



The Red Nose Challenge Activity

Overview

In this two-part activity, students learn about child poverty around the world by building understanding and awareness around the issue by viewing videos and engaging in group discussion. Students learn about empathy using role-playing activities and apply the concept of empathy to activism, specifically around child poverty and its challenges. The Red Nose Challenge will be introduced and teams will develop action plans for participating in the Challenge.

About Red Nose Day

Red Nose Day is on a mission to end child poverty, one nose at a time. For more than 25 years, Red Nose Day has driven positive change through the power of entertainment, raising awareness and over \$1 billion to make a difference for children who need it most. Money raised supports projects that ensure children who are living in poverty are safe, healthy and educated. To learn more, visit <http://www.rednoseday.org>.

Target Audience

Grades 3-8

Activity Duration

Two class periods of about one hour each (plus additional time to complete optional activities and/or videos)

Focus Questions

- How does poverty affect children in the United States and around the world?
- What is empathy?
- How are empathy and activism connected?
- What does it mean to “put yourself in someone else’s shoes?”
- What action can you take to bring attention to the issue of child poverty or to assist in overcoming child poverty?

Objectives

Students will:

- Analyze causes and effects of child poverty
- Explain the relationship between empathy and their action plan
- Develop an action plan to address issues of child poverty
- Create a video to share action plan

Standards

These activities could be used in conjunction with instruction that addresses the following College, Career, and Civic Life C3 Framework for Social Studies State Standards and Common Core English Language Arts Standards.



College, Career, and Civic Life C3 Framework for Social Studies State Standards¹:

Communicating Conclusions & Taking Informed Action

- **D4.7.3-5:** Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.
- **D4.7.6-8:** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
- **D4.8.3-5:** Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
- **D4.8.6-8:** Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

Common Core English Language Arts Anchor Standards:

Integration of Knowledge and Ideas:

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCSS.ELA-LITERACY.CCRA.R.7)

Comprehension and Collaboration:

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.ELA-LITERACY.CCRA.SL.1)

Common Core English Language Arts Speaking and Listening Standards:

- **CCSS.SL.6.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- **CCSS.SL.6.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information

Materials

- Red Nose Day Videos
 - [Access to health services with Julia Roberts \(1:51\)](#)
 - Julia Roberts introduces you to Nurse Lacey who works at a free clinic operating in a local elementary school. This story demonstrates how poverty affects the health of the children and illustrates the need for accessible health care in these communities.
 - [Hunger in America with Ludacris \(3:20\)](#)
Follow Ludacris as he meets with students and staff in a school with 50% of the students living below the poverty line where going to bed hungry is an every-day occurrence. You

¹ *College, Career, and Civic Life Framework for Social Studies State Standards:*

The result of a three year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was developed to serve two audiences: for states to upgrade their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

Source: <http://www.socialstudies.org/c3>



will meet five-year-old Robert and his family and learn how poverty and extreme hunger are hurting him and other children like him and keeping them from reaching their full potential.

- [Meet Ngosa from Zambia](#) –(3:59)
Ngosa is a nine-year-old orphan living with her older brother and sister in Zambia who just wants to go to school, so she can improve herself and her options in life. Living in poverty means she can't afford the shoes, books, and uniform she needs to attend school, so she can grow up and become a nurse.
- [Meet Russell from Bangladesh](#) –(2:56)
Russell is a teenager living alone on the streets in Bangladesh. Russell has no home, no possessions, and no family. He earns money for food by collecting litter and keeps warm by huddling with other orphans. Russell's life on the streets is dangerous. Russell wants to go to school and "be someone good."
- *For more information regarding poverty statistics and the causes of poverty, refer to [the Red Nose Day Pre-VFT Activity](#), sections 4 and 6.
Section 4 includes world-wide poverty statistics (including the U.S.) along with additional resources you may want to review with your students. Section 6 lists some of the many causes of poverty. You may want to share the list with your students to check their understanding of the issues.*

- Paper and pencils
- The Red Nose Challenge Brainstorming sheet

Optional:

- Video camera or other device for creating videos
- [Sesame Street and Mark Ruffalo Explain Empathy](#)
- [What is Empathy?](#)

Procedure

Note for the Teacher:

These activities address sensitive topics that may have personal relevance to your students. Your students appreciate the safe and respectful environment you have established in your classroom. To maintain that feeling of safety and respect, please consider your students' needs, your class profile, and your school community before introducing these activities. The following are strategies for engaging your students in learning activities about poverty:

- *Provide opportunities for your students to contribute ideas in writing, rather than sharing verbally.*
- *Avoid asking students to discuss personal experiences with poverty, homelessness, or hunger.*
- *If you expect that conversations about poverty may elicit strong or negative feelings for a student, consider speaking with him or her in advance.*
- *As always, please be sensitive to individual students' unique situations and follow your school or district's policy when it comes to the collection of personal information related to minors.*



Part One

1. Use the attached Red Nose Challenge Brainstorming sheet. Ask students to think about what poverty means and how poverty might impact each of the areas on the chart: food, shelter, health, and education.
2. After students have had a few minutes to jot down their ideas on the chart, ask them to share with the class. Write their answers on the board or overhead.
3. Introduce Red Nose Day and its mission:
Ask your students if they have seen the red noses on sale at Walgreens or any other stores? If yes, ask if they know what they are for. If not, explain to your students that the red noses are part of the campaign to raise awareness of and raise money for child poverty issues around the world.

Mission:

Through the power of entertainment, Red Nose Day raises awareness and money to help kids who need us most at home and around the world. The Red Nose Day team is on a mission to lift kids out of poverty and have raised over \$1 billion globally in the last 25 years.

4. Tell students that they will watch videos that show them exactly what child poverty means. Let the students know that the videos may make them very sad or angry and that it is okay for them to have those feelings while watching. Without actually seeing what poverty looks like for children, they may not really understand it and not be able to develop empathy for the children. After watching each video, give students a moment to write down their thoughts and feelings.
5. Show each video. As students view the videos, take one minute to jot down any thoughts, feelings, questions, and other reactions they have.
6. After all videos have been shown, engage students in a Think-Pair-Share² activity. Students have already completed the "Think" part of the activity. Have students find a partner and give them two minutes to discuss their thoughts, feelings, and reactions about the videos. Finally, have each pair partner with another pair and take another two minutes to discuss their thoughts, feelings, and reactions about the videos.
7. Ask each group to share some of the most common reactions they heard during the discussions. If needed, prompt students with some of these questions:
 - Did you notice any similarities in the videos?
 - What seems to be the most serious issue?
 - Were you surprised by anything that you saw?
 - Whose responsibility is it to help these children and children like them?

Part Two

1. Ask students if they know what the word empathy means. Write their responses on the board or overhead.
2. Share this definition:

² The think, pair, share strategy is a [cooperative learning](https://www.teachervision.com/group-work/cooperative-learning/48547.html) technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. **Think:** Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

<https://www.teachervision.com/group-work/cooperative-learning/48547.html>



*Empathy is the ability to step into the shoes of another person, aiming to understand their feelings and perspectives, and to use that understanding to guide our actions.*³

3. Deconstruct the definition with your students with the following discussion.
 - How do you “step into the shoes of another person?”
 - How might “stepping into someone else’s shoes” help you understand a situation?
 - Describe a time when you feel you “walked in someone else’s shoes.”(Note: Consider using video to help build students’ understanding of empathy. Optional videos are suggested above.)
4. Explain to students that there are steps we can take to help us be more empathetic. When confronted with a situation, try using these steps to help you understand the other person’s perspective. Post the following list on the board or overhead and discuss the steps with students. Here are five steps to cultivate empathy developed by Randy Taran and Project Happiness⁴:
 - a. **Watch & Listen:** What is the other person saying, and what is his or her body language?
 - b. **Remember:** When did you feel the same way?
 - c. **Imagine:** How does the other person feel? And how would you feel in that situation?
 - d. **Ask:** Ask what the person is feeling.
 - e. **Show You Care:** Let him or her know that you care through your words and actions.
5. For each of the scenarios below, have students act it out “as is” first. Then have them review the five steps to showing empathy and act it out again, implementing those steps. Discuss what changed after each group performs.
 - a. You and your friend are arguing because she wants to borrow your favorite sweater—again!
 - b. Your sister is upset and yelling at everyone in the house. You are trying to study your vocabulary words. You yell at her to be quiet.
 - c. During lunch, a friend invites you to hang out at the mall on Saturday, but he doesn’t invite your other friend who is sitting with you eating lunch.
 - d. During the school talent show, Shawn forgot the lines to the song he was singing. Another student, Jorge, posted a video of Shawn’s mistake online, and all the other students saw it.
 - e. Your teacher introduced a new student to your class today. His name is Haywood, and he wears thick glasses and unusual shoes. Now, Haywood is sitting by himself in the cafeteria.
6. Discuss how each group showed empathy in the second run through.
7. Ask students to think about the videos watched previously. Arrange students into small groups and assign each group a video. Ask students to discuss in their small groups how empathy might compel people to act to help others. Students will share their thoughts with the whole group.
8. Ask students to put themselves into the shoes of the child in the video using the five steps shown above and make a list of some ways to help that child. Encourage students to think of ideas that range from fundraising activities to community education to volunteering to civic engagement.

³ The Greater Good Science Center Based at the [University of California, Berkeley](http://greatergood.berkeley.edu/article/item/six_habits_of_highly_empathic_people1) studies the psychology, sociology, and neuroscience of well-being, and teaches skills that foster a thriving, resilient, and compassionate society.
http://greatergood.berkeley.edu/article/item/six_habits_of_highly_empathic_people1

⁴ Project Happiness is a 501(c)(3) nonprofit organization dedicated to empowering people with the resources to create greater happiness within themselves and the world.



(For more information and a list of suggestions, go to [Red Nose Day Post-VFT Activity](#)).

9. Introduce the Red Nose Challenge to your students. Ask the class if they are ready to take the challenge!

Extension

1. Share the [Red Nose Challenge](#) information with parents and administration and request permission to participate with your students.
2. Decide how you will divide into smaller groups to create your videos.
3. Groups may want to use this list to organize their work:
 - Brainstorm ideas for your action plan and how you intend to make a difference for children living in poverty and choose one.
 - Create a script for the video—be sure to include at least one fact about child poverty, one reason why everyone should care about ending child poverty, and a description of your plan to take action to make a difference.
 - Make a list of materials and props needed.
 - Create a storyboard for your video.
 - Search for public domain pictures or music to add to the video.
 - Plan your shoot schedule.
 - Shoot the video.
 - Edit the video and add titles.
4. Upload your video(s) to YouTube.
5. Follow the directions to submit your video to the Red Nose Challenge.

Additional Resources

- [KidsVid](#)
- [Flinders University: How to Create a Video](#)
- [Ed Tech Teacher](#)
- [Common Craft](#)
- [Creately.com: Storyboards and Templates](#)

Resources for Teaching Creativity

Creativity is core to the Red Nose Day mission, and one criterion for evaluating student videos. You may want to review these resources for ideas on getting students to think creatively.

- [10 Brainstorming Techniques & Tips for Tapping into Your Creative Side](#)
- [Brainstorming Doesn't Work; Try This Technique Instead](#)
- [10 Creative Exercises That Are Better Than Brainstorming](#)



The Red Nose Challenge Brainstorming

Use this tool to help you think about what poverty means and how it might impact a child's life. Jot down your ideas related to each of the areas shown.

