

# Noses On

Let's come together to end child poverty, one nose at a time.

## Poster and Teaching Guide

Engaging lessons  
and activities to  
help students  
learn about social  
issues and develop  
empathy

"I've supported Red Nose Day since I was a kid, and I know that small actions can truly add up to big changes. Every one of us has the power to make a difference."  
—Ed Sheeran



IN SCHOOL

Visit [scholastic.com/rednoseday](https://www.scholastic.com/rednoseday).

# Teacher Instructions



## Note to Teachers

Building social-emotional skills is a key part of students' development—and it has even been linked to improved performance in the classroom. The following lessons centered around **Red Nose Day** will help build students' empathy and perspective-taking while also meeting key content standards. Through these lessons, students will feel empowered as they learn that they can make positive change in the world.

**Red Nose Day** makes it fun to come together and raise money and awareness for children in need. Since **Red Nose Day** launched in the U.S. in 2015, the campaign has raised more than \$145 million as of 2018, and has positively impacted more than 17 million children, both here in America and around the world.

Wearing a Red Nose is fun and funny. It's a great way to spread the word about the campaign and bring people together to make a difference. All profits from the sale of the official Red Noses, available exclusively at Walgreens, go to **Red Nose Day**. Noses will be available online on Walgreens.com in March and in stores in April.

You can deepen student engagement by visiting **RedNoseDayinSchool.org** for videos and more information.

Care to share? Use **#RedNoseDayinSchool** to show us how your class is making a difference!

## Lesson 1: A World of Difference

**Goal:** Students will learn about poverty in the U.S. and around the world, learn about empathy, and research areas of the world affected by poverty.

**Materials:** Red Nose Day videos (3–5 minutes each) at RedNoseDayinSchool.org, poster (see last page), map or globe, research materials (Internet access or books selected from the school library)

**Time:** Two 60-minute sessions

### Steps:

#### Part 1

1. **Define** *poverty* as not having enough money or resources to provide for basic needs. Define *empathy* as the ability to share someone else's feelings or experiences by imagining what it would be like to "stand in his or her shoes." Explain to students that the class is going to learn about an important issue called poverty and explore how it feels.
2. **Share** that poverty is an issue around the world, including in the U.S., and that there are people and organizations working to help end it. Through Red Nose Day, people (including celebrities) raise money to fight child poverty around the world. Draw attention to the poster (see last page) for an example of a celebrity, singer-songwriter Ed Sheeran, who has joined the cause to help.
3. **Tell** the class that they are going to watch short videos (see RedNoseDayinSchool.org) about children living in poverty in the U.S. and around the world. Ask students to think about the following questions while watching the videos: How does poverty affect the lives of children in the videos? How would it feel to be in their shoes?
4. **Show** videos from **RedNoseDayinSchool.org** about children impacted by poverty.
5. **Encourage** students to reflect on how they feel after watching the videos, the challenges facing American children living in poverty, the causes of poverty, and ways people help.

6. **Discuss** the following questions as a class using the "think, pair, share" method. (Keep in mind that this may be a sensitive issue for some students, so be sure to watch the video in advance and establish respectful discussion guidelines.)

- How do you feel while watching the videos?
- What types of challenges do the children face in their daily lives?
- What are causes of poverty for these children?
- What are some things that these children need to have safe and healthy lives?

#### Part 2

8. **Explain** that students will work with a partner to research two of the following countries that Red Nose Day supports: Afghanistan, Bangladesh, Brazil, Cambodia, El Salvador, Haiti, Honduras, India, Kenya, Liberia, Mexico, Nepal, Uganda, and the United States.
9. **Create** country cards for each country researched, having students report on the following topics:

#### Country \_\_\_\_\_

What are the popular foods?

What do kids do for fun?

What is school like?

What are some of the challenges that children face in this country?

What are some causes of poverty in this country?

10. **Reflect** as a class:

- What surprised you in your research?
- What do children in many countries have in common?

11. **Encourage** students to start thinking about what they could do to help make a difference for children living in poverty.





## Lesson 2: Graphing Poverty

**Goal:** Students will analyze data from a graph and create their own graph to gain understanding about helping children in need.

**Materials:** Activity Sheet A

**Time:** 45 minutes

### Steps:

**1. Ask** students: *What basic needs do people have for a healthy life?* Brainstorm answers as a class and create a list on the board. Guide students, if necessary, to ensure they mention the following:

- Food
- Water
- Housing
- Clothing
- Medical care
- Education

**2. Remind** students that in Lesson 1 they learned that poverty means not having enough resources for your basic needs. They also learned that many organizations work to provide resources to people who are living in poverty. Share that some people in other countries live in extreme poverty, which is defined by living on \$1.25/day. Ask students to reflect on what this would be like.

**3. Distribute** Activity Sheet A. Explain that this graph\* shows the **impact** of a donation, meaning how many people could be helped.

**4. Preview** the graph as a class, discussing the following questions:

- What information is shown on the x-axis?
- What information is shown on the y-axis?
- What is the scale of the graph?
- How could you find the cost for helping one child based on this graph?

**5. Ask** students to complete Part A of Activity Sheet A independently or with a partner. Review students' answers.

Answers: **1.** 3, **2.** 12, **3.** \$50, **4.** \$10

**6. Explain** that students will now collect their own data and create their own graph using the question, *How would people in your school and community choose to use money to help others?*

**7. Ask** students to interview members of their community to determine how they would help children in need. Guide students through completing Part B of Activity Sheet A. After students create their own graphs, invite them to compare them. Do they notice any patterns?

## Lesson 3: How Red Nose Day Helps

**Goal:** Students will analyze problems and solutions in a text and practice empathy for children in need. Students will brainstorm ways to take action to help by planning fundraising projects.

**Materials:** Activity Sheet B; Activity Sheet C, poster front, Red Nose Day video, Noses On Sweepstakes Entry Form

**Time:** 60 minutes

### Steps:

**1. Distribute** Activity Sheet B. Remind students about the problem-solution text structure, where the author presents a problem (often using words such as struggle, challenge, and issue) and then one or more possible solutions (often using words such as resolve, solution, and improve). Each of the stories presents a problem and a program that helped to solve the problem. Guide students to reflect on the many different problems that poverty causes.

**2. Have** students complete Activity Sheet B independently or with a partner. Answers may include: **1.** Pema needs to learn to read and write. **2.** An organization started a preschool where Pema will learn. **3.** Zoey gets free meals during the school year but needs them during the summer too. **4.** A food bank provides meals in the summer. **5.** Miguel Angel's teeth hurt and his mother could not afford treatment. **6.** Miguel Angel was treated for free at a clinic.

**3. Remind** students that we can build empathy by imagining a situation from someone else's point of view. Invite students to share what it might feel like if they couldn't go to school or had to go to bed hungry. Have students write a journal entry from the point of view of Pema, Zoey, or Miguel Angel.

**4. Ask** students to identify their special talents and interests. How could they use these talents and interests to create fun projects to help end child poverty? Some ideas are listed on the poster front.

**5. Distribute** Activity Sheet C. Working in groups, have students brainstorm projects they could complete together to raise awareness and/or money to help end child poverty. Encourage them to use their creativity and make it fun!

**6. Allow** groups to share their ideas with the class. Also encourage students to share their ideas with their families so they can take part. Share your students' ideas on social media using #RedNoseDayinSchool.

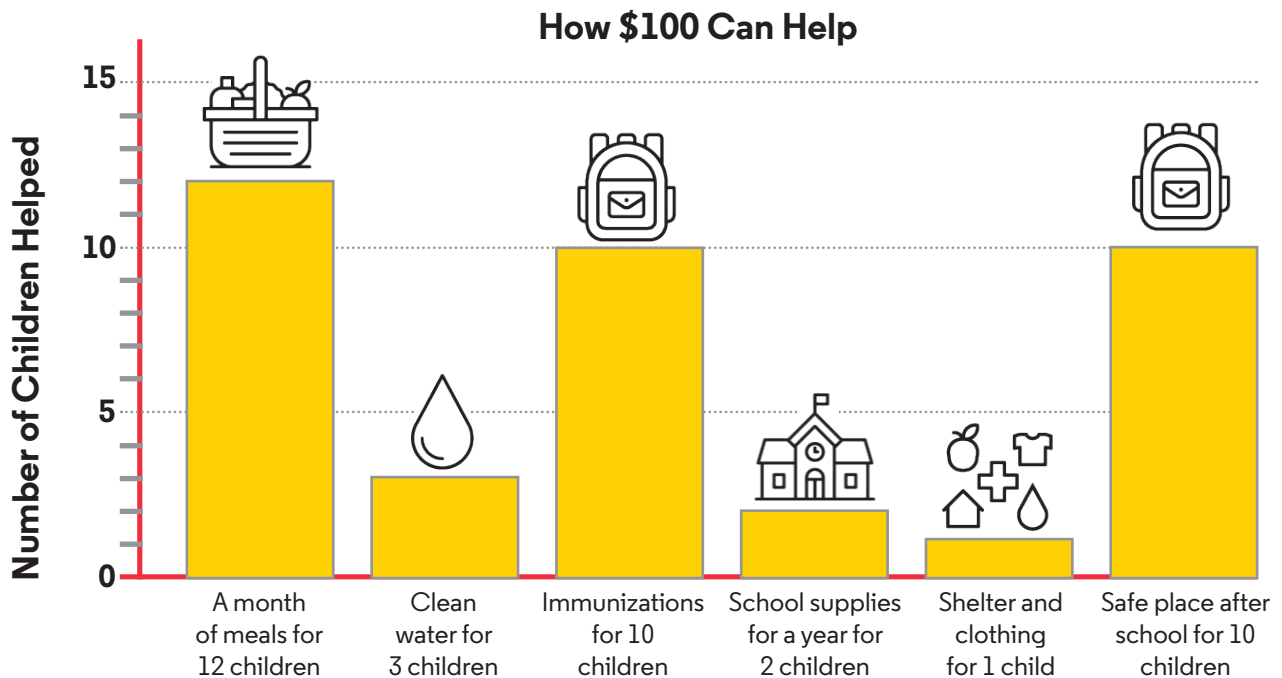
\*Reflects statistics provided by Red Nose Day charity partners. Costs vary by country.

# Graphing for Change

People have the same basic needs, but some needs are more expensive than others. Use the graph below to learn about the **impact** of \$100. The impact of a donation shows how many people are helped.

## Part A: Read a Graph

Use the information below to answer the questions.



1. With \$100, how many children are able to have access to clean water? \_\_\_\_\_
2. With \$100, how many children can be provided with meals for a month? \_\_\_\_\_
3. How much does it cost to provide **one** child with school fees for a year? \_\_\_\_\_
4. How much does it cost to provide **one** child with immunizations? \_\_\_\_\_

## Part B: Create Your Own Graph

How would people in your school and community choose to use money to help others?

- Ask at least 10 people and tally their responses.
- On the back of this page, create a bar graph to show the results.
- Compare your graph with your classmates' graphs. Do you notice any patterns?

# Fighting Poverty

Poverty affects people in many ways, so there are many ways to help. Read the stories below about programs that help children around the world. Find the locations on a map and answer the questions.



## Pema's Story

Pema is four years old and lives in a remote village in Bhutan. His mother, Jamba, cannot read or write.

An organization started a preschool training program in Bhutan. Now Pema is learning the alphabet and starting to read while he attends preschool each day.

1. What was Pema's problem? \_\_\_\_\_

2. What helped solve the problem? \_\_\_\_\_

## Zoey's Story

Many students in the U.S. eat free or reduced-priced meals at school. However, millions of students lose access to these meals in the summer.

A local food bank provides children like Zoey with healthy meals during the summer. Zoey says, "It's food that gives me the energy I need."

3. What was Zoey's problem? \_\_\_\_\_

4. What helped solve the problem? \_\_\_\_\_

## Miguel Angel's Story

Four-year-old Miguel Angel moved to California with his mom, Yesenia. His teeth hurt, but his mom could not afford to take him to the dentist. Yesenia met two health workers from a local clinic. Miguel Angel was able to have his cavities treated for free at the clinic.

5. What was Miguel Angel's problem? \_\_\_\_\_

6. What helped solve the problem? \_\_\_\_\_

**Write On!** On the back of this page, create a journal entry from the point of view of Pema, Zoey, or Miguel Angel.

# Planning for Change

Red Nose Day is about coming together to have fun while raising money and awareness for an important cause—ending child poverty.

You can use your special talents to fundraise and help make an even bigger impact. Get creative and plan something fun! Here are some ideas to get you started:



- Host a bake sale and sell red cookies and cakes.
- Hold a “Red Cent” penny drive—the change adds up!
- Organize a dress-in-red day—go red from nose-to-toes.
- Dance, sing, tell jokes, and make money by charging admission for a class talent show.

**What talents or hobbies could you and your friends use for a fun fundraising project?**

**What is your project idea?**

**What materials will you need?**

**Who can help you with the project?**

**Where and when will you complete your project?**

Now that you’ve planned your idea, share your project with your class and family!