There's More to Poverty than Meets the Eye

Poverty Education Resource for Grades 6 - 9

Curriculum Connections for Grade 9
Social Studies & Health Education
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 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 of 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 in/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 9 SOCIAL STUDIES
Outcome RW9.1

Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

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 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 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 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 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.
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: 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 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.

b. 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 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 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 9 SOCIAL STUDIES

Outcome: RW9.1

Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied.

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 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 9 HEALTH EDUCATION

Outcome: DM9.10

Assess the role of health promotion in making healthy decisions related to comprehensive approaches to safety, non-curable infections/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.

b. 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 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 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 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 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 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 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 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 8 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 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 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 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 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 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 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 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 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.