ENGAGE THE READER

Explain to the class that every year, in the same way that the magazine announces its Person of the Year, TIME also announces its Kid of the Year. Have students look at the article’s top image and read the brief introduction (the paragraph beginning with “The wait is Over!”). Ask: Why do you think TIME magazine selects a Kid of the Year? What else would you expect a Kid of the Year to have accomplished? Explain.

QUESTIONS FOR CLOSE READING AND DISCUSSION

• How did the pandemic give rise to Orion’s humanitarianism? Do you think many people responded to the pandemic in a similar way? Explain.

• Orion calls kindness a choice. What does he mean by that? Do you agree? Why or why not?

• In describing one of his campaigns, Orion says, “I don’t do this on my own.” Why does he give others credit for his work? What can his statements tell us about people who achieve big things?

EXTEND LEARNING

Ask students: Where does Orion’s inspiration come from? You might point out to students that Orion has followed the guidance of a teacher, and that he’s inspired by the people who have helped him in his efforts. Tell students that achievements like Orion’s are within reach for all kids—if they ask others for help.

Challenge students to think about campaigns they would like to start. Have them write detailed responses to these questions: What is your cause? What inspires you to help others? Who would your campaign help? How would it help them? Who would help you carry out the campaign, and why? Then partner students up. Have them take turns being either the interviewer or the Kid of the Year, discussing their campaigns. You may wish to have students record the interviews, then edit them for clarity to share with the class.

COVER STORY QUIZ + ANSWER KEY

The cover quiz can be found on page 3 of this guide.  
For the Google Forms quiz, click here.

1. C (RI.1)  2. C (RI.8)  3. A (RI.4)  4. D (RI.3)  5. B (RI.1)  
6. B (RI.6)  7. Answers will vary. (W.8)
NEW NUTRITION RULES
The new rules are meant to help cafeterias get back to serving more healthy meals.

LEXILE: 1080L (980L alternate reading level)
SOCIAL STUDIES (NCSS) STANDARD: Power, Authority, and Governance
COMMON CORE (CCSS) STANDARDS: RI.6-8.1, RI.6-8.5, RI.6-8.6, SL.6-8.1

BEFORE READING
Start a discussion with the class by asking: Why do schools provide meals for students? Why would administrators consider nutrition to be an important part of the school day? Have students read the article’s first paragraph. Ask: Who determines the standards for school nutrition? Why would the U.S. government be involved in school nutrition? How might the government’s decisions about school nutrition affect the country, now and in the future? As students read the article, have them note details that add to or challenge their initial responses.

DISCUSSION QUESTIONS
- Why have schools recently had trouble meeting nutrition standards? How does the USDA plan to help? Do you think the USDA’s plan will help schools? Explain.
- According to the article, some 30 million kids depend on free or low-cost school meals. How might this detail explain the government’s investment in school nutrition? What might be the long-term effects of the government’s decisions?