There's More to Poverty than Meets the Eye

Poverty Education Resource for Grades 6 - 9

Curriculum Connections for Grade 8
Social Studies & Health Education

Population and Public Health

2014
The 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 8 SOCIAL STUDIES
Outcome PA8.4

Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.

f. Analyze the obstacles to political involvement (e.g. language, culture, disability, social-economic status, gender, time constraints and apathy).

GRADE 8 HEALTH EDUCATION
Outcome USC8.2

Analyze who 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.
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 8 HEALTH EDUCATION

Outcome USC8.2

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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.

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

Activity: Who is affected by poverty in our community?

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 Action (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 implication of Canadian citizenship on the life of Canadians.
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 prejudice and their influence 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.

Activity: Five Minute Writing

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.
Activity: What Are Our Rights?

GRADE 8 SOCIAL STUDIES

Outcomes: PAB.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; rights to reasonable access to justice in trials.; same sex marriage; civil protection).

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.

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 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 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.

f. Analyze personal beliefs about family structures, roles, and responsibility.

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.
Activity: Poverty Quiz

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, schools, and community in the Canadian mixed market economy.

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 responsibility.

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.

Activity: What causes poverty?

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, schools, and community in the Canadian mixed market economy.
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.
Section 3

HOW DOES POVERTY AFFECT HEALTH?

Activity: Needs versus Wants

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 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 and abuse, body image, sustainability, and sexual health.

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

b. Discuss ways to determine when support is needed.

c. Distinguish between wanting and needing support.

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:
**Activity: Poverty and Health**

**GRADE 8 SOCIAL STUDIES**

**Outcome: IN8.1**

Investigate the meaning of culture and the origins of Canadian 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 8 HEALTH EDUCATION**

**Outcome: DM8.8**

Appraise the role of “support” in making healthy decisions related to the 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.

**Activity: But Why, Part II**

**GRADE 8 HEALTH EDUCATION**

**Outcome: DM8.8**

Appraise the role of “support” in making healthy decisions related to the 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.
**Activity: Making a Budget**

**GRADE 8 HEALTH EDUCATION**

**Outcome: DM8.8**

Appraise the role of “support” in making healthy decisions related to the 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.

f. Recognize the kinds of support that may be needed at various stages/steps when making decisions.

**Activity: Geraldine Moore the Poet**

**GRADE 8 HEALTH EDUCATION**

**Outcome: USC8.2**

Analyze how personal prejudices/biases, and habits of minds 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.

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.

**Activity: Race for Health**

**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 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.
Section 4

WHAT CAN BE DONE ABOUT POVERTY?

Activity: Coping With Poverty versus Getting Out of Poverty

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

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.

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 8 SOCIAL STUDIES

Note: Students could engage in a community action plan 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 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.