



**READ
LEARN
INSPIRE**



Those Shoes

This resource was created to accompany the Green-Schools Ireland Global Goals Book Club.

www.greenschoolsireland.org

1 NO POVERTY





Global Goal 1: No Poverty



Welcome to the first Global Goal in the Global Goals Book Club. This resource is designed to inspire your classroom with engaging activities that support critical thinking and meaningful discussions centred around the Global Goal of 'No Poverty'.

Age Group: Junior Infants - Second Class

Resource List:

- Those Shoes Discussion Questions
- 'I show kindness when...' Activity Sheet
- Needs vs Wants Activity Sheet
- Vocabulary Activity Sheet
- Sequencing Activity Sheet
- Story Mapping Activity Sheet
- Problem and Solution Activity Sheet
- Visualisation Activity Sheet

Global Goals Book Club and Global Goal 1: No Poverty

Teaching children about Global Goal 1: Zero Poverty is crucial because it promotes empathy, awareness, and a sense of responsibility. "Those Shoes" by Maribeth Boelts beautifully aligns with this goal by illustrating the struggles and sacrifices faced by those living in poverty. Through the story of a young boy who yearns for a pair of popular shoes that his family cannot afford, children learn the value of compassion, sharing, and understanding the difference between needs and wants. By discussing the themes of the book, students gain insights into the realities of poverty and are encouraged to think about how they can contribute to a more equitable world. This connection helps children grasp the importance of helping others and working towards a society where everyone has access to basic necessities.

We would love to see pictures of your bookworms artwork and creations from the activities in our Global Goals Book Club. Please email any photos to globalcitizenship@eeu.an.taisce.org

Those Shoes

Those Shoes

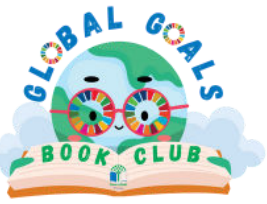
Read or listen to the book 'Those Shoes' by Maribeth Boelts with your class. The questions below offer a guide for discussion with your class, along with some actions and activities to complete.



[Listen to the story here.](#)

Discussion Questions:

1. What do you know about poverty?
2. How does Jeremy feel when he sees the other kids wearing the "cool" shoes?
3. Why do you think Jeremy's grandma says they can't afford the shoes?
4. How does Jeremy react when his shoes fall apart?
5. Why does Jeremy choose to buy the shoes even though they don't fit him?
6. What do you think about Jeremy's decision to give the shoes to Antonio?
7. How does Antonio feel when he receives the shoes from Jeremy?
8. What did Jeremy learn about the importance of material things versus relationships?
9. How can small acts of kindness make a difference in someone's life, especially those living in poverty?
10. What are some ways you can help people in your community who might be living in poverty?
11. Why is it important to think about others and their needs, not just our own desires?
12. How does poverty affect children differently from adults?
13. Can you think of a time when you wanted something but couldn't have it? How did you feel?
14. How can we make sure that everyone has the things they need, like shoes, food, and a place to live?

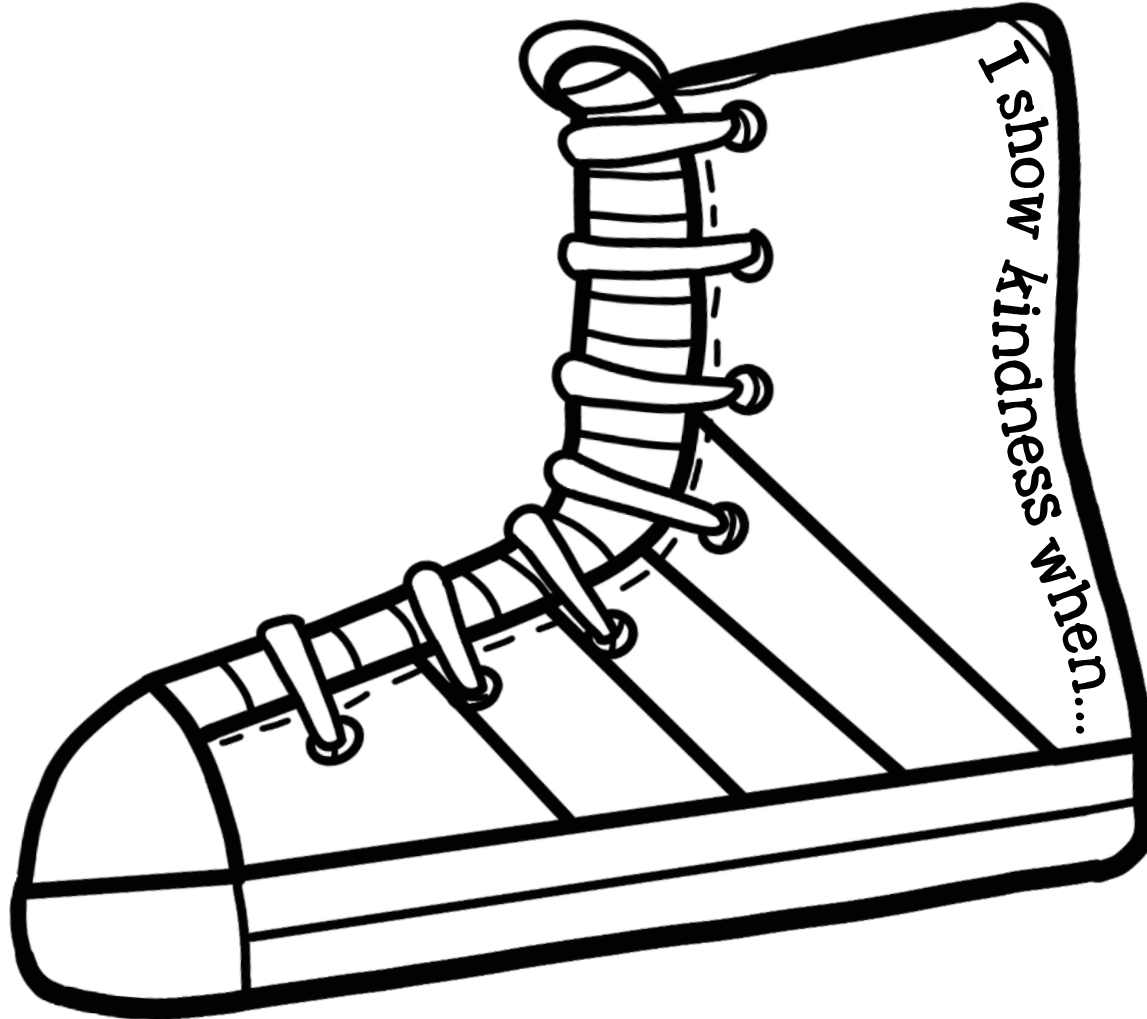


Those Shoes

by Maribeth Boelts

I Show Kindness When... Activity Sheet

In our story we saw Jeremy show kindness to his classmate Antonio by giving him those cool shoes. Think of a way you can show kindness to someone in your life it could be a family member, friend, or even your very own teacher, then draw a picture of it below.



Those Shoes

by Maribeth Boelts

Need vs Want Activity Sheet

In the story Jeremy's Grandma talked about need vs want. Colour and cut out the need and want examples below. Then sort into two piles, need and want. Then move on to page 2.

Hint: Make sure to follow the directions on each page to create your needs vs wants shoe flap!

Water



TV



Love



New Toys



A place
to live



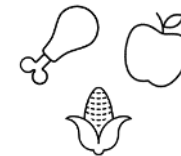
Sweets



Video
Games



Food

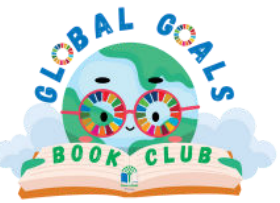


Those Shoes

by Maribeth Boelts

Need vs Want Activity Sheet

Attach the needs and wants in the spaces below, then move on to page 3.



Attach folded part of shoe 1 here

Needs

Wants

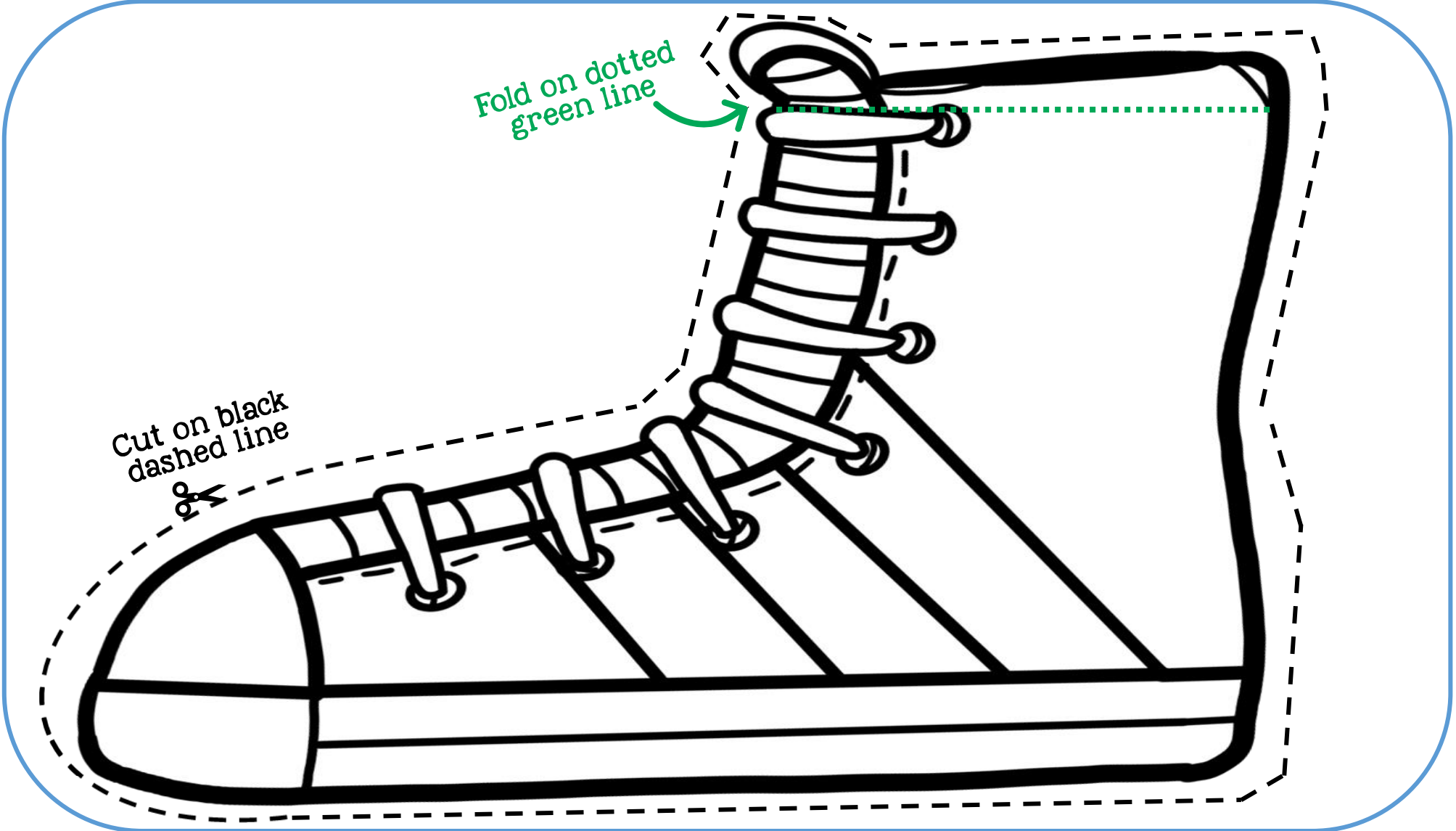
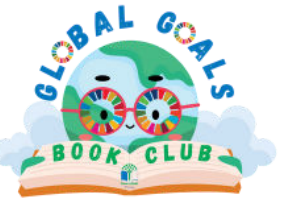
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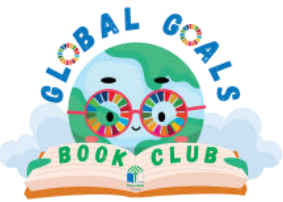
Those Shoes

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Need vs Want Activity Sheet

Decorate and cut out the shoe flap below, then attach it on top of the Needs and Wants sorting (page 2) to create a flap!





Those Shoes

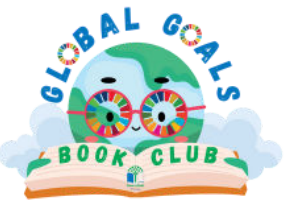
by Maribeth Boelts

Vocabulary Activity Sheet

There was lots of new and exciting words in our story. Learn the meanings of those words by matching the word to the definition below.

Word	Meaning
	Walking slowly
	Walk with difficulty
	Becoming longer or wider
	Bending down on one's knee
	Do not fit into something any longer

*Look on the next page to see the word bank

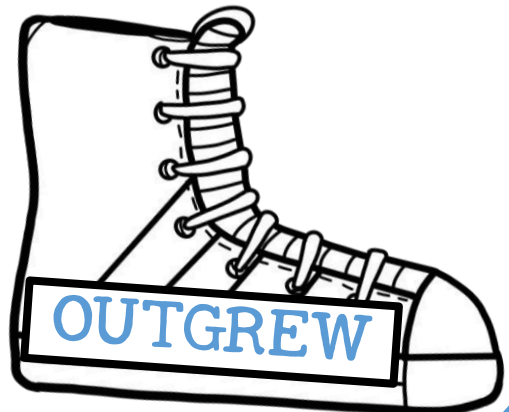
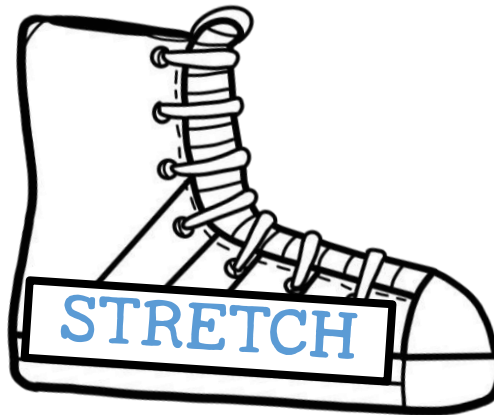


Those Shoes

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Vocabulary Activity Sheet

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Sequencing Activity Sheet

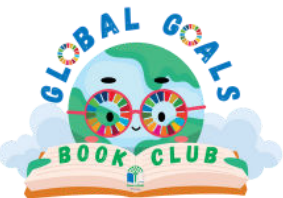
Think about the story and what happened at the beginning, middle, and end. Draw a picture of each stage below.

Hint: look back at the story to refresh your memory!

Beginning

Middle

End



Those Shoes

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Story Mapping Activity Sheet

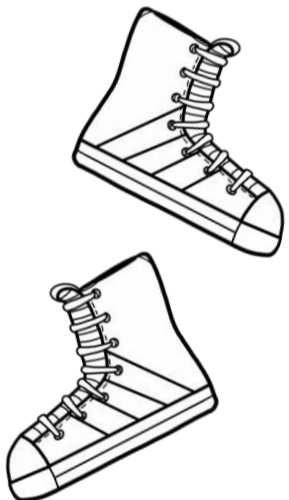
Think about the characters we met in the story and where it took place, then draw the characters and setting below.

Main Character

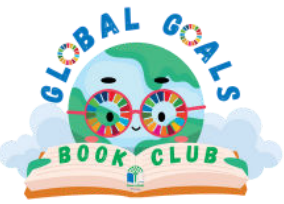
Character

Character

Setting



The form consists of a large rounded rectangle with a blue border. Inside, there are four circles of different sizes. The largest circle is at the bottom left and is labeled 'Setting'. To its right are two smaller circles, each labeled 'Character'. At the top left is another large circle labeled 'Main Character'. In the bottom right corner, there is a line drawing of a pair of sneakers.



Those Shoes

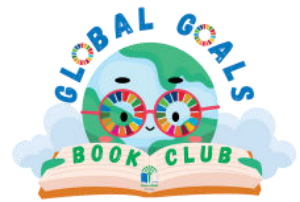
by Maribeth Boelts

Problem & Solution Activity Sheet

Think about what was the main problem Jeremy had in the book, then think about how that problem was solved. Draw a picture of each below.

Problem

Solution

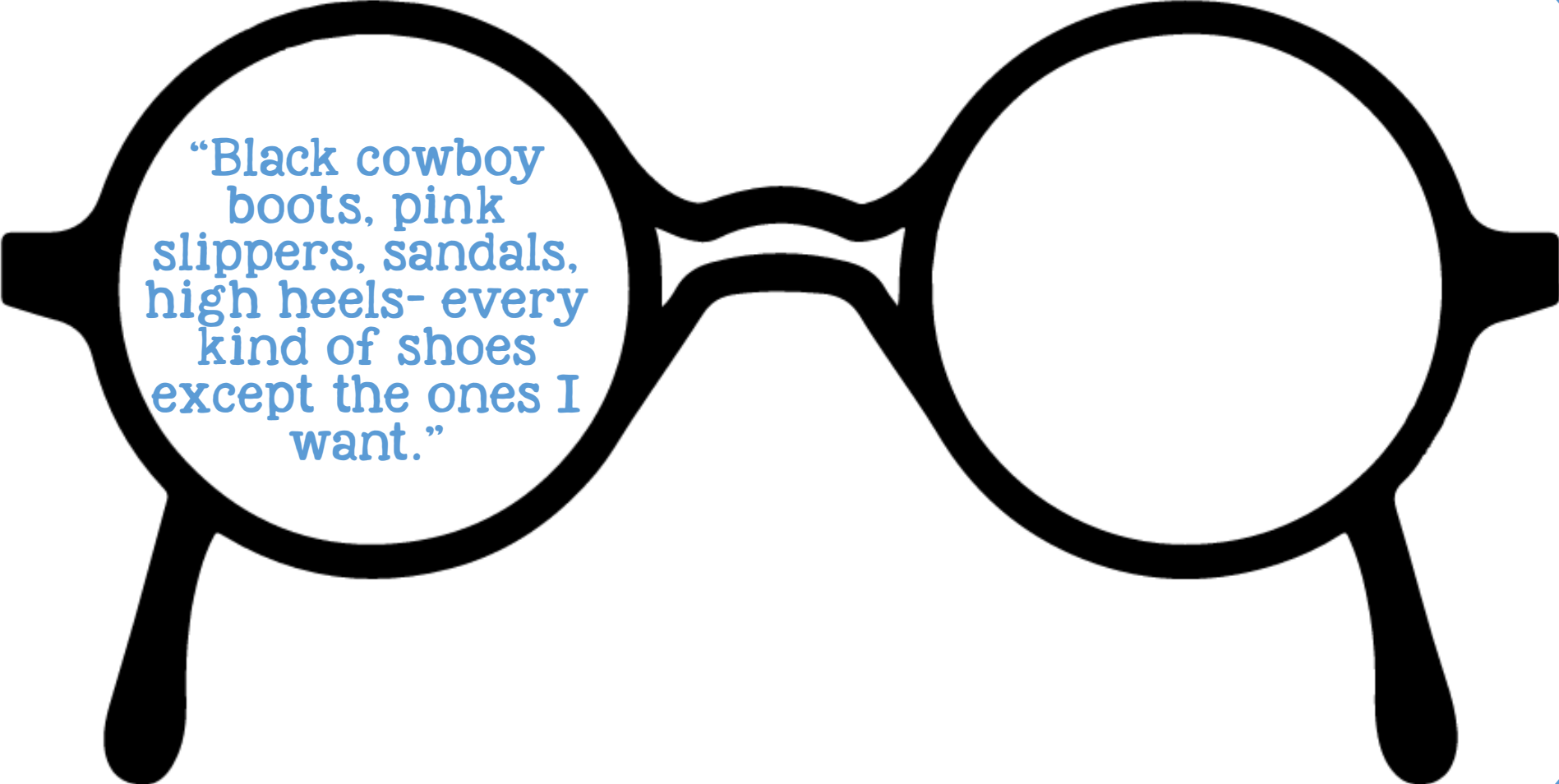


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Visualisation Activity Sheet

Visualising is when you draw a picture in your head of what is happening in the story. Practice visualising by reading the sentence from the story and drawing what you visualise in your head.



“Black cowboy boots, pink slippers, sandals, high heels- every kind of shoes except the ones I want.”