverty Reduction means creating conditions which enable all members of our community to develop their talents and abilities, actively participate in economic and social life, and enjoy a good standard of living on a sustainable basis.”

Adapted from Saskatoon, Its People and Poverty, Saskatoon Poverty Reduction Partnership, 2011
More than 115,000 people in Saskatchewan (over 12%) live in poverty. (Saskatoon Poverty Reduction Partnership, 2011).

In 2010, an estimated 13% of Saskatoon residents (over 27,000 people) lived in poverty (City of Saskatoon, 2010).

Recent poverty rates have been influenced by dramatic increases in housing prices:

- Between September 2006 and September 2007, housing prices in Saskatoon increased by almost 50%, the largest increase on record.
- Between October 2007 and October 2008, average monthly rent for a two-bedroom apartment in the city increased by $148 (Strategic Intelligence Group 2009).
- In 2009, Saskatoon’s average rent increased by over 8%—the second highest increase in Canada (Poverty Free Saskatchewan, 2010).

A number of population groups experience poverty at a significantly higher level than the population as a whole:

**CHILDREN**
- In 2006, just over 20% of Saskatoon children under the age of six lived in households with incomes below the poverty line (Saskatoon Well-Being Design Charette, 2009).
- Over 33,000 children in Saskatchewan (almost 17%) live in poverty (Child and Family Poverty in SK, 2010).
- Saskatchewan has the third highest child poverty rate in Canada.

**ELDERLY**
Canada’s elderly poverty rate increased from 4% in 1995 to 12% in 2010 (Conference Board of Canada, 2013). When seniors living very near the poverty line are also taken into account, more than one quarter are affected.

**WOMEN**
Women are more likely to be poor.

**SINGLE PERSONS**
In 2006, 31% of all unattached individuals in Saskatoon lived below the poverty line
LONE-PARENT FAMILIES
In 2006, 28% of all lone-parent families in Saskatoon lived below the poverty line (Saskatoon Well-Being Design Charette, 2009). Ninety percent of lone-parent families are led by women. Female lone parent families have about 65% of the income of male lone-parent families (Neudorf et. al. 2008).

ABORIGINAL PEOPLE
According to the 2006 census, 40% of all Aboriginal people in the City of Saskatoon lived below the poverty line, compared to only 10% of the non-Aboriginal population. Over half of Aboriginal children under age 6 in Saskatchewan live in low-income families. There have been positive trends in aboriginal employment, with rates rising steadily in Saskatoon since at least 1996 (Strategic Intelligence Group, 2009).

RECENT IMMIGRANTS
Thirty percent of recent immigrants to Saskatoon live in poverty (Saskatoon Well-Being Design Charette, 2009).

MINORITY GROUPS
In 2006, 18% of visible minorities living in Saskatoon lived in poverty (Saskatoon Well-Being Design Charette, 2009).

PEOPLE WITH DISABILITIES
In 2006, 17% of Saskatoon residents with activity limitations lived below the poverty line (Saskatoon Well-Being Design Charette, 2009). About 40% of Canadians with disabilities are not in the work force (2010 Federal Disability Report, HRDSC). Disabled individuals face many challenges in finding supportive employment. Canadians with disabilities who are able to find employment have far below average income earnings (Social Determinants of Health: The Canadian Facts, 2010).
LOW INCOME WORKERS

44% of low-income households include at least 1 working adult (2009 Report Card on Child and Family Poverty in Canada, 2009). Full-time minimum wage pays under $20,000 per year—almost $16,000 below the poverty line for a family of four (Statistics Canada, 2010). Approximately 40% of all Saskatoon residents living on low incomes had at least some part time work during the year according to 2005 estimates (Saskatoon Well-Being Design Charette, 2009).

Although poverty is concentrated in certain neighbourhoods and among certain groups, it also crosses social and geographic boundaries. Anyone can be poor. Some people are poor for a short time in their lives; others find themselves caught in persistent poverty. Income insecurity and inequality touch even more people. Many worry that they are only a missed pay cheque or two away from poverty themselves.

For further information, references and updates, visit:
http://www.saskatoonpoverty2possibility.ca/poverty.html#profile

ADAPTED FROM Saskatoon, Its People and Poverty, Saskatoon Poverty Reduction Partnership, 2011
Unless indicated otherwise the data cited is from the 2006 Canadian Census.
**OBJECTIVE**
Students will have the opportunity to view poverty from a closer and more personal perspective than they may have in the past.

**SUGGESTED PROCEDURE**
Arrange for one of the following experiences for the class:
- guest speaker(s) relating personal experiences with poverty
- this experience can be helpful in conjunction with other activities in this resource as well. The Saskatoon Anti-poverty Coalition may be able to provide suggestions for speakers. You may contact Vanessa Charles, co-chair at 306-374-5701 or vjsaskatoon@yahoo.ca  The coalition can also be contacted at 306-955-5095, or by email at antipoverty@sasktel.net
- a community walk in a lower income neighbourhood
- volunteer or field trip experiences (see Appendix 1)
- Women, Poverty and Public Policy Photovoice
  available at [http://www.pwhce.ca/program_poverty_photovoice.htm](http://www.pwhce.ca/program_poverty_photovoice.htm)

**DEBRIEFING**
Through classroom discussion or journaling, have students express their thoughts about the experience. In what ways did the experience perhaps alter their knowledge, attitudes or beliefs about poverty?

**NOTES AND ADAPTATIONS**
OBJECTIVE
Students will begin to think about what poverty means in a Canadian context.

SUGGESTED PROCEDURE
Have students consider the following definitions related to poverty:

- the state of being extremely poor
- poor: lacking sufficient money to live at a standard considered comfortable or normal in a society

In small groups, have students brainstorm what it is like to live in poverty. Have each group create a list of what people living in poverty may be lacking. Reconvene the class and list ideas from all the groups on the board.

WHAT IS POVERTY?
Sample list: Not having enough money for:
- electronics—cell phones, game systems
- sports
- movies
- eating out
- vacations, travel to visit family that live out of town
- clothes, or the clothes you like
- transportation (bikes, skateboards, family vehicle, buss pass)
- the dentist
- tuition for university or technical school
- childcare to allow parents to go to work
- healthy food, or even enough food
- a good place to live, or even a place to live

DEBRIEFING
How would poverty affect a person’s ability to make choices in their life? How might it affect the opportunities they have available to them? (e.g. ability to participate in activities with friends, choices about where to live, access to post-secondary education, ability to maintain good health, job opportunities etc.)

NOTES AND ADAPTATIONS
OBJECTIVE
Students will gain an understanding of who lives in poverty.

SUGGESTED PROCEDURE
Class Discussion or Journal Reflection Questions:
Who might be affected by poverty in our community?
What groups in our society may be more affected by poverty than others?
Do you think that there may be people living in poverty that would surprise you?

DEBRIEFING
Use the teacher information provided to expand the discussion.

NOTES AND ADAPTATIONS
OBJECTIVE
Students will explore their thoughts and attitudes regarding poverty.

SUGGESTED PROCEDURE
Choose, or have students choose, from the prompts below to initiate independent thought through journaling.
Provide the prompt(s) and give students five minutes to write their thoughts, opinions, feelings, beliefs, and attitudes about the topic.

ALTERNATE ACTIVITIES
• Assign one or more prompts as take home writing to be done after family discussion.
• Jigsaw activity: Distribute various prompts and have students write independently. Have students with the same prompt form a discussion group. Finally, have students re-form discussion groups with one representative for each prompt.

FIVE MINUTE WRITING PROMPTS
• What do you think of when you hear the word poverty?
• When you think of people who live in poverty, what do you think of?
• Why do you think poverty exists in our community?
• Where do you think poverty exists in our community?
• What are some examples of situations linked with poverty that may exist in our community?
• Have you had direct experiences with poverty that you would like to write about?
• How do the media portray poverty?
• What assumptions do we make about people living in poverty? Why do we make these assumptions? (Consider stereotypes, biases, prejudices and discrimination)
• What would it be like to live in poverty?
• Why are there circumstances where people who have jobs can still be living in poverty?
• “From poverty to possibility” is a slogan used by the Saskatoon Poverty Reduction Partnership. What does it mean to you?
• If there is enough money in the world for everyone to have some, why do some people have more than others?
• Do you think poverty should be a human rights issue?
• Whose job is it to solve poverty?
• Who helps people who live in poverty? Can young people help people in poverty?
• What are some of the challenges faced by families living on a low income?
• Could your family live on less than $1700 a month? How do you think some families in our community do it? ($1700 per month is the approximate full time minimum wage in Saskatchewan in 2013.)

ADAPTED FROM makeChange: The Ladybug Foundation Education Program, Grade 6, 2011

DEBRIEFING
Head a discussion in which students are invited to share and reflect on thoughts generated through the writing process.

NOTES AND ADAPTATIONS
ACTIVITY  

What are our rights?

This activity helps students examine rights in Canada. A story helps to introduce students to the struggles experienced by non-dominant groups in our society.

OBJECTIVE

Students will gain awareness of inequities faced by less dominant groups in society and develop empathy for their struggles.

SUGGESTED PROCEDURE, PART 1

The videos listed below are based on human rights and may be used as a bridge to connect human rights and poverty.

30 Words: The Universal Declaration of Human Rights
http://www.youtube.com/watch?v=RNwl2mjApRw

Declaration of Human Rights
http://www.youtube.com/watch?v=maMF3y8ubilU

Poverty Means...
http://www.youtube.com/watch?v=7XgcnmpoG4s

Have a dialogue in class based on one of these videos.

Distribute a copy of the Universal Declaration of Human Rights (available at http://www.un.org/en/documents/udhr/) and post one in class. Ask students to review the declaration and pick one that is most important to them. Have them submit their choice to you on a piece of paper. Compile their responses after class to create a ‘Classroom Declaration of Rights and Freedoms’ Hang this in the classroom and discuss in the next class.
SUGGESTED PROCEDURE, PART 2

Read the following story aloud:

CRYSTAL’S DREAM

In the spring of 2010, Crystal and her older brother Jordan convince their parents to move from their reserve to Saskatoon. Jordan is hoping to attend college there. Crystal is artistic and wants to go to a school that focuses on the arts. In the city, the family pays $1400 per month for a two-bedroom apartment, Crystal and her parents each have a bedroom and Jordan sleeps on the couch. Although this is more than triple the cost of their old home, everyone is working hard to make their home comfortable and live healthy, happy lives. The family dream is nearly shattered when Jordan is bullied about his native heritage and severely beaten. The girls at Crystal’s school bully her online and won’t hang out with her, saying that she ‘looks poor’ and ‘used to live in the wild.’ Crystal’s mother has quit work to take care of Jordan while he heals, cutting the family’s income in half. Crystal tries to sell cultural crafts at the Farmer’s Market to support her father’s fierce determination not to borrow money. Most people in the family’s neighbourhood are white and keep to themselves. However, one family is generous, will often bring food over and will spend time visiting with the family. Although Crystal and her family have faced some serious obstacles, they are still committed to the choice to live in Saskatoon.

In groups of four or as a class, ask students to assume the roles of the people in the story and talk about their thoughts and feelings.

Ask the groups to brainstorm and record what they believe the rights of Canadian citizens are. Discuss values and ideals that Canadians hold, such as peace, respect, tolerance, and religious freedom. Ask the students to describe how they see these values fitting in with the characters in Crystal’s Dream. Allow approximately 15-20 minutes.

Draw a chart on the board with columns labelled “Rights” and “Not Rights.” Ask each group to share responses and have the class decide which responses should fit in each category.
Compare the official Canadian Charter of Rights and Freedoms with the class responses. A PDF of the charter is available from: http://publications.gc.ca/collections/Collections/Collection/CH37-4-3-2002E.pdf

DEBRIEFING
Discuss the following questions in class:
• Are there any rights in the charter that surprise you?
• Are there any rights that you think are missing from the charter?
• What have you learned about our rights and freedoms?
• What year was the Charter incorporated as part of the Constitution? (in 1982, by Prime Minister Pierre Trudeau)
• Canada became a country in 1867. Why do you think it took over 115 years for the Charter to be incorporated?
• How do you think decisions were made about what activities should be recognized as “rights?” What past experiences helped us learn how important these rights are?
• Why do you think we have a “right” to these things? What happens if our rights are violated?
• How do we protect our rights? (We protect them by law.)
• How would our lives be different if these rights were not recognized and protected in Canada?
• Which of these rights are recognized and protected everywhere in the world? Which are not?
• Do you think people living in poverty have the same rights as everyone else? Explain.
• Does having our rights written into the Constitution necessarily mean that they will always be protected and that our lives will be good? Explain.

Adapted and partially reproduced, with permission, from makeChange: The Ladybug Foundation Education Program, 2011.

NOTES AND ADAPTATIONS
The following quotes can be used as the basis for a personal journaling exercise, or in groups to generate discussion. Students can also take the quotes home to discuss with their families.

**OBJECTIVE**
Students will explore their thoughts and attitudes about poverty.

**SUGGESTED PROCEDURE**
Print the quotes on laminated posters and display in the classroom. Provide copies of the quotes to students. Have them each pick their favourite and write in their journals:
- what it means
- why it appeals to them
- how it makes them feel

**POVERTY QUOTES**
*Poverty is like punishment for a crime you didn’t commit.*
ELI KHAMAROV

*For every talent poverty has stimulated, it has blighted a hundred.*
JON GARDNER

*We, who have so much, must do more to help those in need. And, most of all we must live simply, so that others may simply live.*
ED BEGLEY JR.

*Think about it: Every educated person is not rich, but almost every educated person has a job and a way out of poverty. So education is a fundamental solution to poverty.*
KATHLEEN BLANCO

*To live in poverty is to live with constant uncertainty, to accept galling indignities, and to expect harassment by the police, welfare officials and employers, as well as by others who are poor and desperate.*
BARBARA EHRENREICH
It’s time to begin educating the heart.
THE DALAI LAMA

Be the change you want to see in the world.
MAHATMA GANDHI

Give a man a fish and you have fed him for the day. Teach a man to fish, and you have fed him for a lifetime.
UNKNOWN

When the lives and the rights of children are at stake, there must be no silent witnesses.
ANONYMOUS

Every society is judged by how it treats the least fortunate among them.
UNKNOWN

Let us not be satisfied with just giving money. Money is not enough, money can be got, but they need your hearts to love them. So, spread your love everywhere you go.
MOTHER TERESA

ADAPTED FROM makeChange: The Ladybug Foundation Education Program, 2011

DEBRIEFING
Discuss the quotes in class.

NOTES AND ADAPTATIONS
SECTION 2:
What Causes Poverty in Our Community?

The activities in this section are designed to help students understand the root causes of poverty.
In some perspectives, poverty is believed to result from the personal deficiencies or failures of people in poverty. In particular cases, such deficiencies are believed to give rise to social norms that trap a whole group of people in a ‘culture of poverty.’ These perspectives fail to appreciate the extent to which social and economic conditions shape people’s lives and, in the face of such challenges, the efforts that virtually all people make to meet their needs and those of their families. Approaches that see poverty resulting from situations or structures that make it difficult for people to secure their well-being are more helpful.

In the case of situational poverty, particular events or conditions, such as a job loss, loss of a spouse, marital breakdown, illness or lack of access to a particular service (such as child care or training) may throw people into poverty. In the case of structural poverty, economic, political and social systems create unequal access to the resources and opportunities people need to avoid or escape poverty.

This is not to say that people are helpless. Rather, in order to take effective action, more than individual efforts are required: community collaboration is often needed to alter the situations and systems that contribute to poverty.

**Teacher Information—Causes of Poverty**

*Adapted from* Saskatoon, It’s People and Poverty, Saskatoon Poverty Reduction Partnership, 2011
In their shoes

More than 115,000 people in Saskatchewan live in poverty. Who are they? What does it feel like to live in poverty? This lesson will help students reflect on their answers to these questions. They will work in small groups and consider the lives of five Saskatchewan residents who are living in poverty and are each facing personal dilemmas.

OBJECTIVE
Students will consider a variety of scenarios of people living in poverty and will reflect on the some of the challenges they may be facing.

SUGGESTED PROCEDURE
Write the phrase ‘people living in poverty’ on the board. Ask students to think about the question, ‘Who are people living in poverty?’ Have the students write their responses in their journals. Ask students to volunteer responses and write them on the board.

Divide the students into five groups. Assign each group one of the following scenarios in which each of them imagines they are the person described. Ask each group to consider the situation and work through the dilemma together. Have groups present their problem solving ideas. Students may use creative presentation methods, such as a short story, a group reflection, or a skit.

Scenario #1
Your name is Matthew. You are a potash miner. You have worked with your company for 15 years. Yesterday you were laid off because the mine is shutting down. You don’t have a post-secondary education. Your job skills are limited and you don’t have the money to pay for additional job training. Your wife works as a receptionist, but the money she earns won’t be enough to pay your rent. It seems all the good factory jobs are not near where you live. What should you do?

Scenario #2
Your name is Ahmed. You moved to Canada last year and settled in Humboldt with your wife and 5 year-old daughter. You are hard-working but speak little English. You work as a dishwasher in two restaurants. Your wife Abha works cleaning houses. You don’t make a lot of money together, but you can usually make ends meet. Now Abha is very sick and can’t work anymore. You don’t know how we can pay for everything. What should you do?
Scenario #3
Your name is Emily. You are a single parent in a small town. You have been staying at home with your one year-old daughter Lucy. You have an opportunity to get a job. However, it only pays minimum wage and you can’t afford child care for Lucy. You currently receive government assistance, but you don’t want to stay on welfare forever. What should you do?

Scenario #4
Your name is Tim. You’re 16 years old and your family is homeless in Saskatoon. Your mom works at a part-time job while you and your little brother Alex are at school. You usually sleep in your mom’s car and sometimes save enough money to get a hotel room. You used to live in a nice house, but after your dad left your family it was hard for your mom to find full-time work. You’ve been thinking about getting a job and saving money for your family for a deposit on an apartment, as winter is coming and it’s getting cold. However, that would mean you’d have to drop out of high school. Your school counsellors tell you you’re a good student but they don’t understand what is going on. You can’t tell them your situation or they will take you away from your mom and possibly separate you from your brother. You could always finish high school later, your family needs you now. What should you do?

Scenario #5
Your name is Jack. You are nearly 70 years old and are retired. Your only source of income is a small amount of government benefits. It isn’t much, but you make it stretch as best you can. It pays the rent and utilities. You get help with groceries from the food bank. However, now you have a new problem. You have high blood pressure and have to take medicine. Government programs will cover some of the cost of the medicine, but not all. You don’t know how you are going to come up with the money. What should you do?
DEBRIEFING
As group reflection or personal journal responses, have students answer the following questions about their scenario:

• How did you feel when you imagined yourself as the person in the scenario?
• What were some of the issues you encountered when trying to solve your problem?
• Does this activity change how you feel about people who live in poverty?
• What would you tell others about the situations experienced by people living in poverty?
• What are some common stereotypes about people living in poverty?
• Why are all people deserving of compassion, respect and a decent standard of living, regardless of whether they fit stereotypes or not?

Make copies of the statements below. Select students to read them aloud to the class in the order given.

Who is poor in Saskatchewan? This is how those living in poverty might answer:
• We are White. We are Aboriginal. We are Black. We are Asian and Indian, and other from ethnic backgrounds too. 
• We are young and we are old. We live in cities, suburbs, and in the country. We go to work, to school and to church.
• We want to raise our children well. We help others who are worse off than we are. At times, we depend on the kindness of others.
• We are one out of every four children in Saskatchewan.
• We aren’t all the same.

ADAPTED FROM Poverty USA Student Action Project, 2010

TEACHER NOTES AND ADAPTATIONS
OBJECTIVE
Students will explore facts about poverty.

SUGGESTED PROCEDURE
Provide the Poverty Quiz to students.
Answer ‘True’ or ‘False’ to the following questions:

1. Most people in Saskatchewan could get out of poverty if they only had a job.
   TRUE Many Saskatchewan residents living in poverty are children, elderly, or physically unable to work due to illness or disability. They may rely on others in their family for financial support. Minimum wage is not enough to lift families out of poverty.

2. The provincial minimum wage is $10.00 per hour in 2013.
   TRUE A single person working at minimum wage full-time all year ($10.00 x 40 hours x 52 weeks) would earn $20,800 before any deductions or taxes - $1500 less than the Low-Income Cut-off Line of $22,300.

3. 1 in 10 children in Saskatoon live in poverty.
   FALSE More than 1 in 4 children in Saskatoon live in poverty.

4. Cities in Saskatchewan have a higher rate of poverty than in the rural areas.
   FALSE The overall poverty rate of rural Saskatchewan is higher than urban Saskatchewan. This is the reverse of the situation in every other province and territory, except Newfoundland.

5. People living in on social assistance do not get enough money to meet basic needs.
   TRUE Social assistance payments fall well below the Low Income Cut-Off.
6. People would not choose to be on social assistance if they had another choice.

**TRUE** People naturally want a more comfortable livelihood for themselves and their families than what social assistance provides. Lack of work is the most common reason for people to be on welfare. Disability is the second most common reason.

7. If everyone in poverty in Saskatchewan lived in one city, it would be similar in size to Prince Albert.

**FALSE** This imaginary city would be home to 115,000 people, almost three and a half times the size of Prince Albert.

8. High costs for rent can leave low income families without enough money for food.

**TRUE** Rental costs have sky-rocketed in the past several years.

9. Disabled individuals face many challenges in finding supportive employment.

**TRUE** A greater number of employers offering workplace accommodations for disabled individuals could allow more disabled individuals to secure paid employment.

10. Job loss, death of a spouse, critical illness or disability are some of the most common reasons that people need to go on social assistance.

**TRUE** Traumatic life events can cause a loss of income, making extremely difficult times even harder.

11. Comprehensive poverty reduction strategies can benefit all Canadians.

**TRUE** Poverty reduction creates a stronger, healthier community for all. It can also reduce costs related to health care and other services.
12. Many elderly people, who have worked hard all their lives, struggle to get by on low incomes.

**TRUE** Over one quarter of Canadian seniors live at or near the poverty line.

13. All children in Canada get a good start in life.

**FALSE** Children living in poverty have more health problems than other children. It is more difficult for them to do well in school.

*Adapted in part from Poverty USA Student Action Project, 2010*

**DEBRIEFING**

Discuss information provided with each quiz question in class.
**OBJECTIVE**
Students will explore causes of poverty.

**SUGGESTED PROCEDURE**
Have students work independently, in groups or as a class to create a fact sheet, poster or PowerPoint presentation about local, regional and/or national poverty and it’s underlying causes. Websites listed in Appendix 2 can be used sources of information.

You may wish to send a note home encouraging parents work with their children on the project.

**DEBRIEFING**
Have students share their findings with one another prior to finalizing their projects. Allow them to make adaptations they may wish to as a result of additional information shared.

Consider opportunities for students present their work at school or community events.

**NOTES AND ADAPTATIONS**
SECTION 3:

How Does Poverty Affect Health?

The activities in this section are designed to broaden students understanding of the relationship between poverty and health.
Teacher Information—Poverty and Health

At every stage of life, health is determined by complex interactions between social and economic factors, the physical environment and individual behavior—the factors known as ‘determinants of health’. These do not exist in isolation from each other; it is the combined influence of the determinants of health that determines health status.

Public Health Agency of Canada

Determinants of Health include the following:

**Income and Social Status** There is strong and growing evidence that higher social and economic status is associated with better health. In fact, these two factors seem to be the most important determinants of health.

**Social Support Networks** Support from families, friends and communities is associated with better health. Such social support networks could be very important in helping people solve problems and deal with adversity, as well as in maintaining a sense of mastery and control over life circumstances. The caring and respect that occurs in social relationships, and the resulting sense of satisfaction and well-being, seem to act as a buffer against health problems.

**Education and Literacy** Education is closely tied to socioeconomic status, and effective education for children and lifelong learning for adults are key contributors to health and prosperity for individuals, and for the country. Education contributes to health and prosperity by equipping people with knowledge and skills for problem solving, and helps provide a sense of control and mastery over life circumstances. It increases opportunities for job and income security, and job satisfaction. And it improves people’s ability to access and understand information to help keep them healthy.

**Employment/Working Conditions** Unemployment, underemployment, stressful or unsafe work are associated with poorer health. People who have more control over their work circumstances and fewer stress related demands of the job are healthier and often live longer than those in more stressful or riskier work and activities.
Social Environments—The importance of social support also extends to the broader community. Civic vitality refers to the strength of social networks within a community, region, province or country. It is reflected in the institutions, organizations and informal giving practices that people create to share resources and build attachments with others. The array of values and norms of a society influence in varying ways the health and well-being of individuals and populations. In addition, social stability, recognition of diversity, safety, good working relationships, and cohesive communities provide a supportive society that reduces or avoids many potential risks to good health.

Physical Environments The physical environment is an important determinant of health. At certain levels of exposure, contaminants in our air, water, food and soil can cause a variety of adverse health effects, including cancer, birth defects, respiratory illness and gastrointestinal ailments. In the built environment, factors related to housing, indoor air quality, and the design of communities and transportation systems can significantly influence our physical and psychological well-being.

Personal Health Practices and Coping Skills Personal Health Practices and Coping Skills refer to those actions by which individuals can prevent diseases and promote self-care, cope with challenges, and develop self-reliance, solve problems and make choices that enhance health. Definitions of lifestyle include not only individual choices, but also the influence of social, economic, and environmental factors on the decisions people make about their health. There is a growing recognition that personal life “choices” are greatly influenced by the socioeconomic environments in which people live, learn, work and play.

Healthy Child Development New evidence on the effects of early experiences on brain development, school readiness and health in later life has sparked a growing consensus about early child development as a powerful determinant of health in its own right. At the same time, we have been learning more about how all of the other determinants of health affect the physical, social, mental, emotional and spiritual development of children and youth.

Biology and Genetic Endowment The basic biology and organic make-up of the human body are a fundamental determinant of health. Genetic endowment
provides an inherited predisposition to a wide range of individual responses that affect health status. Although socio-economic and environmental factors are important determinants of overall health, in some circumstances genetic endowment appears to predispose certain individuals to particular diseases or health problems.

**Health Services** Health services, particularly those designed to maintain and promote health, to prevent disease, and to restore health and function contribute to population health. The health services continuum of care includes treatment and secondary prevention.

**Gender** Gender refers to the array of society-determined roles, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to the two sexes on a differential basis. “Gendered” norms influence the health system’s practices and priorities. Many health issues are a function of gender-based social status or roles.

**Culture** Some persons or groups may face additional health risks due to a socio-economic environment, which is largely determined by dominant cultural values that contribute to the perpetuation of conditions such as marginalization, stigmatization, loss or devaluation of language and culture and lack of access to culturally appropriate health care and services.

ADAPTED FROM *What makes Canadians Healthy or Unhealthy? Public Health Agency of Canada, 2011*


The social and economic factors that affect health are called the Social Determinants of Health. They are the conditions in which people live, learn, work and play. They are critical factors that shape opportunities to be healthy.

Poverty is highly related to a number of the Social Determinants of Health. Among these, income and social status is the single greatest predictor of health. Other social determinants, such as jobs, education, housing and social networks are also frequently inter-related with poverty.
Health behaviours are also affected by lack of income. For example, a person living in poverty may not be able to afford healthy food choices and may have fewer opportunities for physical activity.

Health inequities are unfair and avoidable difference in health status. They are largely related to income and other social determinants. Saskatoon residents in the most deprived neighbourhoods experience vastly higher rates of illness than those in neighbourhoods with higher socio-economic status.

Discussions about health often focus on health care. However, it is clear that health care alone cannot fix our health problems. An effective health care system is essential for treating us when we are ill - but health is about much more than illness care. Individual and community health, well-being and prosperity are created when all sectors invest in health-supporting actions. Healthy communities and living conditions can reduce the need for health care services. This in turn can reduce the burden of illness on individuals, families and on community resources.

ADAPTED FROM Let’s Start a Conversation about Health User Guide, Sudbury District Health Unit
Everyone has different opportunities for health, largely influenced by their social and economic conditions. By working to improve social and economic conditions for all, the health, well-being and prosperity of the entire community can be improved.

Let’s Start a Conversation About Health User Guide, Sudbury District Health Unit

Poverty takes a toll on individuals and families. People may become withdrawn, depressed, anxious and hopeless. They may feel marginalized and isolated, and robbed of the opportunity to contribute as meaningfully to society as they would like to. Poverty can be time-consuming, preventing parents from spending quality time with their children. It can prevent them from offering their children the opportunities that other families are able to.

Poverty also has an effect on the well-being of the entire community. There are immense economic costs to our health care system, as well as costs due loss of productivity. Increased policing and judicial costs occur when social strife results in crime.

In a 2010 background paper, Poverty Free Saskatchewan notes important new research showing that reducing the gap between rich and poor yields benefits for everyone, not just the poor. They cite the work of epidemiologists Richard Wilkinson and Kate Pickett, who found that a smaller gap between rich and poor means a happier, healthier, and more successful population overall. Countries with reduced income inequality showed reduced crime rates, mental illness, obesity, and teen births and increased levels of trust in society.

The entire community would benefit from financial savings that could result from poverty reduction. A growing body of research is documenting the extraordinary financial costs associated with poverty. For example, the Ontario Association of Food Banks has estimated that the private and social costs of poverty in Canada result in $7.6 billion in extra healthcare costs; $1-2 billion in costs of increased crime...
and $35-42 billion in lost productivity costs (Poverty Free Saskatchewan 2010).
Beyond the financial savings is human gain in relation to the health and well-being of people in poverty, and the increased vitality of the community as a whole. With the opportunity to more fully realize their capacities, people in poverty are better able to contribute to economic and social life. Moreover, a more cohesive community is better able to tackle both the challenges and opportunities that it faces. The economic and social disparities are a drain on our community’s potential. A community-wide effort to reduce poverty is a vital step toward a better future for all.

ADAPTED FROM Saskatoon, It’s People and Poverty, Saskatoon Poverty Reduction Partnership, 2011
OBJECTIVE
Students will consider needs versus wants in relation to Maslow’s Hierarchy.


Discuss the differences between “needs” and “wants.” Ask students to give examples of common “wants” for people their age. In pairs or small groups, have students list their top five “needs” for survival and the top five things they “want”, ranking both lists in order of importance. Discuss the results as a class.

Distribute copies of the Effects of Poverty worksheet (below) and discuss the following:

• What are some potential long-term effects of poverty? What might happen to a family if they lived in conditions of poverty for years or even generations?
• Do you think we are doing enough as a society to help people living in poverty? Why or why not?
• Who should help?
• How many people do you think live in conditions of poverty in your community? Why do you think this?
EFFECTS OF POVERTY WORKSHEET

Poverty can be described as a person’s inability to access the basic needs for survival.

With a partner or in a small group, fill out the chart below:

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>Consequences for a family that lacks the needed item</th>
<th>How does society help? (individuals and/or government agencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: FOOD</td>
<td>Kids go to school hungry and are unable to concentrate</td>
<td>Food banks</td>
</tr>
</tbody>
</table>

DEBRIEFING
Discuss the following questions in class:
1. Can you imagine a situation in which someone may choose to ignore a need, such as clothing or food, and instead fulfill a want, such as an iPod or an expensive brand name bunny-hug?
2. Why do you think some people make these choices?

ADAPTED FROM Free the Children Poverty Module, 2011

Distribute the following stories of poverty. Ask students how they think authors would be affected by their experiences. Discuss.
I lived with my dad growing up, and he was kind of an abusive drunk. At times he would go out and drink for days and I would have nowhere to go because he would lock the door on me. I couldn't get into my house. I had nowhere to turn because everyone else felt like, “You're just ‘trying to get attention’. But I really had nowhere to go. I was constantly walking around for days by myself. I'd sleep in parks, going all over, and once in awhile try to sleep at a friend's house but that's about it, and then wait until he gets back and then get beaten. And then I'd literally have to take off just to be away from that. I literally had to force myself to stay away from home, with nowhere else to go.

I've been homeless before, and I've never had to deal with a really harsh situation where I had to leave, like absolutely 100%. I grew up in a small white community and to me, it was like torture being there because I couldn’t stand the racism and basically not being able to participate in society. My whole life was like one big mind game that I couldn’t get over, I couldn’t move forward in that environment.

You feel very exposed when you have nowhere to go. You don’t feel safe. When a kid is out on the street, one of the things [people] say is, “Get a job.” It’s so simple, but it’s so hard because you wake up in an air vent, and you're carrying around a backpack, and you basically have to wash up in a hotel bathroom, or a McDonald’s bathroom. The biggest thing that I experienced was a complete loss of self-esteem. You don’t feel like you’re worth.

I couldn't go to school because of how much I was getting hit. I missed [school] because I had bruises on me, I couldn’t even pick myself up to go walk on the bus. So when I finally did go back to school they told me I couldn’t even go to school because I’d missed. I think it was like, seventy out of a hundred days of school. So it never really worked out. I always wanted to be a teacher. It may sound a little weird, but yeah, I wanted to be a teacher.

Stories from Nowhere to Go: Homeless in Saskatoon Video, 2010. Passion for Action Against Homelessness.
This activity demonstrates how complex factors and conditions determine the level of health for every Canadian.

**OBJECTIVE**
Students will examine the complex factors that determine our health.

**SUGGESTED PROCEDURE**
Read the following conversation aloud. Ask students to answer the questions in the sequence below. You may refer to the teacher information section for discussion purposes.

“**But why?**

“Why is Jason in the hospital?"
“He has a bad infection on his leg.”

“Why does he have an infection?"
“He has a cut that got infected.”

“How did he get a cut on his leg?"
“He was playing in the junk yard next to his apartment building and fell on a sharp, jagged piece of steel.”

“Why was he playing in a junk yard?"
“His neighbourhood is very run down. A lot of children play in the junk yard and there is no one to supervise them.”

“Why does he live in that neighbourhood?"
“His parents can’t afford a safer place to live.”

“Why can’t his parents afford a safer place to live?"
“Because his Dad is unemployed and his Mom is sick.”

“Why is his Dad unemployed?"
“Because he doesn’t have much education and he can’t find a job.”

“But why . . . ?”

ADAPTED FROM the Public Health Agency of Canada, What Makes Canadians Healthy or Unhealthy? 2013
http://www.phac-aspc.gc.ca/ph-sp/determinants/determinants-eng.php#unhealthy
Ask students to identify factors from the story that they believe are connected to Jason’s current health status. Ask them to explain their responses.

After completing the next activity, Poverty and Health, you may wish to return to the story to discuss the Determinants of Health are affecting Jason’s current health. These may include:

- Education
- Employment
- Sickness/Disability
- Income/Social Status
- Physical Environment
OBJECTIVE
Students will explore the link between poverty and health.

SUGGESTED PROCEDURE
Have students brainstorm and discuss a broad range of factors that may affect health. Suggest additions from the examples below if some things are missed:

- having a good doctor
- having a hospital close by
- a family history of health problems
- healthy food choices
- being able to afford sports and recreation equipment, classes or memberships
- having family members you feel close to
- having friends
- having money to be able to enjoy activities with friends
- being able to afford health care services that are not covered e.g. dental care
- being able to read and understand health information such as medicine instructions
- good communication skills
- good relationship skills
- being physically active
- having safe places to play and be physically active
- having a safe and secure home

Explain that factors that affect our health are called Determinants of Health. They can be grouped into the categories listed below:

DETERMINANTS OF HEALTH

Money / Income
This reflects the amount money a family receives each month from employment and/or any other sources. It is the total amount of money available to meet all the families’ needs as well as any ‘optional’ expenses.

Family and Friends (Social connections / social support networks)
This is the network of relatives and friends outside of the immediate family. Having family and friends is important for health and well-being. As well, people who are close to one another can often turn to each other during difficult times.
**Education / Literacy**
An education helps us to get along in life. Skills such as being able to read well and do math are important for staying healthy and for taking care of ourselves if we get sick.

**Employment and Working Conditions**
Employment provides income, and also adds to a one’s social network. Safe and healthy working conditions are important.

**Social Environments**
Social environments relate to support networks beyond close family and friends. These include organizations in our communities such as local community associations, interest groups, charitable agencies or groups related to governments. They also relate to the attitudes and practices within communities related to helping one another and working toward the common good.

**Physical Environments**
People need safe places to live, work and play. It is also easier to live a healthy life when we have access to things like playgrounds, walking trails, bike paths and stores that offer affordable, healthy foods.

**Personal Health and Coping Skills**
Personal health skills, like knowing how to cook healthy foods, can help to keep us healthy. However, it can be much more challenging to develop or practice these skills if other conditions in life are not good. For example, it is hard to cook healthy foods if there is not enough money to buy them.

**Healthy Child Development**
A healthy start in life helps children to learn and grow well.

**Biology and Genetics**
Some health conditions can be inherited, but most are more related to the social determinants—the conditions in which we live, work and play.

**Health Services**
These include doctor visits, medicines, clinics, emergency services and hospital care. While they are very important when we are sick or hurt, there are most often other factors that help to keep us from getting sick or hurt.
Gender
Both health and illness can be affected by gender issues. For example, boys may be socialized to be more daring than girls, and may experience more injuries as a result. Girls may feel more pressure to be thin and have higher rates of eating disorders.

Culture
Cultural norms and practices can affect health behaviours.

Have students categorize the brainstormed list of factors according to the list of determinants, using a worksheet or list on the board such as the one below.

DETERMINANTS OF HEALTH
- Money / Income
- Family and Friends (Social connections / social support networks)
- Education / Literacy
- Employment and Working Conditions
- Social Environments
- Physical Environments
- Personal Health and Coping Skills
- Healthy Child Development
- Biology and Genetics
- Health Services
- Gender
- Culture

DEBRIEFING
Discuss how factors are inter-related and over-lapping: e.g. having money to go to a movie with friends may keep someone from feeling left out and lonely.

Social determinants of health are increasingly being recognized as major factors in how healthy individuals and societies are. They are the factors related to the conditions in which people live, work and play.
Discuss which of the determinants of health listed above would be considered social determinants. (All except personal health and coping skills, biology and genetics, health services.)

Discuss the expression “Money isn’t everything.”
Relate the discussion back to Maslow’s hierarchy in discussing that once basic survival needs are met, family, friends and good health are often among the things people value most.

Money is usually seen as a resource that helps to support other needs rather than an end in itself.

In fact, it is not the absolute amount of money people have that is as much related to health, but the relative level of money they have in comparison to other people in the society in which they live. The bigger the gap in income, the more people with low incomes become excluded from activities in society.

What are some ways to advocate for more equal income distribution in society?

Examples might include living wages and progressive taxation.

What are some ways to work towards a less consumerist society that allows everyone to participate more fully?

- Be thoughtful about purchases
- Look for low cost or free activities like discount movie night
- Swap unused items with friends
- Make homemade snacks with friends instead of buying (these are usually healthier too!)
- Help organize a potluck supper at your school or church.
OBJECTIVE
Students will create stories that demonstrate social determinants of health.

SUGGESTED PROCEDURE
Ask students to find an image from a magazine, or newspaper, etc. depicting a child that looks like he or she may live in the student’s community. Ask students to cut out the image and post it on a piece of paper or poster board. Ask students to create a story, similar to the one on page 47, about the picture they have chosen.

Student stories may include any of the social determinants of health, as long as they identify their interconnectedness and complex nature.

EXAMPLES

“Why is this boy smiling?”
“He is smiling because he had a good lunch at his birthday party with his friends and family.”

“Why did he have a good lunch?”
“Because his parents buy lots of healthy food.”

“Why do they buy healthy food?”
“Because they live close to the grocery store and can buy plenty of good food.”

“Why do they live by the grocery store?”
“Because his parents have enough income from good jobs to live in areas that have grocery stores nearby.”

“Why do his parents have good jobs?”
“Because his parents were able to go to school and university when they were younger.”

“Why were they able to go to university?”
And so on....

Determinants included in this story: Income & Social Status, Social Support Networks,
Education, Employment, Social Environment

“Why is this girl crying?”
“She is crying because she is hungry.”

“Why is she hungry?”
“She is hungry because she did not have any lunch.”

“Why didn’t she have lunch?”
“Her mom could not afford lunch today.”

“Why couldn’t her mom afford lunch?”
“Because her job does not pay very well and all their money went to rent this month.”

“Why doesn’t her job pay well?”
“Because her job choices are limited.”

“Why are her job choices limited?”
“Because she was born with a disease that keeps her in a wheelchair most of the time.”

And so on....

Determinants included in this story: Income/Social Status, Employment, Physical Environments, Healthy Child Development, Biology and Genetics, Health Services.

DEBRIEFING
Have students discuss their stories in groups and/or select a few student stories for class discussion.

NOTES AND ADAPTATIONS
Students often may not be fully aware of the role money plays in their lives. Activities and goods may be paid for by parents without children paying much attention to the cost. In this activity, students create a budget for a family of four, based on a family income of $1700 per month, which is an approximate full time wage for one working adult.

**OBJECTIVE**
Students will understand the difficulty of meeting needs on a budget of $1700 per month for a family of four. Students will expand their understanding of how poverty impacts children in their community.

**SUGGESTED PROCEDURE**
In preparation for this activity, it is helpful to have some information on the costs of activities within the community, such as a month of dance lessons or hockey, the price of a movie ticket, etc.

Initiate a discussion about extra-curricular activities students participate in and items students are fortunate to have access to (such as iPods, the internet, a telephone, name brand clothing, etc.) This may require prompting, as some items may be taken for granted. Write these items on the board.

Introduce the concept of a budget. Ask students to look at the list and estimate the costs of the items. You can add up a few items to show the students how quickly the totals climb.

Distribute the scenario below. Emphasize to students that this is one of many possible real-life scenarios and that they are to focus on solving this particular situation. You may need to explain the term and concept of “Social Assistance.” Have students take the activity home to work on with their families. Ask them to bring their answers back for discussion.

**Scenario:**
Imagine that when you go home today, your caregiver tells you that they have lost their job and now can only find one that pays $10 per hour. Your other caregiver, if you have one, cannot work because he or she is sick. Your caregivers tell you that as a family, you must assess how money will be spent, to try to make sure everyone is taken...
care of. Your family now receives $1700 per month. You know that this money needs to be spent on your house, food for the family, clothes, shoes, and other items like heat, power, and water. You want to help your caregivers, so you offer to work with them to make a budget for your family.

Ask students to fill in the following chart, with an adult’s help at home. Ask students to use their family’s current expenses if parents are willing to share, or their family’s suggestions. Make it clear to students that they will not be asked to share their family’s personal information.

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>COST PER MONTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td></td>
</tr>
<tr>
<td>Bills</td>
<td></td>
</tr>
<tr>
<td>Food (Groceries and Dining Out)</td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
</tr>
<tr>
<td>Internet, Phone and TV</td>
<td></td>
</tr>
<tr>
<td>Extracurricular Activities/Hobbies</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
Did the grand total exceed $1700? Most families’ expenses are much higher than the $1700 that a full time minimum wage job provides.

Discuss the following questions with your family, and write down your answers below.

1. What items would be among the first to be left off the budget? Why?
2. What amount would be reduced? Why? What items would remain on the budget? Why?
3. What would happen to a family socially when living within this budget?
4. What might happen to families mentally and emotionally when living on this budget?
5. What might happen to your family physically when living on this budget?
6. What kinds of things would the children in these situations have or not have? How is this different from your life now?

DEBRIEFING

Lead a large group discussion about the students’ findings.

ADAPTED FROM Free the Children Poverty - Elementary Level, 2011

TEACHER NOTES AND ADAPTATIONS
OBJECTIVE
Students will consider how encouragement and support can affect individuals experiencing difficult situations.

Read aloud, or have students read the following story. Discuss what Geraldine has faced in her life and how she has been affected.

GERALDINE MOORE THE POET
by Toni Cade Bambara

Geraldine paused at the corner to pull up her knee socks. The rubber bands she was using to hold them up made her legs itch. She dropped her books on the sidewalk while she gave a good scratch. But when she pulled the socks up again, two fingers poked right through the top of her left one.

“That stupid dog,” she muttered to herself, grabbing her books and crossing against traffic. “First he chews up my gym suit and gets me into trouble, and now my socks.”

Geraldine shifted her books to the other hand and kept muttering angrily to herself about Mrs. Watson’s dog, which she minded two days a week for a dollar. She passed the hot-dog man on the corner and waved. He shrugged as if to say business was very bad.

Must be, she thought to herself. Three guys before you had to pack up and forget it. Nobody’s got hotdog money around here.

Geraldine turned down her street, wondering what her sister Anita would have for her lunch. She was glad she didn’t have to eat the free lunches in high school any more. She was sick of the funny-looking tomato soup and the dried-out cheese sandwiches and those oranges that were more green than orange.

When Geraldine’s mother first took sick and went away, Geraldine had been on her own except when Miss Gladys next door came in on Thursdays and cleaned the apartment and made a meat loaf so Geraldine could have dinner. But in those days Geraldine never quite managed to get breakfast for herself. So she’d sit through social studies class, scraping her feet to cover up the noise of her stomach growling.

Now Anita, Geraldine’s older sister, was living at home waiting for her husband to get out of the Army. She usually had something good for lunch—chicken and dumplings if she managed to get up in time, or baked ham from the night before
and sweet-potato bread. But even if there was only a hot dog and some baked beans—sometimes just a TV dinner if those soap operas kept Anita glued to the TV set—anything was better than the noisy school lunchroom where monitors kept pushing you into a straight line or rushing you to the tables. Anything was better than that.

Geraldine was almost home when she stopped dead. Right outside her building was a pile of furniture and some boxes. That wasn’t anything new. She had seen people get put out in the street before, but this time the ironing board looked familiar. And she recognized the big, ugly sofa standing on its arm, its underbelly showing the hole where Mrs. Watson’s dog had gotten to it.

Miss Gladys was sitting on the stoop, and she looked up and took off her glasses. “Well, Gerry,” she said slowly, wiping her glasses on the hem of her dress, “looks like you’ll be staying with me for a while.” She looked at the men carrying out a big box with an old doll sticking up over the edge. “Anita’s upstairs. Go on up and get your lunch.”

Geraldine stepped past the old woman and almost bumped into the superintendent. He took off his cap to wipe away the sweat. “Darn shame,” he said to no one in particular. “Poor people sure got a hard row to hoe.”

“That’s the truth,” said Miss Gladys, standing up with her hands on her hips to watch the men set things on the sidewalk.

Upstairs, Geraldine went into the apartment and found Anita in the kitchen. “I dunno, Gerry,” Anita said. “I just don’t know what we’re going to do, But everything’s going to be all right soon as Ma gets well.” Anita’s voice cracked as she set a bowl of soup before Geraldine.

“What’s this?” Geraldine said.

“It’s tomato soup, Gerry.”

Geraldine was about to say something. But when she looked up at her big sister, she saw how Anita’s face was getting all twisted as she began to cry.

That afternoon, Mr. Stern, the geometry teacher, started drawing cubes and cylinders on the board. Geraldine sat at her desk adding up a column of figures in the notebook—the rent, the light and gas bills, a new gym suit, some socks. Maybe they would move somewhere else, and she could have her own room. Geraldine turned the squares and triangles into little houses in the country.

“For your homework,” Mr. Stern was saying with his back to the class, “set up your problems this way.” He wrote GIVEN: in the large letters, and then gave the formula for the first problem. Then he wrote TO FIND: and listed three items they were
to include in their answers. Geraldine started to raise her hand to ask what all these squares and angles had to do with solving real problems, like the ones she had. Better not, she warned herself, and sat on her hands. Your big mouth got you in trouble last term.

In hygiene class, Mrs. Potter kept saying that the body was a wonderful machine. Every time Geraldine looked up from her notebook, she would hear the same thing. “Right now your body is manufacturing all the proteins and tissues and energy you will need to get through tomorrow.” And Geraldine kept wondering, How? How does my body know what it will need, when I don’t even know what I’ll need to get through tomorrow?

As she headed down the hall to her next class, Geraldine remembered that she hadn’t done the homework for English. Mrs. Scott had said to write a poem, and Geraldine had meant to do it at lunchtime. After all, there was nothing to it—a flower here, a raindrop there, moon, June, rose, nose.

But the men carrying off the furniture had made her forget.

“And now put away your books,” Mrs. Scott was saying as Geraldine tried to scribble a poem quickly. “Today we can give King Arthur’s knights a rest. Let’s talk about poetry.”

Mrs. Scott moved up and down the aisles, talking about her favourite poems and reciting a line now and then. She got very excited whenever she passed a desk and could pick up the homework from a student who had remembered to do the assignment.

“A poem is your own special way of saying what you feel and what you see,” Mrs. Scott went on, her lips moist. It was her favourite subject.

“Some poets write about the light that…that…makes the world sunny,” she said, passing Geraldine’s desk. “Sometimes an idea takes the form of a picture—an image.”

For almost half an hour, Mrs. Scott stood at the front of the room, reading poems and talking about the lives of the great poets. Geraldine drew more houses, and designs for curtains.

“So for those who haven’t done their homework, try it now,” Mrs. Scott said. “Try expressing what it is like to be…to be alive in this…this glorious world.”

“Oh, brother,” Geraldine muttered to herself as Mrs. Scott moved up and down the aisles again, waving her hands and leaning over the students’ shoulders and saying, “That’s nice,” or “Keep trying.” Finally she came to Geraldine’s desk and
stopped, looking down at her.

“I can’t write a poem,” Geraldine said flatly, before she even realized she was
going to speak at all. She said it very loudly, and the whole class looked up.

“And why not?” Mrs. Scott asked, looking hurt.

“I can’t write a poem, Mrs. Scott, because nothing lovely’s been happening in my
life. I haven’t seen a flower since Mother’s Day, and the sun don’t even shine on my
side of the street. No robins come sing on my window sill.” Geraldine swallowed hard.
She thought about saying that her father doesn’t even come to visit any more, but
changed her mind. “Just the rain comes,” she went on, “and the bills come, and the
men to move out our furniture. I’m sorry, but I can’t write no pretty poem.”

Teddy Johnson leaned over and was about to giggle and crack the whole class
up, but Mrs. Scott looked so serious that he changed his mind.

“You have just said the most…the most poetic thing, Geraldine Moore,” said Mrs.
Scott. Her hands flew up to touch the silk scarf around her neck. “‘Nothing lovely’s
been happening in my life.’”

She repeated it so quietly that everyone had to lean forward to hear.

“Class,” Mrs. Scott said very sadly, clearing her throat, “you have just heard the
best poem you will ever hear. She went to the board and stood there for a long time
staring at the chalk in her hand.

“I’d like you to copy it down,” she said. She wrote it just as Geraldine had said it,
bad grammar and all.

Nothing lovely’s been happening in my life.
I haven’t seen a flower since Mother’s Day,
And the sun don’t even shine on my side of the street.
No robins come sing on my window sill.
Just the rain comes, and the bills come,
And the men to move out our furniture.
I’m sorry, but I can’t write no pretty poem.

Mrs. Scott stopped writing, but she kept her back to the class for a long time —
long after Geraldine had closed her notebook. And even when the bell rang, and
everyone came over to smile at Geraldine or to tap her on the shoulder or to kid
her about being the school poet, Geraldine waited for Mrs. Scott to put the chalk
down and turn around. Finally Geraldine stacked up her books and started to leave.
Then she thought she heard a whimper—the way Mrs. Watson’s dog whimpered
sometimes—and she saw Mrs. Scott’s shoulders shake a little.
DEBRIEFING

Potential Discussion Points:

• How has everything that has happened in Geraldine’s life affected her?

• Discuss the way that Geraldine’s language skills are portrayed by the author. While the teacher’s acceptance of her way of speaking is a component of the story, it can also be helpful to consider the importance of avoiding negative stereotype of people living in poverty.

• How do you think Geraldine may have been affect by Mrs. Scott’s encouragement and reaction to her poem?
**ACTIVITY**

**Race for Health**

Students will see how various determinants can either move them towards ‘health’ or keep them from accessing it as quickly as others, if at all.

**OBJECTIVE**

Through this interactive activity, students will gain a sense of how social, economic, and environmental inequities impact people’s ability to attain and maintain health.

**SUGGESTED PROCEDURE**

This activity works best in a gymnasium or other large space.

Cut and laminate profile cards included below, ensuring you have one card for each student. Some students may receive the same card as others.

Use masking tape to create a line approximately two-thirds of the way across the room. Ensure that there is enough space for all students to stand on the line and for people to move backwards or forwards from the line.

Distribute profile cards randomly to students. Have them read the information, but not share it with others. Have students space themselves out along the masking tape.

Explain that the purpose of the activity is to understand what factors make it easier or harder for people to achieve health. The far wall will represent the finish line, or ‘health.’ The more quickly and easily they reach the finish line represents the ease with which they can attain and maintain health.

Prior to starting the race, have students respond to a series of questions by taking steps forwards or backwards, using the information on their profile cards. This will determine the individual starting line for each student. Read the questions and corresponding instructions aloud:

- If you earn less than $20,000 per year, take two steps back. If you earn $20,000 to $30,000 per year, take one step back. If you earn $30,000 to $40,000 per year, stay where you are. If you earn $40,000 to $50,000 per year, take one step forward. If you earn more than $50,000 per year, take two steps forward.

- If you are not Caucasian and do not speak English, take two steps back. If you are not Caucasian and speak English, take one step backward. If you are Caucasian but English is not your first language, stay where you are. If you are Caucasian and English is your first language, take one step forward.

- If you have no healthy social supports, such as friends, family, spirituality, etc., take
one step back. If you have some healthy social supports, stay where you are. If you have many healthy social supports, take one step forward.

- If you have a serious illness, disability, addiction, or stressful situation such as violence in the home, an unhealthy marriage, etc., take two steps back. If you sometimes use unhealthy substances such as drugs or alcohol, take one step back.
- If you live in a neighbourhood with poor lighting, gang activities, a power or chemical plant, or no extra-curricular activities, take a step backwards. If you live in a neighbourhood with good lighting, no visible crimes, and areas for extra-curricular activities, take a step forward.

Once each student is positioned at his or her new starting line, remind everyone to make sure there is no pushing or roughness. Call the start of the race.

DEBRIEFING
After everyone reaches the finish line, have students sit in a group with their cards in hand. Have a brief discussion about the experience.

Suggested discussion prompts
- What factors held you back or moved you forward? Why do you think this happened?
- During the questioning, what were some factors that caused people to move forward or backward?
- How did it feel to start behind other people or ahead of other people? Why?
- Were some people who started further behind able to finish ahead of others? Why?
- Did others who started ahead fall behind? Why?

The last two questions are designed to discuss individual factors. Although a person may begin ‘ahead’ or ‘behind’ of others, this does not completely determine where they will finish. In the race, factors such as speed, confidence, and determination are important.

In real life, factors such as drive, choice, and focus are important. Having a ‘head start’ does not necessarily guarantee success, and vice versa.

Once the students are back in the classroom, allow time for individual reflection. Have
them complete the Reflection Exercise included below.

**REFLECTION EXERCISE**

What was your profile card number?

How did it feel when you moved backward? Why?

How did it feel when you moved forward? Why?

Look at your profile card and the list of Social Determinants of Health (p. 51) to answer the next two questions:

What were some factors that moved you forward?

What were some factors that moved you backward?

Why would certain factors or qualities cause some people to have trouble maintaining good health?

**TEACHER NOTES AND ADAPTATIONS**
ACTIVITY SECTION 3:

The Race Game!
All about you 1

- A stay-at-home mother of 3
- 34 years old
- Female
- Caucasian
- Speak English
- Live in an expensive neighbourhood with gates to keep out ‘trouble-makers’
- A University education
- No history of health problems
- Belong to many social groups with friends and family
- Husband earns over $100,000 per year

All about you 2

- Female
- First Nations
- Practice traditional native spirituality
- High school education
- Live alone in a renovated building—new lighting and lots of police presence help you feel safe
- Have diabetes
- Speak English and Ojibwe
- Many social supports, including your family and friends and spiritual group
- Factory Worker
- Earn $32,000 per year

All about you 3

- A high school student
- Your mother is Hispanic; your father is Nepalese
- 16 years old
- Female
- Live with your sister and both parents in a neighbourhood that does not have extra-curricular activities
- Deaf
- Use sign language to communicate
- Have some social supports including your family and two good friends
- Practice Catholicism
- Family income is $27,000 per year
ACTIVITY SECTION 3:
The Race Game!
All about you 4

- Female
- Caucasian
- 20 years old
- Grade 11 education
- Homeless - you sleep in places that put you at risk of being robbed or hurt—on benches, under bridges, and in shelters. French is your first language—you moved from Quebec to Saskatoon a year ago
- Have schizophrenia (a mental illness) but do not have a doctor
- No real friends or family, but some close relationships with support workers from help agencies
- No stable income

All about you 5

- Black
- Both of your parents are from Nigeria
- Single
- 35 years old
- Male
- University education
- Speak English and French
- Lawyer
- Only black person working in your law firm
- Good health
- Live in an expensive condo in a very safe neighbourhood
- No family nearby, and no friends—you are too busy in your job to meet new people
- Earn $90,000 per year

All about you 6

- Chinese-Canadian
- Speak English and Chinese
- Male
- College diploma
- Family is very active with the Chinese community in your town
- Father of a disabled child - must access the doctor often
- Live with your wife, but she doesn’t work because she must care for your child
- Live in neighbourhood near a nuclear power plant
- Have a strong marriage with lots of love and good communication
- Earn $50,000 per year
• 17 years old
• Male
• Caucasian
• Speak English
• Straight A Student
• All-star on sports teams
• Live in a neighbourhood with poor lighting and lots of gang activity
• Lots of friends but they all smoke marijuana—you have even tried it a few times too—you like how ‘relaxed’ it makes you feel
• Live with 2 younger brothers and mom
• Family income $30,000 per year

• 25 years old
• Female
• Métis
• Speak English
• In a wheelchair
• University student
• Live in student housing which has good lighting and security
• Have friends and family to support you when they can
• Student of loans $15,000 per year

• 89 year old man
• Live alone in a neighbourhood with poor lighting
• Speak English
• Have trouble getting to your doctor because you do not have many friends left and your family seems to have forgotten about you
• You are having a difficult time coping emotionally with the loneliness
• Used to go to church but do not anymore because you have a hard time hearing the sermon
• Have an income of $29,000 per year
ACTIVITY SECTION 3:
The Race Game!
• 54 years old
• Female
• Grade 8 education
• Speak English
• Divorced, no children
• Live in an apartment in a neighbourhood well-known for gang activity
• Use a cane to walk
• You sometimes drink too much alcohol - you know this is unhealthy, but you think it helps you forget about your situation for awhile
• Do not have any social supports but do have a cat at home
• On social assistance
• Have an income of $9,000 per year

• 40 years old
• Male
• Live alone in a neighbourhood beside a pulp mill that emits bad smells
• Speak mainly Russian and some English
• Suffer from chronic depression
• Doctor does not seem to understand that you are depressed because he cannot seem to understand your broken English
• Have some friends, including the priest in the Russian Orthodox church
• Have an income of $40,000 per year

• 37 years old
• Female
• Cree
• Speak English and some Cree
• Single mother of three
• High school education—you want to go back to college to be an Administrative Assistant, but can’t afford childcare
• Live in a neighbourhood that is OK in the day, but scary at night because of bad lighting and some kids causing trouble
• Suffer from anxiety due to stress
• On social assistance
• Annual income of $13,000
ACTIVITY SECTION 3:
The Race Game!
All about you

• Caucasian
• Speak English and French fluently
• Male
• Protestant
• University Bachelor’s and Master’s degrees
• CEO a multi-national corporation
• Live in an expensive neighbourhood that is very safe (no visible crime)
• Married but you and your wife rarely talk and are thinking about divorce
• Three children under the age of 12
• Earn $150,000 per year
SECTION 4:

What can be done about poverty?

The activities in this section are designed to inspire students to get involved with and take responsibility for the issue of poverty in their communities.
Teacher Information—Poverty and Health

Poverty reduction means creating conditions which enable all members of our community to develop their talents and abilities, actively participate in economic and social life, and enjoy a good standard of living on a sustainable basis.

Research has demonstrated that when poverty, affordable housing, and income security are not dealt with, Canadian governments must spend significantly more in managing the symptoms. Nordic countries have proven that equality can generate economic vitality. Many jurisdictions throughout Canada and the world have also demonstrated that comprehensive poverty reduction strategies can achieve strong benefits for the entire population.

The causes of poverty are complex and challenging to address. Initiatives that target one type or one aspect of poverty may be highly successful in achieving a specific goal but with limited impact on poverty in general. A range of programs, policies and responses from many sectors are needed. Governments, charitable organizations, businesses, faith communities and volunteers all have a role to play. Public sectors with key roles include health, social services, justice and education.

For poverty that results from personal crisis, government programs and policies need to be supportive, helping people to maintain a sustainable livelihood through a difficult period. To address structural poverty, policy change is needed. Examples of policy areas that impact poverty include the affordability of housing, the adequacy of employment insurance, access to health, education and training, and adequate wages.

The Saskatoon Poverty Reduction Partnership was created to address economic and social disparity in Saskatoon. The partnership brings people from many sectors in our community together in efforts to reduce poverty. For more information, visit http://www.saskatoonpoverty2possibility.ca.

Poverty undermines the right of every person to live with dignity, to participate in society, and to meet basic needs. It is our collective responsibility to work towards poverty elimination.

OBJECTIVE
Students will be able to identify differences between agencies and services that help people cope with poverty and services that help people develop skills to get out of poverty. Students will also explore the short and long term outcomes of these services.

SUGGESTED PROCEDURE
Two categories of strategies aimed at assisting people living in poverty are listed below:
1. Strategies that help people in poverty to cope with the stresses of day-to-day life,
2. Strategies that help people in poverty gain skills that will enable them to move ‘up and out’ of poverty.

Discuss the two types of strategies and have the class brainstorm some examples, such as the ones below.

Category 1: COPING STRATEGY FOR PEOPLE LIVING IN POVERTY
- food banks - provide people with emergency food supplies
- thrift stores and clothing depots - allow people to get clothes and household items at low prices or at no cost
- ‘soup’ kitchens - offer hot meals
- overnight shelters - offer a place to sleep, especially when the weather is extreme
- donations such as socks and toothbrushes for people who are homeless

Category 2: HELPING PEOPLE MOVE UP AND OUT OF POVERTY
- learning centres - help people learn life skills, such as writing a resume in order to look for a job
- affordable housing groups - help people find a safe, affordable place to live
- shelters where people stay for short periods until they are able to find employment and a permanent home
- job skills training
- adequate social assistance rates - monthly living allowances that provide for basic needs, allow people to attain or maintain health and move forward
- living wages—wages higher than current minimum wages that allow workers to adequately provide for themselves and their families
- bursaries and scholarships to help low-income people obtain post-secondary education
Divide students into groups of 2 or 3 and give each group a strategy written on a piece of paper. Have groups discuss which category they believe the action belongs to and why discuss the following questions:

- How does this strategy help people living in poverty?
- What are the short-term outcomes of this strategy?
- What are the long-term outcomes of this strategy?
- What category does this strategy belong to? Why?

Have each group share their answers.

Discuss the difference between the two helping strategy categories.

For older students, this activity could act as a basis for an assignment to write a paper discussing the differences between different types of helping strategies and their implications.

NOTES AND ADAPTATIONS
Activity: Photo Collage - “There’s More to Poverty Than Meets the Eye”

This activity provides students with an opportunity to create a photo collection, depicting the phrase, There’s more to poverty than meets the eye. Students are asked to create a collection that depicts poverty in their community in relation to the determinants of health (see list on page 30.) This can be done as a poster, scrapbook, album, presentation or other creative means. Classrooms may wish to share their collections with other students, staff and perhaps families at a school event.

Objective
Students will create a visual depiction of poverty in the community.

Suggested Procedure
Explain that students they will be creating a visual depiction of their attitudes regarding poverty and health in their community, based on what they have learned through previous activities.

Prior to having students begin, have a classroom discussion about what the phrase There’s more to poverty than meets the eye could mean. Additional meanings to suggest could include more barriers, more understanding, more to the picture, etc. Use the discussion guide below to help to generate ideas. The image below can be used in conjunction with the discussion.

There’s More to Poverty than Meets the Eye
Discussion Guide

Understanding factors related to poverty help our community to move forward with solutions. Reducing and eliminating poverty benefits everyone. Here are some examples of using the word “more” in this context:
More to the picture . . .
Poverty affects people from many walks of life:
• Full time minimum wages are often not enough to cover even basic costs for rent and food for a family
• The economic recovery has not reached a large segment of our society.
• Some sectors of the economy are particularly vulnerable to downturns. For example, farming can be severely impacted by adverse weather conditions.

More barriers...
• Moving out of poverty can be nearly impossible without good access to:
  • affordable housing
  • healthy food
  • education
  • jobs that pay enough to meet basic needs
  • affordable childcare
  • transportation
  • disability supports
  • community supports for (eg. for victims of abuse)

More ill health...
People living in poverty have much higher rates of ill health and hospital admissions.

More can be done!
Comprehensive poverty reduction strategies have been shown to be highly effective. For example, Newfoundland has reduced poverty by almost half, from 12% to 7% since launching its poverty reduction action plan in 2006.

Less is More!
Reducing poverty creates a stronger community for all.

More reasons to do something about it
• to create a community we can feel proud of
• to invest in our children

NOTES AND ADAPTATIONS
ACTIVITY: Create a Community Action Guide

Students will create an action guide for addressing poverty in the community. The guide can contain strategies for working towards poverty reduction in the community, as well as a list of organizations working to address poverty.

OBJECTIVE
Students will explore strategies for addressing poverty.

NOTE: This activity may work well as an ‘extra credit’ project for students who feel especially passionate or empowered in this area.

SUGGESTED PROCEDURE
Begin by brainstorming ideas for addressing poverty. Encourage students to think beyond charity or what some call ‘band-aid’ solutions. What types of action go beyond assisting people affected by poverty, to addressing root causes of poverty and working towards poverty reduction?

You may wish to divide the class into small groups, with each group looking at a separate topic area. Examples of topic areas are affordable housing, jobs and employment (minimum wage,) children’s issues (childcare, education,) access to public transportation, food and nutrition programs and health care.

Examples of responses could include:
• volunteering for projects like Meals on Wheels, transportation for the elderly, tutoring children, providing cultural opportunities
• being politically active by talking with and asking questions of your MLA or MP
• supporting political platforms that support poverty reduction initiatives

The Saskatoon Poverty Reduction Partnership (SPRP) has an action guide on their website at http://www.saskatoonpoverty2possibility.ca/actions.html with many other actions that may be used as examples. You may wish to have students use the same categories as the SPRP guide (learn, share, influence).

Compare the guide created in class to the SPRP guide. Examine the two guides at home with parents. What actions did your class identify that are similar to the SPRP actions? Were there actions that the class identified that are not on the SPRP guide? What are your parents’ ideas for actions to add to or focus on in the guide to address root causes of poverty?
Revisit the classroom guide in class and consider adding input from parents and the SPRP guide. Share your guide with your school community and the SPRP.

Check to ensure that information included in the guide is up to date.

Determine the design for the guide. Encourage students to be creative.

Publish and distribute the guide. Avenues for distribution might include other schools, churches and community organizations, with their permission. The class may also consider presenting the guide to an elected official or other people in positions of power in the community.

ADAPTED IN PART FROM Poverty USA Student Action Project, 2010

NOTES AND ADAPTATIONS
ACTIVITY

Social Action Project

OBJECTIVE
As an advanced activity, students could plan and facilitate a community action.

SUGGESTED PROCEDURE
The guide below can be used, in whole or in part, for students to create ideas and/or plan actions to address poverty.

Prepared by: ________________________________________________________________

Date: __________________________________________________________________________

YOUR VISION
“Vision” is looking ahead—seeing the world the way you would like it to be and then working to make that vision a reality.

What is your vision for change?

Here are some questions to help you think:

After all that you have learned and seen, what BIG CHANGE do you want to see happen in your community?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

ADAPTED AND REPRODUCED IN PART, WITH PERMISSION FROM, makeChange: The Ladybug Foundation Education Program, 2011.
Who are the people you want to help? Where are they?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What concerns you most about the people you want to help?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Why are you motivated to help?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
YOUR MISSION
There are many needs that must be met in order to realize your vision for the people you want to help.

What need(s) do you want to help with?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

YOUR GOALS AND TARGETS
What do you want to accomplish with your project? Check in the boxes and fill in the answers—you can check more than one box!

☑️ Create “Awareness”
Who do you want to teach? Who is your “audience”?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Who do you want to teach? Who is your “audience”?

__________________________________________________________________________________________
__________________________________________________________________________________________

**Raise Money**

How much money do you want to raise?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Who, if anyone, would help you raise money?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

What would you do with the money you raised?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

**Gather donations-in-kind**

In-kind donations are non-monetary items, like food and clothing that a shelter or soup kitchen would need. You can share what you already have or gather donations from outside sources.

Who, if anyone, would help you raise money?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

What would you do with the money you raised?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

*ADAPTED AND REPRODUCED IN PART, WITH PERMISSION FROM,* makeChange: The Ladybug Foundation Education Program, 2011.
How many or how much can you share?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

**Volunteer**
What are some of your talents? How can these help you help others?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

How much time do you have available to volunteer each week?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Where could you volunteer?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

**YOUR INVESTIGATION**
Making change involves investigating the organizations or causes that you want to help.

What are these organizations or causes?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

How are they organized and how do they operate?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What programs do they offer? How do these programs help people?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

How effective are they at delivering their programs and helping people? Do people make changes in their lives as a result of these programs?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Before you finalize your plan to help, is there any more information you need from the organization?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

If you choose to gather donations-in-kind or money, how will you get these items to the organization you want to help?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

ADAPTED AND REPRODUCED IN PART, WITH PERMISSION FROM, makeChange: The Ladybug Foundation Education Program, 2011.
YOUR PROJECT

What will your project to make change be?

Some people have spoken at events, organized fundraising opportunities, or wrote articles to the newspaper. Be creative!

Write a general description of your project to make change.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Your achievements will be greater if you can motivate others to join your cause.

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

How will you let others know about your project?

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What will you be doing or saying to inspire them to join your cause or support your project?

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ADAPTED AND REPRODUCED IN PART, WITH PERMISSION FROM, makeChange: The Ladybug Foundation Education Program, 2011.
YOUR ACTION PLAN

Think carefully about what you need to do to put your plan into action and make it a success.

What steps will you need to take in order to carry out your project? Summarize the major project steps.
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Who will be responsible for completing each step?
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What resources do you need—funds, supplies, or extra people for each step?
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What is your project deadline? What are the deadlines for each step?
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YOUR PLAN

Think about these additional questions while you are planning:

What help do you need?

Who can help you?

How many adults do you need to help you?

What do you need to teach your helpers?

How will you do that?

How will you get money for your costs?

Where will you get the materials you need?

How will you promote or advertise your project?

When do you need to start promoting or advertising your project?
Summarize your project step by step in the chart below.

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<th>Major Project Steps</th>
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<th>What do you need for this job? (What resources)</th>
<th>When does this job need to be done by? (Deadlines)</th>
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Use this budgeting tool to help you plan and manage your expenses.

Plan for all your expenses, including the value of all the supplies you’ll need. What is the total cost for your project?

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CELEBRATION AND REFLECTION

You should celebrate and reflect on your Project: what you did, why you did it, and what difference you made in the lives of the people you helped.

What challenges did you encounter along the way and how did you deal with them?
__________________________________________________________________________________________
__________________________________________________________________________________________
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How successful was your project in the end? How do you know?
__________________________________________________________________________________________
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What worked, what didn’t, and how could your Project improve?
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How will you celebrate your success?
__________________________________________________________________________________________
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__________________________________________________________________________________________
How do you feel about working to make a difference in other people’s lives?
__________________________________________________________________________________________
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Now that you’re a “change maker”, what will you do next for others that need your help?
__________________________________________________________________________________________
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__________________________________________________________________________________________

**BUDGET—REVIEW**

Prepare a follow-up assessment of your expenses. If you are doing a fundraising project, you should consider the total you raised after costs are subtracted.

What was the actual total “cost” for your project?
__________________________________________________________________________________________
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Did you stay within your budget? Explain areas you went over or under budget, and why.
__________________________________________________________________________________________
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*ADAPTED AND REPRODUCED IN PART, WITH PERMISSION FROM, makeChange: The Ladybug Foundation Education Program, 2011.*
Did you raise more money than you spent?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Appendix 1: Field Trip and Volunteer Opportunities - Saskatoon

**CHEP**
Programs include the Good Food Box, Community Gardens, Collective Kitchens
210-230 Ave R S, Saskatoon, SK S7M 2Z1
Contact the Volunteer Co-ordinator at 306-655-4575 or
sam@chep.org

**Quint Development Corporation**
205–1120 20th Street West Saskatoon, SK
info@quintsaskatoon.ca
306-978-4041

**Saskatoon Food Bank and Learning Centre**
202 C Ave S, Saskatoon, SK
Contact the Volunteer Co-ordinator at 306-664-6565

**Saskatoon Friendship Inn**
The Inn serves two hot meals a day to the less fortunate.
619-20th Street, Saskatoon, SK
Contact the Volunteer Co-ordinator at 306-242-5122 or
friendshipinn.volunteers@shaw.ca

**Volunteer Saskatoon**
Youth Section
www.volunteersaskatoon.com/youth.php

**Egadz - Saskatoon Downtown Youth Centre Inc.**
485 1st Ave N Saskatoon, SK
306-931-6644

**SCYAP (Saskatoon Community Youth Arts Programming) Inc**
253 3rd Ave S, Saskatoon, SK
306-652-7760
scyapinc@gmail.com

**Core Neighbourhood Youth Co-op**
905 20th St W Saskatoon, SK S7M 0Y5
Dave Shanks ed@cncy.ca
306-665-3889

**White Buffalo Youth Lodge**
602 20 St W Saskatoon, SK
dandrade@sktc.sk.ca
306-653-7676
Appendix 2: Poverty Links and Websites

Saskatoon Anti-poverty Coalition
http://saskatoonantipovertycoalition.weebly.com/contact-us.html

Saskatoon Poverty Reduction Partnership
http://www.saskatoonpoverty2possibility.ca/index.html

From Poverty to Possibility to Prosperity: A Preview to the Saskatoon Community Action Plan to Reduce Poverty

What Can I Do to Reduce Poverty in Saskatoon?
http://www.saskatoonpoverty2possibility.ca/actions.html

Poverty in Canada
http://www3.tvo.org/whypoverty/info/poverty-in-canada

Conference Board of Canada

Canada without Poverty
www.cwp-csp.ca

Campaign 2000
www.campaign2000.ca

Child and Family Poverty in Saskatchewan: November 2010

Needed: A Federal Action Plan to Eradicate Child and Family poverty in Canada
2012 Report Card on Child and Family Poverty Campaign 2000

Make Poverty History
www.makepovertyhistory.ca/learn

National Collaborating Centres for Public Health
http://www.nccph.ca
What are the Social Determinants of Health?
Appendix 3: Additional Resources

The following is a list of resources that others have found useful in conjunction with this program. If you have suggestions for other resources to add, please contact the Saskatoon Health Region Health Promotion Department at 306-655-4630.

If the World Were a Village video: http://www.youtube.com/watch?v=r6eTr4IdDY used as introduction to the resource kit to show global connections.

World on Fire video:  http://www.youtube.com/watch?v=i0Q2LMqnHGg used in introductory session.

Teach a Man to Fish videos: http://www.youtube.com/watch?v=Md4Su1RwLAY or http://www.youtube.com/watch?v=G6elNwkwm4Q or http://www.youtube.com/watch?v=fdEa4swhao9g used to introduce Coping Within Poverty

Riches vs. Pauvres video: http://www.youtube.com/watch?v=GFuoYTDUruQ used in French immersion classroom at end of Introduction to Poverty Awareness, p. 25.


Living in Poverty video: http://www.youtube.com/watch?v=r0oBGAYJoeA

Undergrounders by David Skuy: http://www.scholastic.ca/titles/undergrounders/
This novel, currently a Snow Willow (Gr. 7-9) nominee, was used by a pilot teacher as part of a Making Choices/Courage theme in Language Arts. He found it provided an “excellent window into extreme poverty” for his class, which he described as “sheltered [and] relatively affluent.” Students were able to relate to the central character, a 12-year-old boy forced to live on the streets after the death of his mother. The teacher frequently referred back to it to help “flesh out determinants” when students were working on the activities in the kit. He strongly recommended the use of this or other literature to help students relate to the complex material, especially when it is so far from their experience.
Socially-based Curriculum Unit: Poverty & Social Inequality
Ontario Secondary School Teachers’ Federation

Socially-based Curriculum Unit: Stop Poverty - We Have What it Takes
Ontario Secondary School Teachers’ Federation

The Equality Trust is an organization dedicated to reducing income inequality in the
U.K. Their slogan is because more equal societies work better for everyone. They are
developing The Young Person’s Guide to Inequality, which will include interactive
learning materials for 16-19 year olds. Blogs, videos and other resources are planned.
http://www.equalitytrust.org.uk/education
Appendix 4: Additional Background Information for Teachers

Poverty Affects Us All
http://www.saskatoonpoverty2possibility.ca/stories.html

Social Determinants of Health: The Canadian Facts, 2012
http://www.thecanadianfacts.org/The_Canadian_Facts.pdf

Poverty Reduction Policies and Programs
Appendix 5: Feedback Form

Feedback Form

There’s More to Poverty than Meets the Eye
Poverty Education Resource for Grades 6 – 9

Please send us your feedback to help us in evaluating and refining this resource. Your responses may also assist us in promoting the resource to others.

Your Name: _____________________________________________________________________________
School: __________________________________________________________________________________

The questions below pertain to the use of the resource with your class:

Grade: __________________________________________________________________________________
Subject(s): _______________________________________________________________________________

How did you find out about the resource?
  - Teacher or Co-worker
  - Principal
  - Population Health Professional
  - Online
  - Other: __________________

Was the resource valuable in your classroom?
  - Yes
  - No

Would you use the resource again?
  - Yes
  - No
If yes, why would you use the resource again? (check all that apply)

- Assisted in meeting curriculum outcomes
- Students broadened their understanding of poverty
- Students gained empathy for people affected by poverty
- Students were motivated towards social responsibility and engaged citizenship
- Material was clear and concise
- Other: ________________________________

Additional Comments: ____________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

If no, why would you not use the resource again? (check all that apply)

- Material did not align with curricula
- Material was not age appropriate
- Material did not hold students interest
- Other: ________________________________

Additional Comments: ____________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Was the teacher information provided at the beginning of the sections helpful?

- Yes
- No

Comments ____________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

What parts of the resource were used?

- Section 1 - Poverty In Our Community
- Section 2 - What Causes Poverty?
- Section 3 - How Does Poverty Affect Health?
- Section 4 – What Can Be Done About Poverty?
What parts of the resource were most useful?
__________________________________________________________________________________________
__________________________________________________________________________________________
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Which activities in this resource were least useful?
__________________________________________________________________________________________
__________________________________________________________________________________________
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Do you have suggestions for additions, deletions and/or other improvements to the resource?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

What did you observe about student’s learning in relation to the resource?
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Did you receive any feedback from students about the resource?
- Yes, I received positive feedback.
- Yes, I received negative feedback.
- No, I did not receive any feedback.

Please describe the feedback you received:
__________________________________________________________________________________________
__________________________________________________________________________________________
Did you receive any feedback from parents about the resource?
- Yes, I received positive feedback.
- Yes, I received negative feedback.
- No, I did not receive any feedback.

Please describe the feedback you received:

__________________________________________________________________________________________
__________________________________________________________________________________________

An optional teaching log is also attached for more specific feedback on individual activities.

Please send your teaching log to:
Lynn Kowblick, 101-310 Idylwyld Dr N, Saskatoon, SK, S7L 0Z2
or lynn.kowblick@saskatoonhealthregion.ca
Thank you for your assistance!
Appendix 6: Teaching Log

Teaching Log
There’s More to Poverty than Meets the Eye
Poverty Education Resource for Grades 6 – 9

Activity:

Modifications or adaptations made:

Observations re student learning:

Comments/suggestions:

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Activity:

Modifications or adaptations made:

Observations re student learning:

Comments/suggestions:

__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
**Activity:**

Modifications or adaptations made:

Observations re student learning:

Comments/suggestions:

_________________________________________________________________________________________

_________________________________________________________________________________________

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(Use extra pages as needed)

**Please send your teaching log to:**

Lynn Kowblick, 101-310 Idylwyld Dr N, Saskatoon, SK, S7L 0Z2

or [lynn.kowblick@saskatoonhealthregion.ca](mailto:lynn.kowblick@saskatoonhealthregion.ca)

Thank you for your assistance!
There’s More to Poverty than Meets the Eye

Educational Resource for Grades 6-9

Curriculum Connections

Companion Document

This document contains suggested curriculum connections for Social Studies and Health Education for activities contained in There’s More to Poverty than Meets the Eye – Poverty Education Resource for Grades 6 – 9.

The connections have been identified by Anita Verlangen, M.Ed., Health Promotion Department, Saskatoon Health Region. If you have comments, feedback or addition curriculum connections to suggest, please contact the Health Promotion Department at 306-655-4630.
SECTION 1:
POVERTY IN OUR COMMUNITY

Activity: Poverty—Up Close and Personal

GRADE 6 SOCIAL STUDIES
*Note: The example below of the women’s photovoice project describes how some have more power than others in society. This could be discussed in relation to the above outcomes. Speakers from minority groups could be invited to talk about their experiences of poverty and how this connects to power.

Outcome PA6.1
Examine the relationship between an individual’s power and authority and the power and authority of others.

Outcome PA6.3
Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

GRADE 7 SOCIAL STUDIES
*Note: Speakers from organizations that work to address issues of poverty could address the outcome below.

Outcome PA7.1
Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.
e. Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).

Outcome RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.
f. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures.
GRADE 8 SOCIAL STUDIES

Outcome PA8.4
Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes.
f. Analyse the obstacles to political involvement (e.g., language, culture, disability, socio-economic status, gender, time constraints, and apathy).

GRADE 6 HEALTH EDUCATION

Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

GRADE 7 HEALTH EDUCATION

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

GRADE 8 HEALTH EDUCATION

Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.
g. Examine the prejudices/biases that exist in the community.
i. Examine how prejudices/biases are learned attitudes and behaviours.
j. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.
k. Reflect on personal prejudices and their influences on assumptions about families.
l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.
GRADE 9 HEALTH EDUCATION

*Note: Speakers could be invited to share how disabilities or chronic health issues are related to poverty.

Outcome: USC9.8
Assess the ways self, family, and community facilitate healthy living for people with chronic illness.

g. Examine the disabilities associated with particular chronic illnesses (e.g., arthritis, visual/hearing impairments, multiple sclerosis, Parkinson’s).
i. Examine the challenges that exist in the community for people who are infected with/affected by chronic illness and propose possible solutions.
j. Examine the needs of individuals and families living with chronic illness.

Activity: Poverty—What is Poverty?

*Note: This may fit better in the section that looks at the causes of poverty but students could begin to look at how the acquisition and distribution of resources and wealth impact people who are in poverty.

GRADE 7 SOCIAL STUDIES

Outcome RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.
g) Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures.

GRADE 9 SOCIAL STUDIES

Outcome: RW9.1
Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

GRADE 6 HEALTH EDUCATION

Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

n. Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.
o. Discuss factors that affect the identities of people as a result of colonization.
GRADE 7 HEALTH EDUCATION
Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

d. Analyze how one’s identity, and moral code is created through contact with others who are the same and/or different.
g. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.
j. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.

GRADE 8 HEALTH EDUCATION
Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

g. Examine the prejudices/biases that exist in the community.
i. Examine how prejudices/biases are learned attitudes and behaviours.
j. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.
k. Reflect on personal prejudices and their influences on assumptions about families.
l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

GRADE 9 HEALTH EDUCATION
Discuss how income is the most significant determinant of health as students explore how they define poverty.
Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
Activity: Who is affected by poverty in our community?

GRADE 6 SOCIAL STUDIES
*Note: When exploring who is most affected by poverty, consider spending some time exploring with the students the above outcome.

Outcome: PA6.3
Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

b. Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.

d. Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences)

GRADE 7 SOCIAL STUDIES

Outcome RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

b. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures.

GRADE 8 SOCIAL STUDIES

*Note: When exploring who is most affected by poverty, consider how the process of Canadian citizenship has had an impact on those who are in poverty: The Indian Act (Aboriginal people became citizens in 1960; women became citizens in 1918; explore the process of what it takes to become a Canadian for immigrants and refugees.

Outcome: PA8.1
Contemplate the implications of Canadian citizenship on the life of Canadians.
GRADE 6 HEALTH EDUCATION
*Note: A discussion about poverty can focus on how healthy decisions are affected by many things. Sometimes personal standards can be compromised because of poverty. The reasons people are in poverty are complex and as a result, it is often difficult for people in poverty to make healthy decisions.

Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

b. Propose why people behave the way they do (e.g., personal beliefs, societal norms).
g. Investigate (including through drama, dance, music, and/or visual art) the factors that have the most influence on personal standards.
l. Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.
m. Discuss factors that affect the identities of people as a result of colonization.

GRADE 7 HEALTH EDUCATION
*See note for grade 6 links.

Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

b. Investigate the concept of ‘resiliency’ and determine its importance in personal commitment.
c. Analyze when personal standards (see Grade 6) may be reinforced or challenged.
d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.
h. Justify the kinds of supports needed to commit to personal standards.

GRADE 8 HEALTH EDUCATION
*Note: A discussion about poverty can include a look at students’ biases about people who are in poverty, how people in poverty are treated, how injustice contributes to poverty and how stereotypes about families in poverty affect those families.

Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.
k. Reflect on personal prejudices and their influences on assumptions about families.
l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.
m. Question examples of injustice towards families in own communities.

**GRADE 9 HEALTH EDUCATION**

Outcome: USC9.3
Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them.
h. Determine that risky behaviours are often more prevalent in vulnerable/marginalized populations and discuss why these populations may be more at risk.

**Activity: Five Minute Writing**

**GRADE 9 SOCIAL STUDIES**

Outcome: IN9.2
Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.
a) Explore personal student beliefs about some contemporary issues or problems.

**GRADE 6 HEALTH EDUCATION**

Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).
p) Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.
a) Discuss factors that affect the identities of people as a result of colonization.

**GRADE 7 HEALTH EDUCATION**

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.
e. Analyze how one’s identity, and moral code is created through contact with others who are the same and/or different.

h. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.

k. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.

**GRADE 8 HEALTH EDUCATION**

*Note: A discussion about poverty can include a look at students’ biases about people who are in poverty, how people in poverty are treated, how injustice contributes to poverty and how stereotypes about families in poverty affect those families.*

**Outcome: USC8.2**

Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

k. Reflect on personal prejudices and their influences on assumptions about families.

l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

m. Question examples of injustice towards families in own communities.

**GRADE 9 HEALTH EDUCATION**

**Outcome: USC9.3**

Interpret, critique, and question the stigma associated with individuals, families, and communities living with/affected by non-curable infections/diseases, including HIV/AIDS and Hepatitis C and for those who advocate for them.

h. Determine that risky behaviours are often more prevalent in vulnerable/marginalized populations and discuss why these populations may be more at risk.

**Activity: What Are Our Rights?**

**GRADE 6 SOCIAL STUDIES**

*Note: Look at Canada’s Charter of Rights and Freedoms in relation to cultural diversity.*

**Outcome: IN6.1**

Evaluate and represent personal beliefs and values by determining how culture and place influence them.
d. Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.

GRADE 7 SOCIAL STUDIES

Outcome: IN7.1
Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.

a. Examine the mission, goals, and structure of an organization whose mandate is national or international co-operation (e.g., United Nations, NORAD, NAFTA, APEC, Organization of American States, Association of Southeast Asian Nations, Western Aboriginal Development Alliance).

b. Critique the influence of an organization with a mandate for national or international co-operation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence.

GRADE 8 SOCIAL STUDIES

Outcomes: PA8.1
Contemplate the implications of Canadian citizenship on the life of Canadians.

c. Investigate the effects of the Canadian Charter of Rights and Freedoms on individuals and groups (e.g., language rights; right to reasonable access to justice in trials; same sex marriage; civil protections).

GRADE 9 SOCIAL STUDIES

Students can discuss how personal beliefs and values are shaped by cultural norms. The Canadian Charter of Rights and Freedoms can be used as an example of a particular worldview.

Outcome: IN9.2
Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education.

b. Explore personal student beliefs about some contemporary issues or problems

GRADE 6 HEALTH EDUCATION

Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).
b. Propose why people behave the way they do (e.g., personal beliefs, societal norms).

m. Discuss factors that affect the identities of people as a result of colonization.

Outcome: USC6.2
Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

e. Articulate a comprehensive understanding of prejudice, stereotype, and bias.

j. Propose how the community would be different if stereotypes and biases did not exist.

k. Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.

GRADE 7 HEALTH EDUCATION

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

f. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.

g. Explore the source and rationale of social precepts/principles (e.g., prohibitions, rules, rights, norms in everyday life).

h. Distinguish between rights, needs, whims, privileges, and responsibilities.

i. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.

GRADE 8 HEALTH EDUCATION

Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

d. Examine the family responsibilities associated with family roles.

g. Examine the prejudices/biases that exist in the community.

k. Reflect on personal prejudices and their influences on assumptions about families.

l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

m. Question examples of injustice towards families in own communities.

GRADE 9 HEALTH EDUCATION

*Note: The story is a good example of social exclusion, one of the social determinants of health.
Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

1. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.

Activity: Quotation Study

This activity can be used as a reflection on some of the understandings gained from previous activities. The focus can include journaling about rights, social exclusion, attitudes and beliefs, stereotypes, biases, white privilege and the effects of colonization.

SECTION 2:
WHAT CAUSES POVERTY?

GRADE 6 SOCIAL STUDIES
Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.

e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

GRADE 7 SOCIAL STUDIES
Outcome RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

e. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures.

GRADE 8 SOCIAL STUDIES
Outcome: RW8.1
Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.

g. Determine the positive and negative social and environmental consequences for family, school, and community in the Canadian mixed market economy.
GRADE 9 SOCIAL STUDIES

*Note: Consider how many of the historical events listed in this outcome lead to poverty. You may have students research these factors with a focus on Indigenous people, job loss as result of the power of large corporations, the rules around Canadian immigration or land rights.

Outcome: DR9.4
Determine the influence of societies of the past on contemporary life in Canada.

a. Analyze the impact of knowledge acquired from historical events on the future of contemporary societies (e.g., the decline of the Roman Empire; the attempted annihilation of indigenous cultures and languages, the power of the church; ethnocentrism; the concentration of power in the organization of large corporations; the contribution of indigenous peoples to the survival of newcomers at the time of contact, and the willingness to share the bounty and abundance of the land, sometimes through sophisticated arrangements known as Treaties).

GRADE 6 HEALTH EDUCATION

Outcome: USC6.2
Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

a. Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.

e. Articulate a comprehensive understanding of prejudice, stereotype, and bias.

f. Discuss and question stereotypes and biases that exist in the school and community.

k. Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.

GRADE 7 HEALTH EDUCATION

Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

b. Investigate the concept of ‘resiliency’ and determine its importance in personal commitment.

c. Analyze when personal standards (see Grade 6) may be reinforced or challenged.

d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.

e. Express insights into the connections between commitment to personal standards and healthy decision making.

h. Justify the kinds of supports needed to commit to personal standards.
GRADE 8 HEALTH EDUCATION

Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

a. Describe a variety of family structures (e.g., nuclear, mixed, childless, foster, same-sex, single parent, extended).

d. Examine the family responsibilities associated with family roles.

g. Examine the prejudices/biases that exist in the community.

j. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.

k. Reflect on personal prejudices and their influences on assumptions about families.

l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

GRADE 9 HEALTH EDUCATION

*Note: The stories could be discussed as examples of how health is affected by social determinants and what strategies would address the needs of the individuals and families in the stories.

Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.

g. Assess how the strategies of health promotion (i.e., strengthen community action, develop personal skills, create supportive environments, reorient health services, build healthy public policy) impact decision making and the health of self, family, community, and the environment.

Activity: Poverty Quiz

GRADE 6 SOCIAL STUDIES

Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.

f. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology,
shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

Grade 7 Social Studies

GRADE 7 SOCIAL STUDIES

Outcome RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

f. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures.

GRADE 8 SOCIAL STUDIES

Outcome: RW8.1
Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.

g. Determine the positive and negative social and environmental consequences for family, school, and community in the Canadian mixed market economy.

GRADE 6 HEALTH EDUCATION

Outcome: USC6.2
Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

b. Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.

g. Articulate a comprehensive understanding of prejudice, stereotype, and bias.

h. Discuss and question stereotypes and biases that exist in the school and community.

i. Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.

GRADE 7 HEALTH EDUCATION

Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

b. Investigate the concept of ‘resiliency’ and determine its importance in personal commitment.

c. Analyze when personal standards (see Grade 6) may be reinforced or challenged.
d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.

e. Express insights into the connections between commitment to personal standards and healthy decision making.

i. Justify the kinds of supports needed to commit to personal standards.
GRADE 8 HEALTH EDUCATION

Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

h. Analyze personal beliefs about family structures, roles, and responsibilities.
i. Examine the prejudices/biases that exist in the community.
m. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.
n. Reflect on personal prejudices and their influences on assumptions about families.
o. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

GRADE 9 HEALTH EDUCATION

*Note: The quiz could be discussed as examples of how health is effected by social determinants and what strategies would address the needs of the individuals and families in the stories.

Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
g. Assess how the strategies of health promotion (i.e., strengthen community action, develop personal skills, create supportive environments, reorient health services, build healthy public policy) impact decision making and the health of self, family, community, and the environment.

Activity: What causes poverty?
GRADE 6 SOCIAL STUDIES

Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.
e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

GRADE 7 SOCIAL STUDIES

Outcome RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.
e. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures.

GRADE 8 SOCIAL STUDIES

Outcome: RW8.1
Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.
g. Determine the positive and negative social and environmental consequences for family, school, and community in the Canadian mixed market economy.

GRADE 9 SOCIAL STUDIES

Outcome: RW9.1
Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

GRADE 6 HEALTH EDUCATION

Outcome: USC6.2
Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).
e. Articulate a comprehensive understanding of prejudice, stereotype, and bias.
f. Discuss and question stereotypes and biases that exist in the school and community.
k. Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that
preconceptions about people based on these designations can be false, limiting, and harmful.

GRADE 7 HEALTH EDUCATION
Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.
a. Locate sources of and evaluate information (including text, multimedia, web-based, human) according to specific criteria, about personal commitment.
b. Investigate the concept of ‘resiliency’ and determine its importance in personal commitment.
c. Analyze when personal standards (see Grade 6) may be reinforced or challenged.
d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.
e. Express insights into the connections between commitment to personal standards and healthy decision making.

GRADE 8 HEALTH EDUCATION
Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.
m. Question examples of injustice towards families in own communities.

GRADE 9 HEALTH EDUCATION
Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.
f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
SECTION 3
HOW DOES POVERTY AFFECT HEALTH?

Activity: Needs versus Wants

GRADE 6 SOCIAL STUDIES
Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.
a. Explain the difference between needs and wants.

GRADE 7 SOCIAL STUDIES
Outcome: RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.
e. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).

GRADE 8 SOCIAL STUDIES
*Note: There is the potential for a great discussion about consumerism and popularity. How does our consumer culture determine who belongs and who is ostracized? How would that make a person’s decisions about what to spend money on more difficult?
Outcome: RW8.2
Assess the implications of personal consumer choices.
a. Determine the effects on the local community of the purchasing patterns of its members (e.g., the origins of products used in daily life).
GRADE 9 SOCIAL STUDIES

*Note: The discussion questions below can link to teaching and learning about how wealth is acquired and distributed in Canada and compared to other societies.

Outcome: RW9.1
Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

GRADE 6 HEALTH EDUCATION

Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

b. Propose why people behave the way they do (e.g., personal beliefs, societal norms).

k. Explore when personal standards may be reinforced or challenged.

l. Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards.

GRADE 7 HEALTH EDUCATION

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

f. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.

h. Distinguish between rights, needs, whims, privileges, and responsibilities.

GRADE 8 HEALTH EDUCATION

Outcome: DM8.8
Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

a. Review the kinds of support that one may need when making healthy decisions.

c. Discuss ways to determine when support is needed.

d. Distinguish between wanting and needing support.
GRADE 9 HEALTH EDUCATION

Outcome: DM9.10
Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infection/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.
  a. Discuss the role of health promotion in decision making
  c. Examine the health promotion needed in the local community.

ACTIVITY: “But Why?”

*Note: The outcomes for this activity can best be achieved when paired with teaching about the social determinants of health. Discussions about how white privilege and inequities based on gender, disability, age and race contribute to social exclusion and poverty can address the following outcomes:

GRADE 6 SOCIAL STUDIES

Outcome: DR6.4
Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.
Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples’ relationships with colonizing peoples).

Outcome: PA6.2
Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.
  c. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.
  d. Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.
GRADE 7 SOCIAL STUDIES

Outcome: RW7.2
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

e. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).

Outcome: IN8.1
Investigate the meaning of culture and the origins of Canadian cultural diversity.

*Note: This outcome could be discussed in light of the health disparities for people who are not part of the dominant culture. Why is this the case?

Outcome: PA9.3
Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

b. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).

GRADE 7 HEALTH EDUCATION

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

g. Explore the source and rationale of social precepts/principles (e.g., prohibitions, rules, rights, norms in everyday life).
h. Distinguish between rights, needs, whims, privileges, and responsibilities.

GRADE 9 HEALTH EDUCATION

The outcomes for this activity can best be achieved when paired with teaching about the social determinants of health.

Outcome: USC9.2
Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

b. Use the appropriate language with which to talk about comprehensive health approaches to safety (e.g., determinants of health, environments).
f. Examine safe/unsafe practices in the community that endanger/enhance the well-being of young people and analyze why these practices occur.
j. Examine how unsafe situations affect the physical, mental, emotional, and spiritual well-being of self and others.
k. Explore how safe environments support the building of a sense of self and connections to others.
**Activity: Poverty and Health**

**GRADE 6 SOCIAL STUDIES**

**Outcome: DR6.4**
Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.
Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples’ relationships with colonizing peoples).

**Outcome: PA6.2**
Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.
- Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.
- Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

**Outcome: RW6.1**
Examine and analyze factors that contribute to quality of life, including material and non-material factors.

**GRADE 7 SOCIAL STUDIES**

**Outcome: RW7.2**
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.
- Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).
GRADE 8 SOCIAL STUDIES
Outcome: IN8.1
Investigate the meaning of culture and the origins of Canadian cultural diversity. This outcome could be discussed in light of the health disparities for people who are not part of the dominant culture. Why is this the case?

GRADE 9 SOCIAL STUDIES
Outcome: PA9.3
Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

c. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).

GRADE 6 HEALTH EDUCATION
Outcome: DM6.9
Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

a. Identify and recognize health opportunities and/or challenges related to each unit of study.

GRADE 7 HEALTH EDUCATION
Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

b. Locate sources of and evaluate information (including text, multimedia, web-based, human) according to specific criteria, about personal commitment.

d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.

GRADE 8 HEALTH EDUCATION
Outcome: DM8.8
Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

a. Review the kinds of support that one may need when making healthy decisions.

GRADE 9 HEALTH EDUCATION
Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.
b. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.

**Activity: But Why, Part II**

**GRADE 6 SOCIAL STUDIES**

**Outcome: DR6.4**
Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples' relationships with colonizing peoples).

**Outcome: PA6.2**
Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

g. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.

h. Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

**Outcome: RW6.1**
Examine and analyze factors that contribute to quality of life, including material and non-material factors.

**GRADE 7 SOCIAL STUDIES**

**Outcome: RW7.2**
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

g. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).

*Note: This outcome could be discussed in light of the health disparities for people who are not part of the dominant culture. Why is this the case?*

**Outcome: IN8.1**
Investigate the meaning of culture and the origins of Canadian cultural diversity.
GRADE 9 SOCIAL STUDIES

Outcome: PA9.3
Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

d. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).

GRADE 6 HEALTH EDUCATION

Outcome: DM6.9
Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

e. Identify and recognize health opportunities and/or challenges related to each unit of study.

GRADE 7 HEALTH EDUCATION

Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

f. Locate sources of and evaluate information (including text, multimedia, web-based, human) according to specific criteria, about personal commitment.

c. Examine factors (both positive and negative) that influence one’s commitment to personal standards.

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

c. Analyze how one’s identity, and moral code is created through contact with others who are the same and/or different.

f. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.

g. Explore the source and rationale of social precepts/principles (e.g., prohibitions, rules, rights, norms in everyday life).

h. Distinguish between rights, needs, whims, privileges, and responsibilities.

i. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.
GRADE 8 HEALTH EDUCATION

Outcome: DM8.8
Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

a. Review the kinds of support that one may need when making healthy decisions.

GRADE 9 HEALTH EDUCATION

Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

a. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.

Outcome: USC9.2
Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

c. Use the appropriate language with which to talk about comprehensive health approaches to safety (e.g., determinants of health, environments).

g. Examine safe/unsafe practices in the community that endanger/enhance the well-being of young people and analyze why these practices occur.

l. Examine how unsafe situations affect the physical, mental, emotional, and spiritual well-being of self and others.

m. Explore how safe environments support the building of a sense of self and connections to others.

Activity: Making a Budget

GRADE 6 SOCIAL STUDIES

Outcome IN6.1
Evaluate and represent personal beliefs and values by determining how culture and place influence them.

e. Plan, conduct, and evaluate an inquiry to illustrate how culture and place influence the beliefs and values of the local community.
Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.
e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

GRADE 9 SOCIAL STUDIES
Outcome: IN9.4
Determine the influence of worldview on the choices, decisions, and interactions in a society.
a. Explain the influence of worldview on personal choices, decisions, and interactions (e.g., choice of friends, choice of fashion, the significance of education, participation or non-participation in events, choice of pastimes and recreational activities, approaches to nature and ecology, approaches to consumerism).

GRADE 6 HEALTH EDUCATION
Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).
k. Explore when personal standards may be reinforced or challenged.
l. Analyze events or factors that cause people to make decisions that reflect or conflict with their personal standards

Outcome: USC6.4
Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.
a. Identify sources of, and evaluate information related to, anxiety and stress.
b. Inventory the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).

GRADE 7 HEALTH EDUCATION
Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.
d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.
e. Express insights into the connections between commitment to personal standards and healthy decision making.
h. Justify the kinds of supports needed to commit to personal standards.
**Outcome: USC7.7**
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

- Express an understanding of how norms, trends, and values in society influence self, others, and relationships.
- Explore the source and rationale of social precepts/principles (e.g., prohibitions, rules, rights, norms in everyday life).
- Distinguish between rights, needs, whims, privileges, and responsibilities.

**GRADE 8 HEALTH EDUCATION**

**Outcome: DM8.8**
Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

- Review the kinds of support that one may need when making healthy decisions.
- Recognize the kinds of support that may be needed at various stages/steps when making decisions.

**GRADE 9 HEALTH EDUCATION**

**Outcome: USC9.1**
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.

**Activity: Geraldine Moore the Poet**

**GRADE 6 SOCIAL STUDIES**

**Outcome: IN6.1**
Evaluate and represent personal beliefs and values by determining how culture and place influence them.

- Examine the beliefs and values of individuals discussed in case studies or of characters in literature highlighting youth, and represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth.
Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.
e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

GRADE 6 HEALTH EDUCATION
Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).
a. Describe values one appreciates in self and in others and explain why.
b. Propose why people behave the way they do (e.g., personal beliefs, societal norms).
c. Identify sources of, and evaluate information about, personal beliefs and values.

Outcome: USC6.2
Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).
e. Articulate a comprehensive understanding of prejudice, stereotype, and bias.
f. Discuss and question stereotypes and biases that exist in the school and community.

GRADE 7 HEALTH EDUCATION
Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.
i. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.

GRADE 8 HEALTH EDUCATION
Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.
g. Examine the prejudices/biases that exist in the community.
i. Examine how prejudices/biases are learned attitudes and behaviours.
1. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

m. Question examples of injustice towards families in own communities.

**GRADE 9 HEALTH EDUCATION**

**Outcome: USC9.1**

Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
**Activity: Race for Health**

**GRADE 6 SOCIAL STUDIES**

**Outcome: DR6.4**
Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

c. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples’ relationships with colonizing peoples).

**Outcome: PA6.2**
Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

i. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.

j. Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

**Outcome: RW6.1**
Examine and analyze factors that contribute to quality of life, including material and non-material factors.

**GRADE 7 SOCIAL STUDIES**

**Outcome: RW7.2**
Investigate the influence of resources upon economic conditions of peoples in circumpolar and Pacific Rim countries.

e. Draw conclusions about the standard of living of people in Pacific Rim and circumpolar countries using material wealth measures (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).

**GRADE 8 SOCIAL STUDIES**

**Outcome: IN8.1**
Investigate the meaning of culture and the origins of Canadian cultural diversity.

*This outcome could be discussed in light of the health disparities for people who are not part of the dominant culture. Why is this the case?*
GRADE 9 SOCIAL STUDIES

Outcome: PA9.3
Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada.

e. Investigate examples of the oppression of rights of particular groups or individuals in societies studied including examples in Canada (e.g., slavery, limited franchise, restrictions on property ownership).

GRADE 6 HEALTH EDUCATION

Outcome: USC6.2
Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).

k. Explore and articulate an understanding of socio-economic class, gender, and culture as attributes of identity that are ascribed to groups of people and the ways that preconceptions about people based on these designations can be false, limiting, and harmful.

Outcome: USC6.4
Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

a. Identify sources of, and evaluate information related to, anxiety and stress.

b. Inventory the kinds of situations that may create anxiety for grade 6 students (e.g., family break-up, moving, getting/unable to afford braces/glasses, public speaking, body image, academic pressure, foster care, death, economic status).

c. Analyze physical, mental, and emotional responses (both positive and negative) to stress (e.g., heightened alertness, motivation, ‘fight or flight’, illness, withdrawal, difficulty concentrating, difficulty eating and/or sleeping).

d. Examine stressors for which one can plan and/or over which one has control.

GRADE 7 HEALTH EDUCATION

Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

b. Investigate the concept of ‘resiliency’ and determine its importance in personal commitment.

c. Analyze when personal standards (see Grade 6) may be reinforced or challenged.

d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.

h. Justify the kinds of supports needed to commit to personal standards.
GRADE 8 HEALTH EDUCATION

Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

j. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.

k. Reflect on personal prejudices and their influences on assumptions about families.

l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.

m. Question examples of injustice towards families in own communities.

GRADE 9 HEALTH EDUCATION

Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
SECTION 4: WHAT CAN BE DONE ABOUT POVERTY?

Activity: Coping With Poverty versus Getting Out of Poverty

GRADE 6 SOCIAL STUDIES
Outcome: RW6.1
Examine and analyze factors that contribute to quality of life, including material and non-material factors.
   e. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

GRADE 7 SOCIAL STUDIES
Outcome: PA7.1
Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.
   d. Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).

GRADE 8 SOCIAL STUDIES
This activity could lead into learning activities that explore citizen engagement and participation that works to change policies that help to alleviate poverty.
Outcome: PA8.4
Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes.

GRADE 9 SOCIAL STUDIES
This activity can explore how resources are distributed when people are in need and how organizations advocate for changes in the way resources and wealth are distributed in order to empower others.
Outcome: RW9.1
Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.
GRADE 7 HEALTH EDUCATION
Outcome: USC7.1
Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

b. Investigate the concept of ‘resiliency’ and determine its importance in personal commitment.

c. Analyze when personal standards (see Grade 6) may be reinforced or challenged.

d. Examine factors (both positive and negative) that influence one’s commitment to personal standards.

e. Express insights into the connections between commitment to personal standards and healthy decision making.

h. Justify the kinds of supports needed to commit to personal standards.

Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

f. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.

i. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.

GRADE 8 HEALTH EDUCATION
Outcome: USC8.1
Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

i. Recognize times and situations in which others might appreciate help.

j. Discuss concepts such as learned dependence and empowerment or “helping others to help themselves”.

k. Distinguish between help that supports greater independence and that which creates dependence.

GRADE 9 HEALTH EDUCATION
Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

a. Investigate and analyze examples of health promotion in one’s community.

b. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.

c. Assess how the strategies of health promotion (i.e., strengthen community action, develop personal skills, create supportive environments, reorient health services, build healthy public policy) impact decision making and the health of self, family, community, and the environment.
Activity: Photo Collage - “There’s More to Poverty Than Meets the Eye”

GRADE 6 SOCIAL STUDIES
Students can create a photo collage that explores how global interdependence has impacted local communities. For example: the displacement of people in countries that has resulted in the influx of refugees and immigrants or the impact of large-scale agriculture on local farmers.

Outcome: IN6.3
Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

Outcome: DR6.4
Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

b. Analyze the historical origins of a current issue affecting youth in Canada and a selection of countries bordering the Atlantic Ocean by tracing the evolution of the issue over time (e.g., slavery, colonization, migration, and indigenous peoples’ relationships with colonizing peoples).

Outcome: PA6.2
Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

c. Investigate the concept of white privilege, and assess the degree to which it exists within Canada and a selection of countries bordering the Atlantic Ocean.

d. Identify the personal and societal impact of white privilege on individuals and groups within Canada and a selection of countries bordering the Atlantic Ocean.

GRADE SEVEN SOCIAL STUDIES

Outcome: IN7.2
Examine the effects of globalization on the lives of people in Canada and in circumpolar and Pacific Rim countries.

f. Conduct an inquiry to determine the effects of globalization on the local community. (This can include an exploration of how globalization has increased poverty)

GRADE 9 SOCIAL STUDIES
This analysis can be done as an exploration of why racial minorities are more likely to be affected by poverty.

Outcome: PA9.2
Analyze the impact of empire-building and territorial expansion on indigenous populations and other groups in the societies studied.
Outcome: USC6.1
Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

g. Investigate (including through drama, dance, music, and/or visual art) the factors that have the most influence on personal standards.
m. Discuss factors that affect the identities of people as a result of colonization.

GRADE 7 HEALTH EDUCATION
Outcome: USC7.7
Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

f. Express an understanding of how norms, trends, and values in society influence self, others, and relationships.
j. Question assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.

GRADE 8 HEALTH EDUCATION
Outcome: USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities.

i. Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities.
l. Analyze how stereotyping and social constructions (e.g., gender, “poor bashing”, white privilege) affect the well-being of self, family, and community.
m. Question examples of injustice towards families in own communities.

GRADE 9 HEALTH EDUCATION
Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
g. Assess how the strategies of health promotion (i.e., strengthen community action, develop personal skills, create supportive environments, reorient health services, build healthy public policy) impact decision making and the health of self, family, community, and the environment.
Activity: Create a Community Action Guide

*Note: These curriculum links apply to the following two activities: Create a Community Action Guide and Social Action Project.

GRADE 6 SOCIAL STUDIES

Outcome: IN6.3
Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

.c. Create a multimedia presentation representing the impact of immigration on the worldviews of people (especially youth) in Canada and a selection of countries bordering the Atlantic Ocean, both indigenous citizens and immigrants.

d. Become aware and describe the role of key international agencies in protecting human welfare, especially that of children and youth (e.g., United Nations, UNICEF, UNESCO, e. Amnesty International, Médecins sans frontières, United Nations High Commission for Refugees, international indigenous organizations, faith-based international development organizations).

e. Investigate and represent the contribution of a Canadian individual or organization toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean.

f. Investigate and represent the contribution of an individual not born in Canada toward enhancing human welfare in Canada (e.g., neighbours, community members).

g. Investigate the contribution of an Aboriginal Canadian toward enhancing human welfare in Canada.

GRADE 7 SOCIAL STUDIES

Outcome: PA7.1
Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.

d. Identify examples of the use of co-operation balance and harmony as a sources of power used to effect change in the local, provincial, national, or international community (e.g., service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).

GRADE 8 SOCIAL STUDIES

*Note: Students could engage in a community action guide that focuses around active engagement in the Canadian political process with a focus on strategies that work to alleviate poverty. There are a number of links on the Saskatchewan Poverty Reduction Partnership website, mentioned below that encourage political engagement.
Outcome: PA8.4
Assess the impact of citizens’ willingness and ability to actively engage in the Canadian political processes.

b. Describe examples of legislation or policy at a variety of governance levels (federal, provincial, First Nation, or Métis) which were initiated, modified, or rejected as a result of public pressure.

d. Investigate the political involvement of community members, including why people choose to vote or not vote, and why people choose to join or not join a political party.

e. Articulate the reasons a person would get involved in the Canadian political system and the possible actions which might be taken (e.g., lobby Members of Parliament, hold elected members accountable, work for a political party, be informed).

GRADE 9 SOCIAL STUDIES
*Note: This activity can include an exploration of strategies for poverty reduction and how they reflect different perspectives on the acquisition and distribution of resources and wealth in society. For example, students could explore social assistance rates, access to housing, minimum wage, access to education, the cost of childcare.

Outcome: RW9.1
Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

*Note: These curriculum links apply to the following two activities: Create a Community Action Guide and Social Action Project.

GRADE 6 HEALTH EDUCATION
Outcome: DM6.9
Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

a. Identify and recognize health opportunities and/or challenges related to each unit of study.

b. Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to each unit of study.

c. Construct personal goals, related to affirming standards, in each unit of study.

d. Revise personal goals as necessary.

Outcome: AP6.10
Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

a. Develop, with guidance, criteria to assess action plans that affirm personal standards.

b. Describe the elements of a well-designed action plan.

c. Examine the traits and skills of a support person who can/will support individual action plans.

d. Use specific criteria to evaluate the design elements of the action plans.

e. Carry out action plans in ways that affirm personal standards.

f. Assess and revise action plans as necessary.
GRADE 7 HEALTH EDUCATION

Outcome: AP7.10
Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

a. Determine, with support, the elements of a well-designed action plan.
b. Design action plans that feature personal commitment.
c. Establish the kinds of supports needed to implement the action plan.
d. Determine specific criteria to evaluate the design elements of action plans.
e. Develop, with guidance, criteria to assess one’s commitment to personal standards.
f. Assess and revise the action plans as necessary.

GRADE 8 HEALTH EDUCATION

Outcome: DM8.9
Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

h. Establish multiple and authentic supports in planning for healthy decision making.

Outcome: AP8.10
Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

a. Determine the elements of effective “support” action plans (e.g., who, what, where, when, how, why).
b. Plan the required steps to complete action plans that support others.
c. Identify criteria and use them to assess the design elements of “supporting others” action plans.
d. Distinguish, with others, criteria to evaluate the implementation of “supporting others” action plans.
e. Identify and use criteria to evaluate growth in one’s ability to establish supports for health.

GRADE 9 HEALTH EDUCATION

Outcome: USC9.1
Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

b. Examine local decisions that promote health.
d. Investigate and analyze examples of health promotion in one’s community.
e. Assess the leadership skills needed/used in health promotion and related decision making.
f. Examine how the determinants of health (e.g., education, income and social status, physical environments, biology and genetics) are interconnected and need to be addressed when promoting the health of self, family, community, and environment.
g. Assess how the strategies of health promotion (i.e., strengthen community action, develop personal skills, create supportive environments, reorient health services, build healthy public policy) impact decision making and the health of self, family, community, and the environment.