There’s More to Poverty than Meets the Eye

Poverty Education Resource for Grades 6 - 9

Curriculum Connections for Grade 7

Social Studies & Health Education

Population and Public Health

2014
SECTION 1:

POVERTY IN OUR COMMUNITY

Activity: Poverty – Up Close and Personal

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 source 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 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.

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.

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

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 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 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.

Activity: Who is affected by poverty in our community?

GRADE 7 SOCIAL STUDIES

Outcome: RW7.2

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

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

GRADE 7 HEALTH EDUCATION

*Note: 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.
Activity: Five Minute Writing

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.

Activity: What Are Our Rights?

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 and international co-operation in terms of its contributions toward conflict, co-operation, self-reliance, and interdependence.
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.

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 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 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.

Activity: Poverty Quiz

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 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.

Activity: What causes poverty?

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 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.
Section 3

HOW DOES POVERTY AFFECT HEALTH?

Activity: Needs versus 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 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.
*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 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.
Activity: Poverty and Health

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 (gross national product, gross domestic product) and non-material measures (the quality of life index, happiness index).

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.

Activity: But Why, Part II

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).

Outcome IN8.1

Investigate the meaning of culture and the origins of Canadian cultural diversity.
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.
Activity: Making a Budget

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.

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.

Activity: Geraldine Moore the Poet

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. Questions assumptions and stereotypes in relation to different customs, beliefs, attitudes, and opinions.
Activity: Race for Health

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 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.
Section 4

WHAT CAN BE DONE ABOUT POVERTY?

Activity: Coping With Poverty versus Getting Out of Poverty

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 source of power used to effect change in the local, provincial, national and international community (e.g. service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).

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.

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**Activity: Photo Collage – “There’s More to Poverty Than Meets the Eye”**

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**GRADE 7 SOCIAL STUDIES**

**Outcome: IN7.2**

Examine the effects of globalization on the lives of people in Canada and a selection of countries bordering the Atlantic Ocean.

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).

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**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.
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 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 source of power used to effect change in the local, provincial, national and international community (e.g. service organizations, trade unions, First Nations and Métis organizations, co-operative movements, advocacy groups).

GRADE 7 HEALTH EDUCATION

Outcome: AP7.10

Design, implement and evaluate three six-day actions 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.

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