

*Exploring Poverty and
Homelessness through Story*



An Inquiry for Grade 6

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BIG IDEAS

Economic self-interest can be a significant cause of conflict among peoples and governments.

Complex global problems require international co-operation to make difficult choices for the future.

Systems of government vary in their respect for human rights and freedoms.

Media sources can both positively and negatively affect our understanding of important events and issues.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use **Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
- **Develop a plan of action to address a selected problem or issue**
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- **Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)**
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- **Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)**
- **Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)**
- **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**

Content

Students are expected to know the following:

- **the urbanization and migration of people**
- **global poverty and inequality issues, including class structure and gender**
- **roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples**
- **different systems of government**
- **economic policies and resource management, including effects on indigenous peoples**
- **globalization and economic interdependence**
- **international co-operation and responses to global issues**
- **regional and international conflict**
- **media technologies and coverage of current events**

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- **Comprehend and connect** (reading, listening, viewing)
- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide **inquiry, and extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives in texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text, and world**
- Respond to **text in personal, creative, and critical ways**
- Understand how **literary elements, techniques, and devices** enhance and shape meaning
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story, narrative, and oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view

Content

Students are expected to know the following:

Story/text

- **forms, functions, and genres of text**
- **text features**
- **literary elements**
- **literary devices**
- **techniques of persuasion**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- **language varieties**
- **sentence structure and grammar**
- **conventions**
- **presentation techniques**

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with oral storytelling processes • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts 	

BIG IDEAS

Design can be responsive to identified needs.

Complex tasks require the acquisition of additional skills.

Complex tasks may require multiple tools and technologies.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to be able to do the following:</p> <p>Applied Design <i>Understanding context</i></p> <ul style="list-style-type: none"> • Empathize with potential users to find issues and uncover needs and potential design opportunities <p>Defining</p> <ul style="list-style-type: none"> • Choose a design opportunity • Identify key features or potential users and their requirements • Identify criteria for success and any constraints <p>Ideating</p> <ul style="list-style-type: none"> • Generate potential ideas and add to others' ideas • Screen ideas against criteria and constraints • Evaluate personal, social, and environmental impacts and ethical considerations • Choose an idea to pursue <p>Prototyping</p> <ul style="list-style-type: none"> • Identify and use sources of information • Develop a plan that identifies key stages and resources • Explore and test a variety of materials for effective use 	<p>Students will experience a minimum of three modules of <i>Applied Design, Skills, and Technologies 6–7</i> in each of Grades 6 and 7. Schools may choose from among the modules listed below or develop new modules that use the <i>Curricular Competencies of Applied Design, Skills, and Technologies 6–7</i> with locally developed content. Locally developed modules can be offered in addition to, or instead of, the modules in the provincial curriculum.</p> <p>Computational Thinking <i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • simple algorithms that reflect computational thinking • visual representations of problems and data • evolution of programming languages • visual programming <p>Computers and Communications Devices <i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices • strategies for identifying and troubleshooting simple hardware and software problems

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • Test the first version of the product or the prototype • Gather peer and/or user and/or expert feedback and inspiration • Make changes, troubleshoot, and test again <p>Making</p> <ul style="list-style-type: none"> • Identify and use appropriate tools, technologies, and materials for production • Make a plan for production that includes key stages, and carry it out, making changes as needed • Use materials in ways that minimize waste <p>Sharing</p> <ul style="list-style-type: none"> • Decide on how and with whom to share their product • Demonstrate their product and describe their process, using appropriate terminology and providing reasons for their selected solution and modifications • Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment • Reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space • Identify new design issues <p>Applied Skills</p> <ul style="list-style-type: none"> • Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments 	<p>Digital Literacy</p> <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Internet safety • digital self-image, citizenship, relationships, and communication • legal and ethical considerations, including creative credit and copyright, and cyberbullying • methods for personal media management • search techniques, how search results are selected and ranked, and criteria for evaluating search results • strategies to identify personal learning networks <p>Drafting</p> <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • technical drawing, including sketching techniques and manual drafting techniques • elements of plans and drawings • simple computer-aided drafting programs <p>Entrepreneurship and Marketing</p> <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • role of entrepreneurship in designing and making products and services • market niche • branding of products, services, institutions, or places • pricing product/service, including decision to seek profit or break even • role of basic financial record-keeping and budgeting



CRITICAL THINKING CORE COMPETENCY

Critical thinking involves making judgements based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgements. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and critique

Sample "I" Statements

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.

2. Question and investigate

Sample "I" Statements

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgements.

3. Developing ideas

Sample "I" Statements

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.

**The profiles emphasize the concept of growing and expanding.
They are progressive and additive.**



SOCIAL RESPONSIBILITY CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to community and caring for the environment

Sample "I" Statements

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

2. Solving problems in peaceful ways

Sample "I" Statements

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

3. Valuing diversity

Sample "I" Statements

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

4. Building relationships

Sample "I" Statements

- With some support, I can be part of a group.
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.
- I build and sustain positive relationships with diverse people, including people from different generation.

**The profiles emphasize the concept of growing and expanding.
They are progressive and additive.**



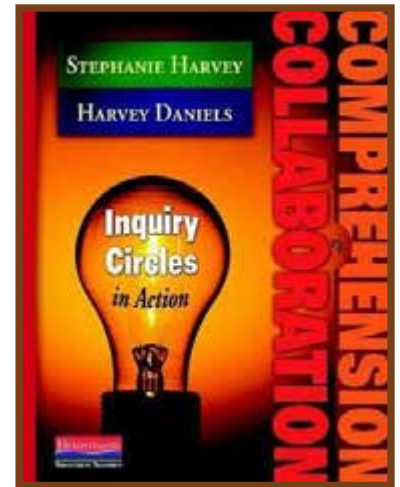
Ingredients for a Poverty Inquiry

1. A Driving Question: A question that captures the heart of the inquiry in clear, compelling language. ***“What is homelessness? Why does poverty exist and whose problem is it?”***
2. Voice and Choice: Guided by the teacher, learners have voice and choice in terms of digging into real world concerns / issues, imagining solutions and taking action.
3. Core Competencies: Critical and creative thinking; problem solving; communication; collaboration, personal and social responsibility.
4. In-depth Inquiry: Engage learners in an inquiry process - **Feel-** “Why should I care?”, **Imagine-** “What are people doing about it? What can I do about it?”, **Do-** Take ACTION, and **Share-** document and share the learning experience, the story; the change initiative.
5. Revision and Reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their project. Students learn that revision is a frequent feature of real-world work.
6. Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore enriches learning opportunities.
7. Significant Content: learners identifying real world problems, going through an inquiry process to come up with their own solutions to those problems and then taking action.
8. A Need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, or a photograph.



Adapted from Larmer, J. & Mergendoller, J. (2014).
8 essentials for project-based learning.
Educational Leadership, 68(1), 34.

'What kids can do during inquiry time' pg. 286



- ◆ **Read to themselves** ~ nothing correlates more highly with reading achievement than reading volume. Reading provides the most direct route to finding information and answering questions. So just plain, independent reading is one of the most important things kids can do during inquiry circle time.
- ◆ **Read to each other** ~ reading together with an inquiry circle partner or the entire inquiry circle can spur conversation and lead kids to discoveries they might not make when reading alone.
- ◆ **Conduct research online** ~ choosing sources which are accurate and authoritative. Is the source up to date? Consider EBSCO and other Destiny based links.
- ◆ **Respond in writing and/or drawing** ~ jotting and drawing thinking is especially useful when reading to find information and answer questions. Keeping track of thoughts and questions helps students clarify their understanding and synthesize information. Students are encouraged to write and/or draw about their research, whether in books, online, watching a video, or scrutinizing an artifact .
- ◆ **Respond by talking** ~ talking with groups or partners goes a long way toward learning and understanding. Explicitly set and co-construct criteria for 'quiet conversation'.
- ◆ **Develop interview questions and conduct practice interviews** ~ students come up with some interview questions and practice interviewing with an inquiry partner.
- ◆ **Contact specialists and experts** ~ Students work with partners to come up with a list of people they might want to contact to get more information.
- ◆ **Maintain a research notebook** ~ We remind students to sort through their written and drawn responses and write up important findings in their notebooks so they don't lose track of them. Often these discoveries lead to more questions.
- ◆ **Plan to actively use knowledge and take action** ~ Students can discuss how they plan to actively use the knowledge which they have acquired. They might decide to simply share it with the class or they may be moved to take a more public advocacy position. They can talk with each other and then make a collaborative plan.

How to Use Books to Foster Heart-Mind Well-being



Books, and the stories within them, offer safe and engaging teachable moments for children to explore emotions, understand common life challenges and apply social and emotional skills.

Bibliotherapy is the technical term for using books to help children, youth and adults work through tough issues that they face in their everyday social worlds. Many books are written explicitly about feelings or problems. But many more are more subtle in their approach - offering characters and events that children and youth can relate to which broaden perspectives and offer opportunities to develop empathy and practice critical thinking.

Research shows that by identifying with characters and events in books, young people may feel less isolated, can be relieved of emotional pressure and gain insight into their own behaviours and self-concept. Stories also provide a problem-solving playground where students recognize that there is more than one way to approach problems. Using a book as a safe scenario, children are able to discuss problems more freely and can actually practice generating solutions or planning a course of action.

To be clear, a book on its own does not offer the same depth of learning compared to when adults provide guidance and help children to think, understand and engage with the story and with each other in prosocial ways.

One framework for adults to structure bibliotherapy suggests four steps:

1. Pre-reading

- Choose well written, age-appropriate books whose stories use familiar language.
- Activate the child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic.

2. Reading

- Read aloud. Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

3. Post Reading Discussion

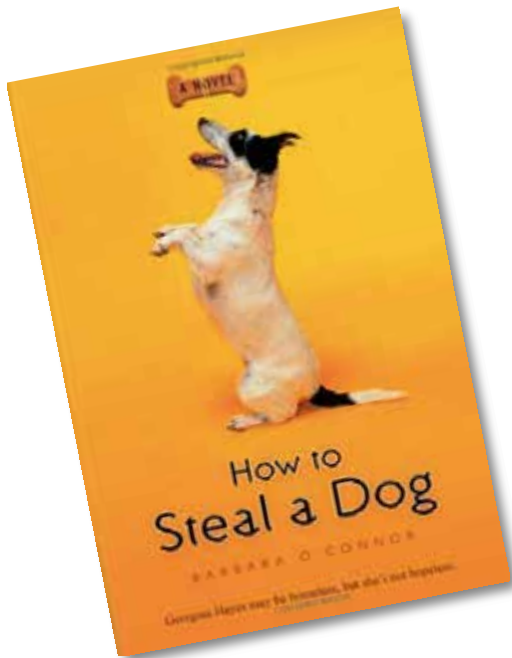
- Have children re-tell the plot, describe and evaluate the characters' feelings and/or comment on events that occurred.
- Ask probing questions to help children think about their own feelings and better identify with the characters and events in the story

4. Use Reinforcing Activities

- Apply problem solving strategies to expand on the book's resolution of a situation.
- Practice and apply social and emotional learning using activities such as journals, role plays, debates, art activities or interaction with parents.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!



Stories of Poverty and Homelessness



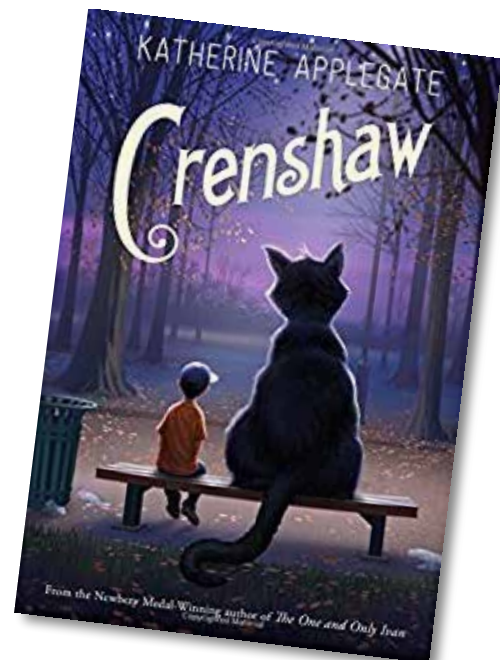
Georgina Hayes is desperate. Ever since her father left and they were evicted from their apartment, her family has been living in their car. With her mama juggling two jobs and trying to make enough money to find a place to live, Georgina is stuck looking after her younger brother, Toby. And she has her heart set on improving their situation.

When Georgina spots a missing-dog poster with a reward of five hundred dollars, the solution to all her problems suddenly seems within reach. All she has to do is "borrow" the right dog and its owners are sure to offer a reward. What happens next is the last thing she expected.

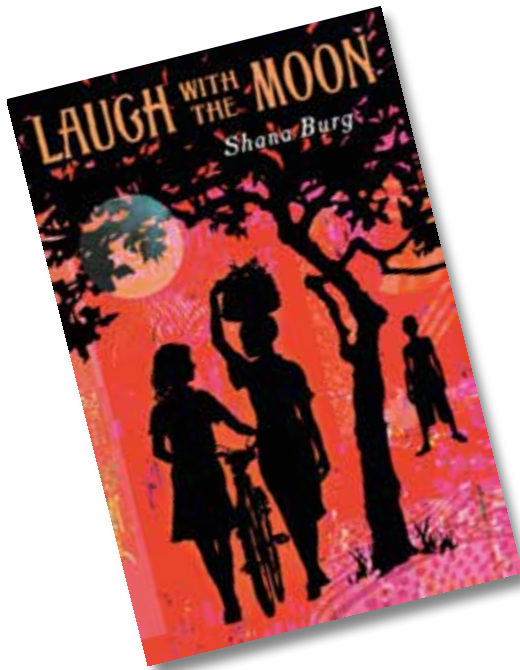
Jackson and his family have fallen on hard times. There's no more money for rent. And not much for food, either. His parents, his little sister, and their dog may have to live in their minivan. Again.

Crenshaw is a cat. He's large, he's outspoken, and he's imaginary. He has come back into Jackson's life to help him. But is an imaginary friend enough to save this family from losing everything?

Katherine Applegate proves in unexpected ways that friends matter, whether real or imaginary.



Stories of Poverty and Homelessness



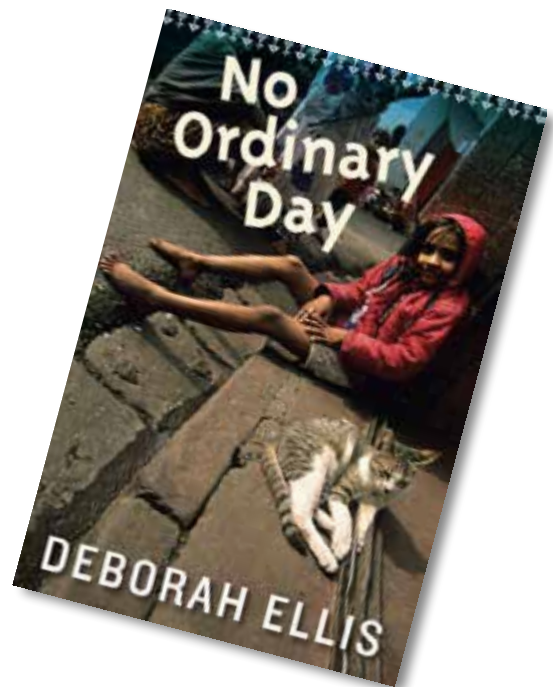
Thirteen-year-old Clare Silver is stuck. Stuck in denial about her mother's recent death. Stuck in the African jungle for sixty-four days without phone reception. Stuck with her father, a doctor who seems able to heal everyone but Clare.

Clare feels like a fish out of water at Mzanga Full Primary School, where she must learn a new language. Soon, though, she becomes immersed in her new surroundings and impressed with her fellow students, who are crowded into a tiny space, working on the floor among roosters and centipedes.

When Clare's new friends take her on an outing to see the country, the trip goes horribly wrong, and Clare must face another heartbreak head-on. Only an orphan named Memory, who knows about love and loss, can teach Clare how to laugh with the moon.

There's not much that upsets young Valli. Even though her days are spent picking coal and fighting with her cousins, life in the coal town of Jharia, India, is the only life she knows. The only sight that fills her with terror are the monsters who live on the other side of the train tracks -- the lepers. Valli and the other children throw stones at them. No matter how hard her life is, she tells herself, at least she will never be one of them.

Then she discovers that she is not living with family after all, that her "aunt" was a stranger who was paid money to take Valli off her own family's hands. She decides to leave Jharia . . . and so begins a series of adventures that takes her to Kolkata, the city of the gods.





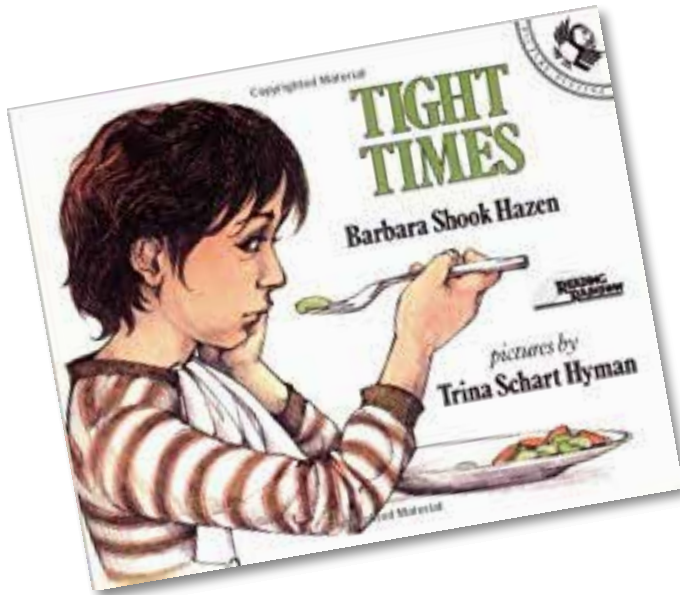
Walking with her mother on the way home from school one day, Lily runs straight into a gruff and untidy-looking man selling papers on the street. Frightened, Lily insists on taking the bus home every day for fear she will run into him again. But when the weather turns cold, Lily starts to see the Paper Man differently; she sees his bare toes through the holes in his boots and his thin shirt through the holes in his coat. As she lies in her warm bed at night, she wonders about the Paper Man and how he stays warm. Lily comes up with an idea and overcomes her fear.

Third grader Sharonda and her mother live in a room at her aunt's house. They are beginning to outstay their welcome when the church decides to build them a house of their own.

Lyon masterfully tells Sharonda's story, unfurling the child's disbelief that her dream is coming true, the hard work and time volunteers contribute, Sharonda's excitement as she sees the house being constructed, her anticipation of sleeping there and the joy and peace she feels when she and her mother walk through the door for the first time.



Stories of Poverty and Homelessness



A small boy, not allowed to have a dog because times are tight, finds a starving kitten in a trash can on the same day his father loses his job.

A straightforward fictional view of an urban soup kitchen, as observed by a boy visiting it with his 'Uncle Willie,' who works there every day....The difficult lives of those fed (including children)--as well as the friendly, nonintrusive attitude of the kitchen workers toward them--are presented sensitively but without sentimentality.



Lily and the Paper Man

Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Complex global problems require international cooperation to make difficult choices for the future.

Curricular competencies:

Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Responding to text in personal, creative, and critical ways.

Driving Questions: What is homelessness? What is poverty? Why should I care? How are people all over the world making a positive difference in their communities? What can we learn from them? How can I make a positive difference in my community?



Learning Targets: I can investigate stories for homelessness and poverty. I can explore these issues within a text and respond in personal, creative, and critical ways.

Establishing a Need to Know:

Share the video clip “*Homelessness through a child’s eyes*” (0:53)

<https://www.youtube.com/watch?v=QWO2vOpTMfg>



Post-video clip partner Turn and Listen: What did you notice?

What do you think? What is the issue you are alerted to in this clip? What do you wonder?

Shared Read:

Before reading: Establish a purpose for listening/viewing: investigating the story for deeper themes using the *Feel, Imagine, Do* framework (share an anchor chart that will be used for co-constructing ideas after reading the story).

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.



Lily and the Paper Man

During Reading: Talk about the story as it unfolds. Invite students to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.

Post-story partner Turn and Listen:

Using the *Feel, Imagine, Do* framework to prompt thinking and conversation, invite students to turn and listen with a partner.

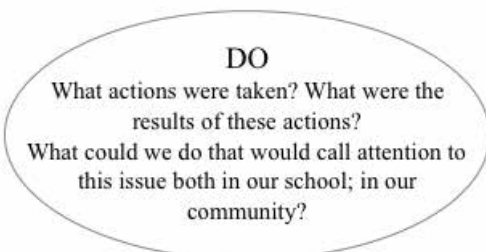
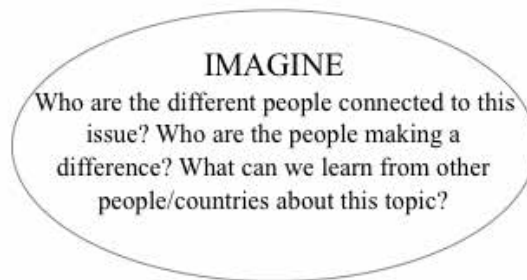
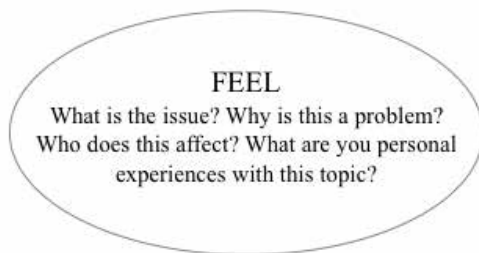
Co-constructing ideas: Invite a whole group conversation and brainstorm using the following framework-

Feel - What is the issue? Why is this a problem? Who does this affect? What are your personal experiences with this topic?

Imagine - Who are the different people connected to this issue? Who are the people making a difference? What can we learn from others about this topic? (the struggles, the people, the ideas, the events that have helped with the issue).

Do - What happened? What actions were taken? What were the results of this person's actions? What could we do that would call attention to this issue in our school; in our community? (thinking globally, acting locally).

**make time for the books within this kit to be shared among students in an informal way. For example, books from this kit and from those gathered at your school library could be shared in a casual buddy reading/info circles format using the following framework:*



Uncle Willy and the Soup Kitchen

Big Ideas:

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Complex global problems require international cooperation to make difficult choices for the future.

Curricular competencies:

Thinking critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Responding to text in personal, creative, and critical ways.

Driving Questions: What is homelessness? What is poverty? Why should I care? How are people all over the world making a positive difference in their communities? What can we learn from them? How can I make a positive difference in my community?



Learning Targets: I can investigate stories for homelessness and poverty. I can explore these issues within a text and respond in personal, creative, and critical ways.

Establishing a Need to Know:

Share the video clip “*ReThink Homelessness*” (1:29)

https://www.youtube.com/watch?v=jLbP-SpXAps&index=2&list=PLoOrkI_luNphwRApS5ceBIP5U8kpiIKqF



Post-video clip partner Turn and Listen: What did you notice? What do you think? What is the issue you are alerted to in this clip? What do you wonder?

Shared Read:

Before reading: Establish a purpose for listening/viewing: investigating the story for deeper themes using the *Feel, Imagine, Do* framework (share an anchor chart that will be used for co-constructing ideas after reading the story).

Activate background knowledge. This can be done by asking for predictions about the story based on the title and cover picture, and/or by offering a general statement about the book and asking if students have ever experienced the topic.



Uncle Willy and the Soup Kitchen

During Reading: Talk about the story as it unfolds. Invite students to make connections, to look carefully at the pictures, to visualize, ask questions, and make inferences.

Post-story partner Turn and Listen:

Using the *Feel, Imagine, Do* framework to prompt thinking and conversation, invite students to turn and listen with a partner.

Co-constructing ideas: Invite a whole group conversation and brainstorm using the following framework-

Feel - What is the issue? Why is this a problem? Who does this affect? What are your personal experiences with this topic?

Imagine - Who are the different people connected to this issue? Who are the people making a difference? What can we learn from others about this topic? (the struggles, the people, the ideas, the events that have helped with the issue).

Do - What happened? What actions were taken? What were the results of this person's actions? What could we do that would call attention to this issue in our school; in our community? (thinking globally, acting locally).

**make time for the books within this kit to be shared among students in an informal way. For example, books from this kit and from those gathered at your school library could be shared in a casual buddy reading/info circles format using the following framework:*

FEEL

What is the issue? Why is this a problem?
Who does this affect? What are your personal experiences with this topic?

IMAGINE

Who are the different people connected to this issue? Who are the people making a difference? What can we learn from other people/countries about this topic?

DO

What actions were taken? What were the results of these actions?
What could we do that would call attention to this issue both in our school; in our community?



Learning Targets: I can investigate stories for issues of homelessness and poverty. I can explore these issues within a text and respond in personal, creative, and critical ways.

FEEL

What is the issue? Why is this a problem?
Who does this affect? What are your personal experiences with this topic?

IMAGINE

Who are the different people connected to this issue? Who are the people making a difference? What can we learn from other people/countries about this topic?

DO

What actions were taken? What were the results of these actions?
What could we do that would call attention to this issue both in our school; in our community?



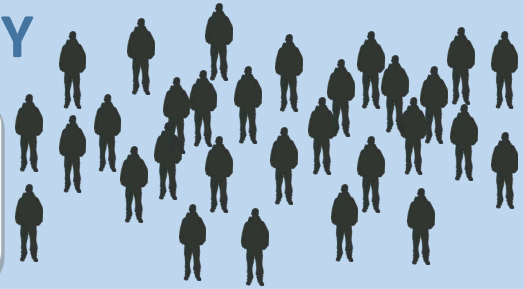
Homelessness in THE COMOX VALLEY

250



There are 250 *absolutely homeless* persons in the Comox Valley

3,000



There are 3,000 persons who are *at risk of homelessness* in the Comox Valley



Nearly 1 in 5

HOUSEHOLDS IN CANADA EXPERIENCE EXTREME HOUSING AFFORDABILITY PROBLEMS

Meaning that they have low incomes and are spending more than 50% of their incomes on rent

WHERE do they stay?

SALVATION ARMY SHELTER (2014)		LILLI HOUSE TRANSITION HOUSE PROGRAM (2014)	
		Full 80% of the time	
		Average length of stay: 14.5 nights	
Males	503	Females	155
Females	220	Children	79
Turn Aways	845	Total bednights	3,328



LILLI HOUSE SUBSTANCE USE RECOVERY PROGRAM (2014)

Females **74**
Bednights **847**

FOOD



40,002
meals provided in 2014 by local agencies*



12,953
bags of groceries distributed (Food Bank and St. George's Pantry, 2014)

2,479
people attended St. George's drop-in coffee and conversation (2014)

REFERENCES

Gaetz, Gulliver and Richter. The State of Homelessness in Canada 2014.

City of Courtenay Mayor's Task force

* (Sunshine Lunch Club (29,125), Salvation Army (10,357), Northgate Foursquare Church (520))



Comox Valley Coalition to End Homelessness

Comox Valley

Coalition to End Homelessness

www.cvhousing.ca



MEMBERS of COALITION

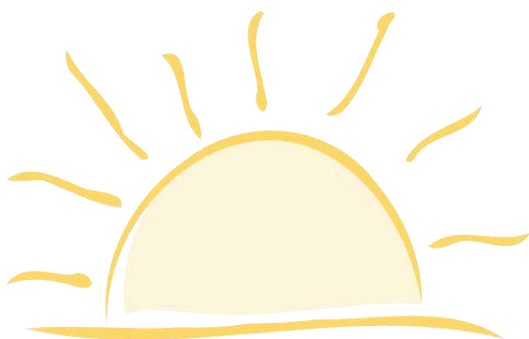
- ★ AIDS VANCOUVER ISLAND
- ★ COMOX VALLEY NETWORK - ASSOCIATION OF REGISTERED NURSES OF BC
- ★ COMOX BAY CARE SOCIETY CARE-A-VAN
- ★ COMOX VALLEY LIONS CLUB
- ★ COMOX VALLEY RECOVERY CENTRE
- ★ COMOX VALLEY SOCIAL PLANNING SOCIETY
- ★ COMOX VALLEY TRANSITION SOCIETY
- ★ DAWN TO DAWN ACTION ON HOMELESSNESS SOCIETY
- ★ EUREKA SUPPORT SOCIETY
- ★ HABITAT FOR HUMANITY
- ★ LUSH VALLEY FOOD ACTION SOCIETY
- ★ ST GEORGES UNITED CHURCH
- ★ ST JOSEPH'S HOSPITAL
- ★ UNITED WAY CENTRAL & NORTHERN VANCOUVER ISLAND
- ★ WACHIAY FRIENDSHIP CENTRE

MISSION

THE COMOX VALLEY COALITION TO END HOMELESSNESS WORKS AS A COLLECTIVE TO PLAN, COORDINATE, RECOMMEND AND IMPLEMENT COMMUNITY RESPONSES TO HOMELESSNESS.

VISION

THE COMOX VALLEY WILL BE A SAFE, STRONG HEALTHY COMMUNITY FOR ALL AND WILL SEEK TO CREATE A SUPPORTIVE ENVIRONMENT AND BUILD OPPORTUNITIES TO ADDRESS SOCIAL, PHYSICAL, ECONOMIC INEQUITIES FOR ITS RESIDENTS (From 2008 Mayor's Task Force on Homelessness)





BC Poverty Reduction Coalition

Working together for a poverty free BC



① We are very generous

We give to food banks, donate to charities, volunteer at soup kitchens and collect clothing for families in need. BC is one of the most generous provinces in Canada when comparing the median income we donate to charity.

Charity or Justice?

We give our time and money because we care about those less fortunate than ourselves, and yet...



④ BC is Canada's only province without a Poverty Reduction Plan

In 2014 Saskatchewan pledged to establish a Poverty Reduction Plan, leaving BC dead last!

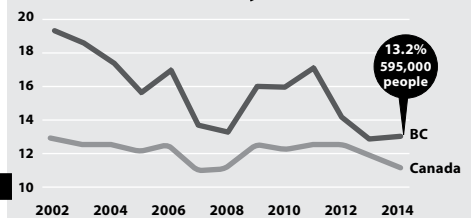


③ Most poor people are working

Poverty in BC is a low wage story: just under 4% are on welfare, but 13% live below the poverty line. Nearly a third (32%) of BC's poor children live in families where at least one parent has a full-time job.

②

BC has had one of the highest poverty rates in Canada for the last 13 years



⑤

We can afford this!

Once a comprehensive poverty reduction plan is fully implemented, it would cost between \$3-4 billion per year, while the cost of not addressing poverty is costing BC \$8-9 billion per year in higher public healthcare and criminal justice costs, and lost productivity.

Social change can happen in many ways. You and your MLA have an important role to play in making it happen. The decisions MLAs make for our province affect what's happening in your local community.

In most places that have established poverty reduction plans, it was community pressure that convinced their government to take action. You can be part of this effort to make BC's government take action against poverty.

Please meet with your MLA and ask them to commit to tackling poverty directly through a strong poverty reduction plan with legislated targets and timelines.

For more information and to take action visit bcpovertyreduction.ca

Email us at info@bcpovertyreduction.ca or call us at **604-877-4553**.

"We don't have to engage in grand, heroic actions to participate in the process of change. Small acts, when multiplied by millions of people, can quietly become a power no government can suppress, a power that can transform the world."
—Howard Zinn, 2010



How to Raise Awareness about Poverty

There are many activities you can do in your school and your local community to raise awareness about poverty and inequality in BC and to get people involved in taking action. Here are some ideas to get you started:

1. **Sole Challenge:** Ask students and teachers (and others in your local community) to sign up to give up one thing on a particular day that they may not have if they were living in poverty: make-up, cell-phone, food, shoes, etc.
(From Princess Margaret Secondary, Surrey)
2. **Collect signatures** for the petition for a poverty reduction plan for BC (download and print the *Petition*)
3. **Write to your local MLA** or arrange a meeting with them in their office or in your class room and tell them BC needs a poverty reduction plan (use the *Sample Letter* as a template)
4. **Welfare Food Challenge:** Ask students and teachers (and others in your local community) to commit to a week of eating only what they can buy based on what a person on welfare gets for one week, which is just \$26 (see *Welfare Food Challenge* for more details).
5. **Show *Poor No More***, a great documentary feature film about the working poor in Canada (ask a teacher to get a copy from the BC Teachers' Federation)
6. **Set up an obstacle course** for students to complete and give them a bottle of water as their prize to show that some people in BC, especially Aboriginal communities, don't have easy access to tap water
(From Princess Margaret Secondary, Surrey)
7. **Present to your Parents Advisory Council** on the need for a poverty reduction plan (use *The Time is Now* slideshow as a resource)
8. **Spread the word** through FaceBook, Twitter and other social media networks (use the *Sample Tweets* to help)
9. **Organize a community event** with local speakers who live in poverty and those who work for local community organizations advocating for those in poverty

10. **Set up displays** around your school, make posters and banners to put up in your school and community, design T-shirts, and more
11. If your school runs a Food Bank drive, **give out Food Bank thank you cards** to donors to ask them to send a message to the government (use the *Food Bank Thank You Card* or design your own)
12. **Do the Inequality String demonstration** in your school or local community (see the *Lesson Plan* for more details)
13. **Dress up as a homeless person** and sit at a busy foot traffic intersection with a sign that tells people about poverty in BC, for example, “1 in 7 children live in poverty. What can you do? Check out bcpovertyreduction.ca.” Give out leaflets and talk to people walking by about the issue.
(From Moscrop Secondary, Burnaby)
14. **Do a flash mob** in your school or local community



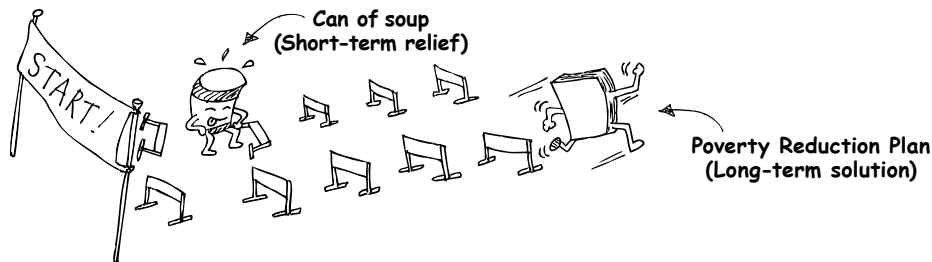
SHARE THE WEIGHT:

An upstream alternative (or supplement) to your Food Bank Drive

We are very generous. We give to food banks, donate to charities, volunteer at soup kitchens and collect clothing for families in need. In fact, BC is one of the most generous provinces in Canada in terms of how much we give to charity. We give our time and money because we care about those less fortunate than ourselves.

And yet, BC has had one of the highest poverty rates in Canada for the last 13 years. 1 in 5 children in BC are living in poverty - that's 169,420, enough to fill the Canucks' stadium over nine times (First Call's 2014 Child Poverty Report Card - see toolkit for full report). It's time for a different approach.

Food banks are necessary to address the immediate needs of people living with hunger and malnutrition. However, these services can only provide short-term relief for the **downstream** symptoms of poverty and we need long-term solutions that go **upstream** to fix the root causes. Food Banks Canada itself recommend strong, comprehensive government policies to address poverty and hunger, and "significantly reduce the need for food banks" (Hunger Count 2014 - see toolkit for full report).



BC is now the last province in Canada to commit to having a poverty reduction plan. While other places in Canada are already saving lives and money by addressing poverty, BC is being left behind. We need a comprehensive poverty reduction plan with legislated targets and timelines to make a real difference for families, communities and our province.

Poverty is a heavy issue and we need everyone to share the weight. Giving to charity is the community's way of stepping up - now we need to ask government and business to share the weight with us.

We are teaching our students to be **charitable givers**, and fostering **social responsibility** and **social service**. Let's also teach them to be **democratic citizens** and think about **social justice** by engaging with their government representatives.



On October 22, 2014, the government of Saskatchewan announced that it would commit to develop a poverty reduction strategy, making British Columbia the very last province in Canada without a plan to tackle poverty. And we still have one of the highest poverty rates in the country!



For full toolkit, visit rethinkgiving.ca
Thanks to Melanie Ewan, Ira Heidemann, Erin Kastner and the rest of the team at the **Poverty Reduction Action Committee (PRAC)** for their work in improving this fact sheet.
Take action at bcpovertyreduction.ca



Vancity

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Support for this project does not necessarily imply sponsor's endorsement of the content.





SHARE THE WEIGHT WITH US

This holiday season get your students involved in the *Share the Weight* initiative. This activity is a great stand-alone exercise, or can easily be added to an existing food bank drive that your school may have.

Here is an example activity guide:

Supplies needed:

- 📄 Empty clean cans (any size)
- 📄 Cardboard boxes or construction paper
- 📄 Share the Weight can sheet for each student
- ✂️ Scissors, tape or glue



1. Introduce some information about poverty in BC to students at a level they will understand (refer to toolkit for additional resources). For example:

- 📄 Ask them to think about the root causes of poverty.
- 📄 Describe the government as the group that makes the big rules or “policies” that could really help families and children in poverty, and ask what rules they would add or change?

2. Help students construct and decorate a large cardboard can or container from old cardboard boxes or construction paper and place it at the front entrance.

- 📄 To make it effective, ideas for decoration include:
 - 📄 Using the BC Poverty Reduction Coalition poster to wrap around the can (download it from rethinkgiving.ca).
 - 📄 Adding information in large text or images on the can lid.
 - 📄 Making a banner to go with it.

3. Have students draw or write on the Share the Weight can sheets provided, and cut and tape to an empty can, or cut and glue them into paper cans using the template provided.

- 📄 You can ask students to tell government representatives about their concerns for children living in poverty and going hungry, and why they think we need a poverty reduction plan.

4. Fill the big can with all of these can messages from your students.

- 📄 Encourage other students to participate by pasting the rethinkgiving poster around your school (you can download it from rethinkgiving.ca).

5. For older students, arrange a meeting with your local MLA: have your students present the big can to them and ask the government to share the weight with us.

- 📄 Prepare some students to talk about some of their concerns and why they think we need a long-term plan to tackle poverty.

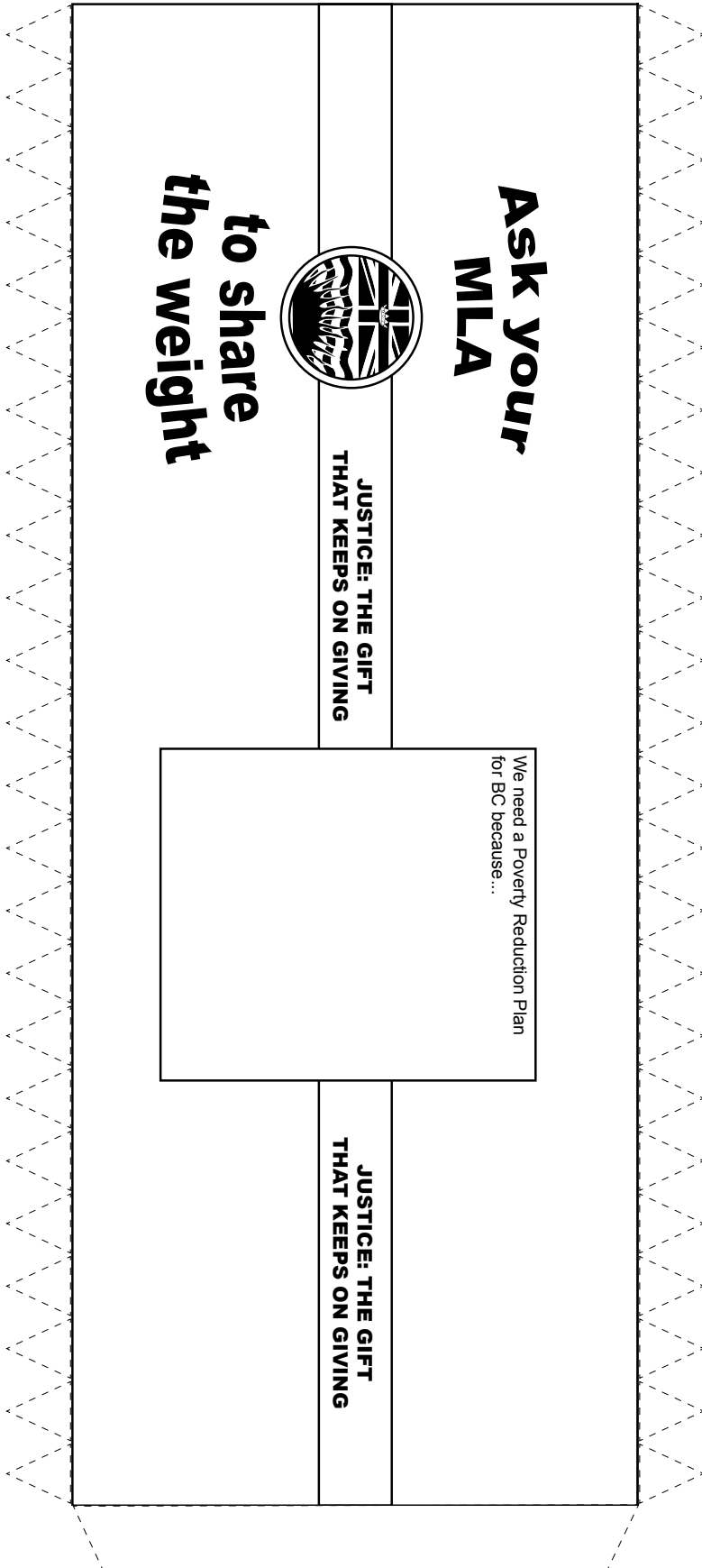


Or a simpler plan: You and your students can take a couple of pictures of the cans, then send them by email, Twitter or Facebook to your MLA, together with a letter and compilation of the different messages on the cans.

- 📄 Some students may volunteer to type out these messages into a more formal letter.

In addition to this activity, you can also acknowledge families' contributions to the food bank by giving students the thank you cards provided in the toolkit to take home. These cards have a secondary postcard, which students can ask their parents to mail to the government to ask them to share the weight as well.


SHARE THE WEIGHT CAN SHEET

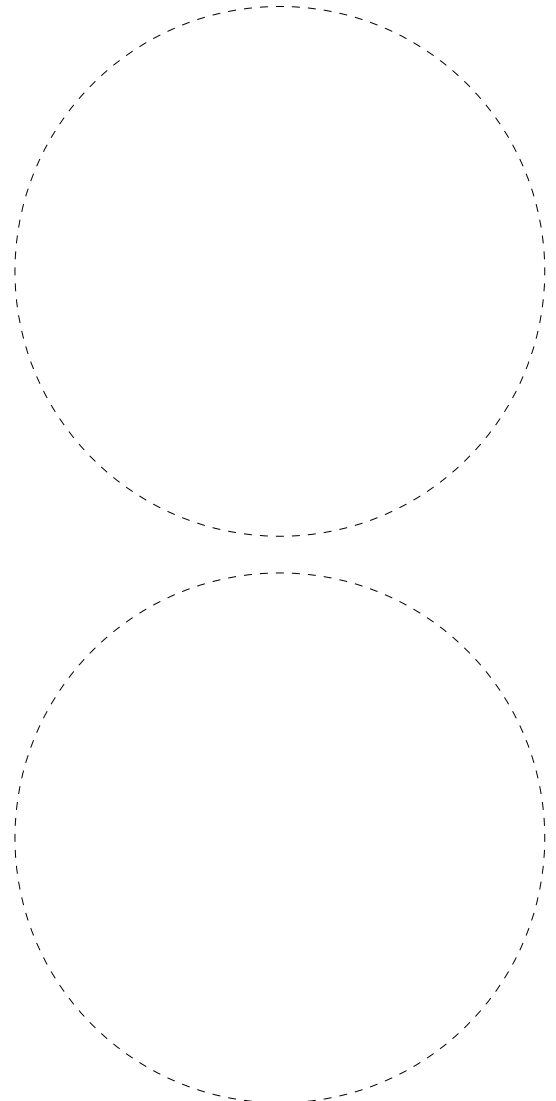


Poverty is a heavy issue and we need everyone to share the weight. Giving to food banks is a way for the community to step up – now we are asking the government to share the weight with us.

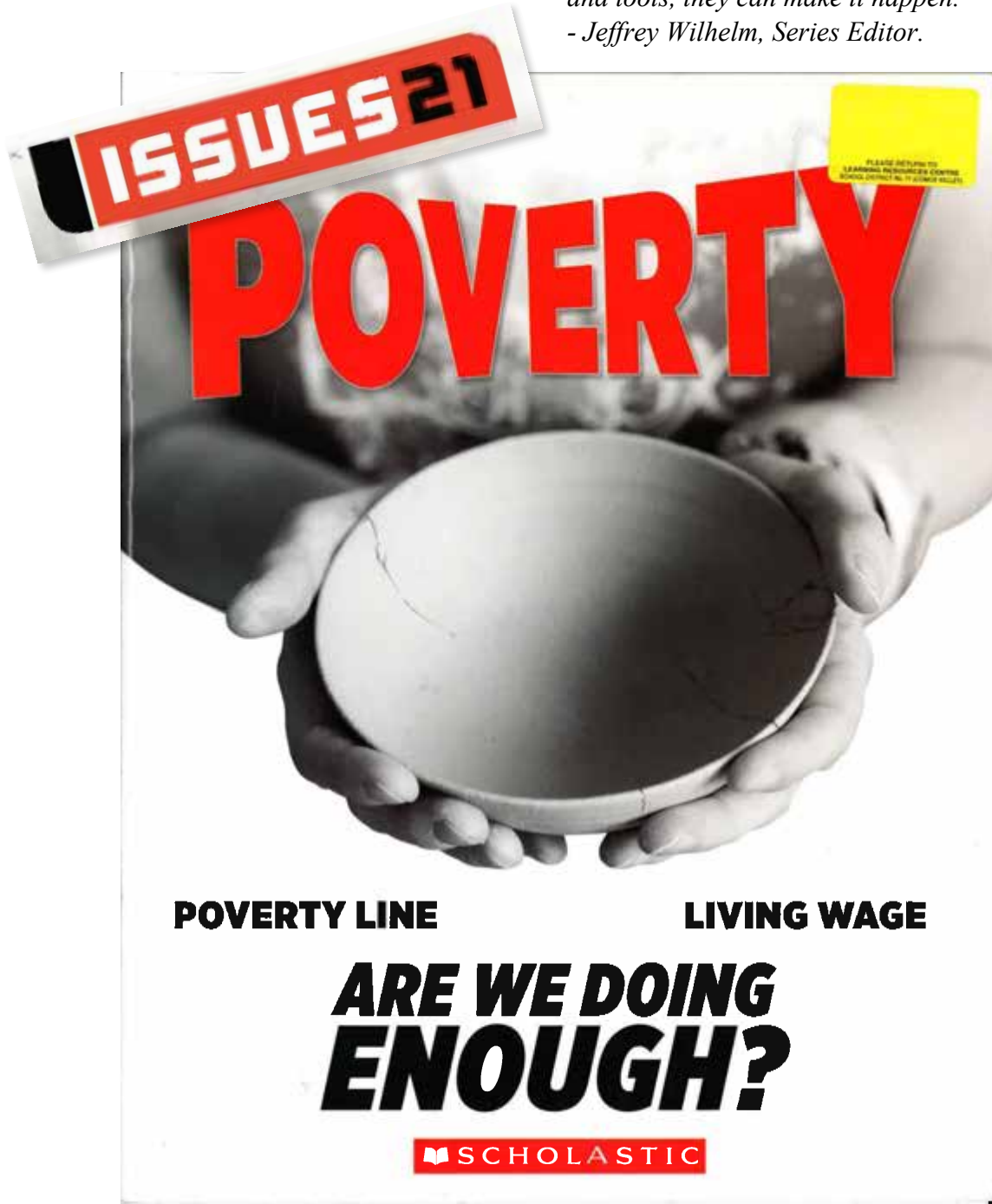
1. Draw or write a message below to your government. Tell them about your concerns about children living in poverty and going hungry, and why you think we need a poverty reduction plan for BC.

2. Cut out the shape, glue or tape it into a can and put it in the big can your class has made.

 For experts only: You can try making an all-paper can by cutting the dashed lines!



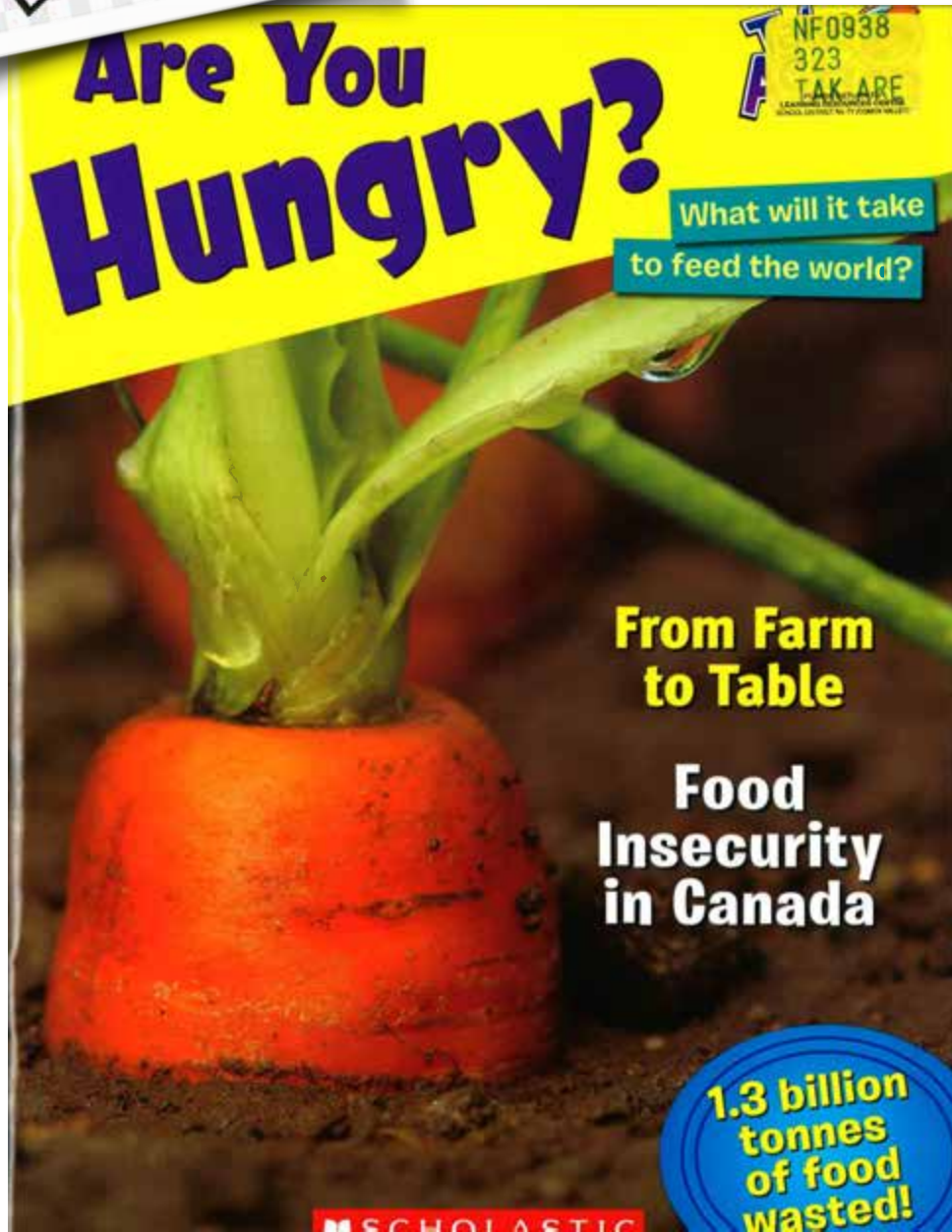
“Issues 21 is a dynamic, cutting-edge literacy series that dares students to imagine a world where change is possible and, when equipped with the right knowledge, skills, and tools, they can make it happen.”
- Jeffrey Wilhelm, Series Editor.



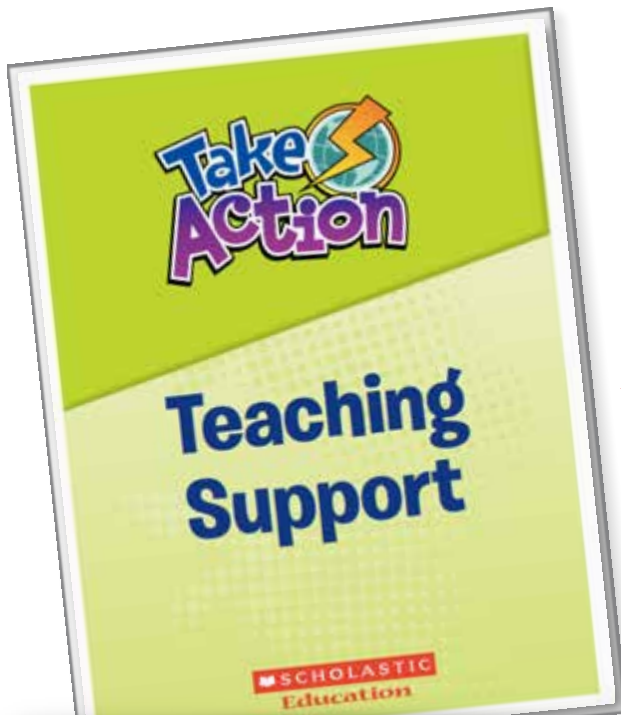
Available through SD 71 Destiny Library Search
Call #: NF 371.3 ISS POV



*“In **Are You Hungry?** readers are engaged with one of the most pressing, yet somewhat invisible, issues facing humanity: food security. When it comes to basic human needs - or the needs of all life for that matter - we get down to the brass tacks of air, water and food.” - Jeffrey Wilhelm, Series Editor.*



Available through SD 71 Destiny Library Search
Call #: NF 323 TAK ARE



Check out this fantastic supplemental resource created by Scholastic Education (found in this kit) for a myriad of deep-thinking questions to prompt thinking.



Who?

- Who are the different people connected to this issue? Who might you talk to before deciding on an action?
- Whose perspectives did you consider before taking action? Whose perspectives did you leave out?
- Who might agree with your choice of action and who might disagree? Why?

What?

- What do you hope to accomplish by taking action in this way?
- What additional problems or injustices might your actions cause? What additional questions came up after taking this form of action?
- What criteria will you use to choose the best path of action to take?

How?

- How might your own stereotypes and biases influence how you determine what the problem is and how you take action to solve it?
- How might your actions be unfair to certain people or groups of people? How might your actions cause some people to be seen as the villains while others are seen as the heroes?
- How can your actions have greater impact? How can your actions address the root cause of the issue instead of simply providing a surface-level solution?

Where? (Location, Contexts)

- In what contexts/spaces might your action support the change you are hoping for?
- In what contexts/spaces might your action not support the change you are looking for?



FEEL – What is the issue/the idea you explored?

What question/questions did you begin with?

Why were you drawn to this issue/idea?

Why is this a problem? Why are you concerned about this; curious about this?

Who does it affect?

IMAGINE – What did you find out about the issue/idea? Where did your research lead you?

What worked? What was difficult? What would you do different next time?

Who are the people, what are the ideas/events that are contributing to the problem?

Who has helped or are trying to change the problem?

What did you imagine yourself doing about this issue?

What new questions came from this work?

Inquiry Project Student Self-Reflection

DO – What actions did you take to address this issue/
explore this idea?

NEXT STEPS - Is this issue over for you? Do you have any
next steps in mind? What do you plan to do next?

What can I (we) do personally, locally and globally to help
make a difference?

Are you on to something new?



CORE COMPETENCIES SELF-ASSESSMENT

Name: _____

Date: _____



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.