

TEACHABLE BOOKS

Global Issues: Poverty, Food Insecurity, and Homelessness

By Beth Lyons

GRADE LEVEL: Junior (4-6)

THEME: Global Issues

SUB-THEMES: Poverty, Food Insecurity, Homelessness

LEARNING FOCUS

Guided Inquiry: What is our responsibility as members of a global community? (Building context and developing an inquiry mindset.)

By exploring issues like hunger, food insecurity, homelessness and poverty students will begin to recognize the importance of being an active, engaged citizen in both their local and global communities. Educators will act as facilitators to help students work through a guided inquiry that introduces the UN Sustainable Development Goals and culminates with a service learning project.

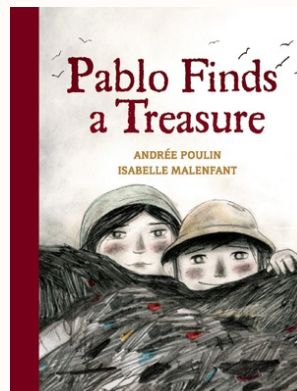
FEATURED BOOKS

Hunger/Food Insecurity

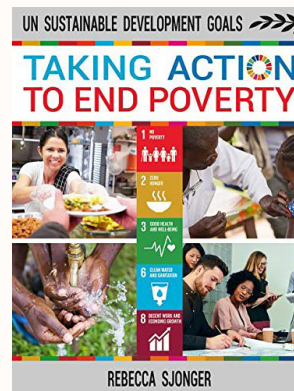


Our Little Kitchen by Jillian Tamaki
(Groundwood Books, 2020)

Poverty



Pablo Finds a Treasure by Andrée Poulin, illustrated by Isabelle Malenfant (Annick Press, 2016)



Taking Action to End Poverty by Rebecca Sjonger (Crabtree Publishing Company, 2019)

Homelessness



No Fixed Address by Susin Nielsen
(Tundra Books, 2020)
Note: Good to use as an ongoing read aloud during the guided inquiry

LEARNING EXPERIENCE

MINDS ON PROVOCATION

Display pictures related to the various sub-themes for the lesson—meals/food, types of homes, etc. Here are some examples:

- [Homes around the world by income](#)

Description from the Dollar Street website: Imagine the world as a street ordered by income. Everyone lives somewhere on the street. The poorest lives to the left and the richest to the right. Everybody else live [sic] somewhere in between. Welcome to visit all homes on Dollar Street!

- [Rise and Shine: What kids around the world eat for breakfast](#)

New York Times article that outlines what children from different countries around the world eat for breakfast (includes images).

Find other suitable pictures that address your student needs.

Ask students what they notice and what they wonder about the pictures, what do the pictures have in common, what differences do they see? Provide sticky notes for students to record ideas/wonders and stick on the pictures, or use an interactive whiteboard ([Jamboard](#)) with one slide for each picture and have students add their ideas.

READ, PLAN, AND PRACTICE

Students will read the listed picture books as mentor texts and the educator(s) will guide students to connect a picture book (i.e. elements of a narrative) to their experience with the wider global community and their local community using the following guiding question: What are the Sustainable Development Goals?

United Nations [Sustainable Development Goals](#) (SDGs)

- [What's on My Plate?](#)
- [Night Stars](#) (a zero-hunger comic)

Print off the images of the connected goals to display in class to start your pedagogical documentation wall. Use these images to explore new vocabulary and see where the students' passions may lie. Students can add a sticky note with their name to the goal they are most interested in learning more about, as well as questions they may have in relation to that goal.

Goal 1: No Poverty

Goal 2: Zero Hunger

Goal 10: Reduced Inequalities

Goal 17: Partnerships for the Goals

Create a class T-chart to structure the following guided inquiry questions:

- How might we act as responsible, global citizens to help others in our local community and other places across the world?
- What questions do I need to ask to learn more about these ideas?

Teachers should model for students how to brainstorm ideas related to these two questions and what new questions are created.

Students will read the two picture books “Our Little Kitchen” and “Pablo Finds a Treasure” and create a Venn diagram to compare the events and characters within the books.

To continue the guided inquiry and encourage students to make connections, teachers will use “Taking Action to End Poverty” as an anchor text to provide a starting point. Teachers will share relevant passages with the students and have them consider the following questions:

What is a food bank? Where is our local food bank? What questions might we ask the people who run the food bank to help us learn more? What actions might we take to support the local food bank and raise awareness?

- [Food Banks Canada](#)
- [Canadians experiencing food insecurity during the COVID-19 pandemic, May 2020](#) (Statistics Canada)

Divide students into groups based on their interests in connection with the SDGs to begin researching these big ideas. Teachers may want to provide a list of local sources to help students start their research.

MAKE, TINKER, AND MODIFY

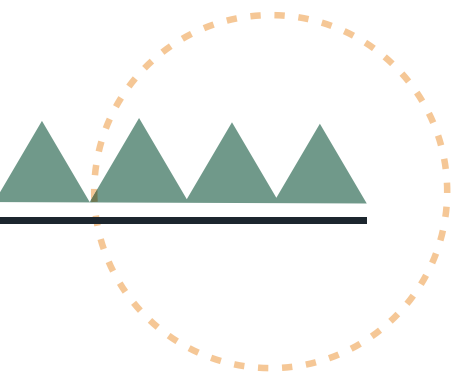
Teachers will provide the students with options of how they might present their learning and new questions that have been created over the course of the study. Educators should provide a list of choices to students which includes products they are familiar with and have had experience creating before. For example: infographic, stop motion video, PSA campaign, posters, video, etc.

POSSIBLE SERVICE PROJECT

Fundraising Campaign: Upcycled Shopping Bags – Here are some [Creative Tools for Making and Sharing](#).

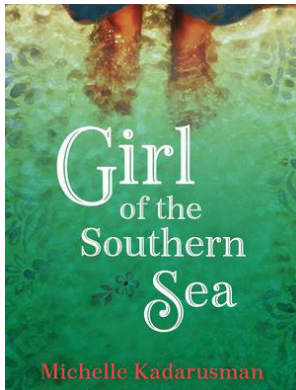
REFLECT AND CONNECT

Gallery Walk: Provide an opportunity for students to view and interact with the projects of others and to reflect back on the questions of the guided inquiry. What answers do we now have? What new questions do I have?

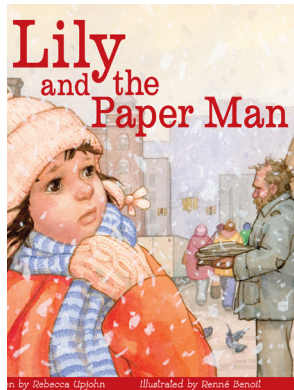


ADDITIONAL CANADIAN BOOKS AND BOOK LISTS TO SUPPORT THESE SUB-THEMES

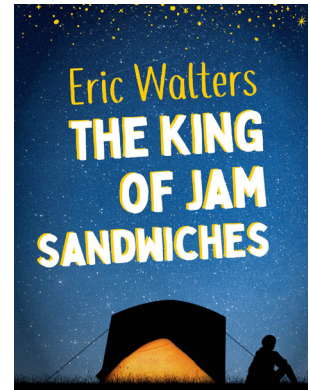
Poverty



Girl of the Southern Sea by Michelle Kadarusman (Pajama Press, 2019)

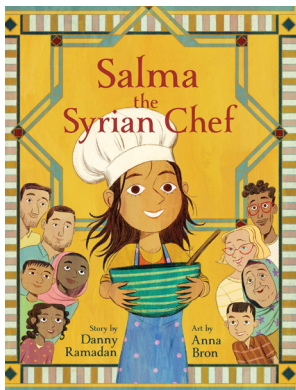


Lily and the Paper Man by Rebecca Upjohn, illustrated by Renée Benoit (Second Story Press, 2007)



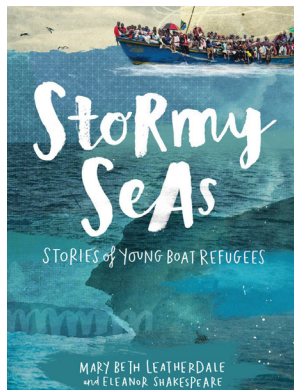
The King of Jam Sandwiches by Eric Walters (Orca Book Publishers, 2020)

New Immigrants



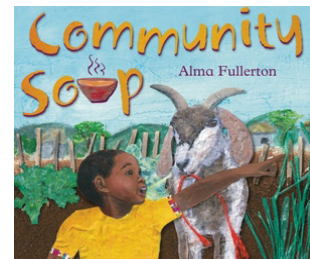
Salma the Syrian Chef by Danny Ramadan, illustrated by Anna Bron (Annick Press, 2020)

Refugees



Stormy Seas: Stories of Young Boat Refugees by Mary Beth Leatherdale, illustrated by Eleanor Shakespeare (Annick Press, 2017)

Hunger/Food Insecurity



Community Soup by Alma Fullerton (Pajama Press, 2013)

ADAPTATIONS FOR PRIMARY (K-3)

Display pictures of foods from a variety of cultures and ask students what they notice and what they wonder. Record the answers on chart paper or a digital tool if working online.

Take time to discuss the ideas with the students. Ask them about sharing a special meal for a celebration or during a holiday with their loved ones.

Provide students with magazines and flyers so they can cut out pictures of foods they like and are thankful for. It might be necessary to engage the student in a discussion of what it means to be thankful and have gratitude.

Show the posters for SDG Goal 2: Zero Hunger. Ask them what they think it means. If you are using a pedagogical documentation wall, display the terms “food bank,” “not/enough,” “hungry.” Lead the students in a discussion of what food insecurity is in a developmentally appropriate way for your students.

Choose a few pages from “Our Little Kitchen” by Jillian Tamaki to highlight as a Minds On Provocation for the students prior to reading the book. Options: Display the pages and discuss or make a list of keywords or foods that are listed.

Read the book together and discuss.

Brainstorm how students might share the learning with others.

POSSIBLE SCIENCE INTEGRATION

Investigating local food sources, sustainable farming, farmer’s markets, zero waste shopping

MORE RESOURCES

- Inquiry-Based Learning: [Canadian Resources to Support Inquiry Learning - 2021](#)
- Author Websites:
 - [Susin Nielsen](#)
 - [Andrée Poulin](#)
 - [Jillian Tamaki](#)
- Poverty and Homelessness:
 - [Nearly 50 percent of Indigenous children in Canada live in poverty, study says](#) (Globe and Mail)
 - [Canada’s rate of homelessness may be higher than reported: Nanos survey](#) (CTV)
- Hunger/Food Insecurity:
 - Feed Ontario’s [Hunger Action Month](#): Uniting food banks, industry and community partners to address hunger and poverty in Ontario
 - [Time to make healthy food a human right?](#) (TVO)
 - [Ontario’s food-security groups are getting creative during COVID-19](#) (TVO)
 - [Emma and the Food Bank](#): Proceeds from this educational book support the Calgary Food Bank
 - [On the Brink of Famine](#) (Frontline PBS): This video takes you inside South Sudan in 360° to meet people battling a man-made hunger crisis
- Refugees:
 - [Capacity Building K–12: Supporting Students with Refugee Backgrounds: A Framework for Responsive Practice](#) (Ontario Ministry of Education)