There's More to Poverty than Meets the Eye

Poverty Education Resource for Grades 6 - 9

Curriculum Connections for Grade 6
Social Studies & Health Education

Population and Public Health

2014
The following curriculum connections have been identified by Anita Verlangen, M.Ed., Health Promotion Department, Saskatoon Health Region. If you have comments, feedback or additional 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 6 HEALTH EDUCATION

Outcome USC6.1

Analyze the factors that influence the development of personal standards and identify, 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).

1. 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.
Activity: 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 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.

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

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 such people, such as ethnic minority groups, the disabled, you 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 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.

Activity: Five Minute Writing

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.

q. Discuss factors that affect the identities of people as a result of colonization.
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 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 and 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.
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?

Activity: In Their Shoes

GRADE 6 SOCIAL STUDIES

Outcome: RW6.1

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

- 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, accesses to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

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).

- Conclude the importance of respecting facts, evidence, and views of others when engaging in discussions.
- Articulate a comprehensive understanding of prejudice, stereotype, and bias.
- Discuss and question stereotypes and biases that exist in the school and community.
- Explore and articulate and 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.
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 6 HEALTH EDUCATION

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.

l. 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.
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 6 HEALTH EDUCATION

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.
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 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.

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.

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.

e. 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.

f. 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 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.

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 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.

Activity: Making a Budget

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 recreational activities, 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).

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).

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.

f. 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 character’s 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 recreational activities, 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.

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 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.
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 recreational activities, inclusion, or marginalization).

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.

**Activity: Create a Community Action Guide**

**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, 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 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 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.

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