



The GOALS

of these two lessons are to:

- learn about the relationship between hunger and poverty and develop an understanding that hunger results from a lack of sufficient income (SOCIAL STUDIES)
- build understanding and empathy for the hungry
- learn first hand about the challenge of juggling limited dollars to purchase nutritious food and the other necessities of life (MATH and BIOLOGY)

LESSON THREE: Buying Food on a Budget, Part I

The first lesson consists of a **DISCUSSION** and **ACTIVITY** to lay the groundwork for the role-playing **ACTIVITY** of buying food on a budget in the second lesson. A final **DISCUSSION** in the second lesson summarizes what was learned.



DISCUSSION

Have the class create a weekly food budget for a typical family of four living in poverty. They should base their budget on an annual income of \$15,600 (poverty level for a family of four). Remind them of the following information from the Hunger IQ Test:

- Average monthly rent for a two-bedroom apartment in the city – \$1,048
- Weekly day care costs for an infant – \$200

Brainstorm monthly expenses like utilities, transportation, clothing, etc.

Discuss the difficulty faced by many families in having enough money to buy food. This includes both families who work as well as those who are out of work. Explain that many families simply do not have enough money left to buy enough food after paying their other living expenses.



ACTIVITY

Divide the class into three or four small groups, each of which works with the weekly food budget created in the previous discussion. Add to this budget one quarter of a monthly food stamp allotment for a family of four (\$120). Remind the group that this is the maximum allotment, and that this family might actually receive less food stamps. Have each group determine a weekly food budget based on food stamps and family income.

Ask each small group to collect and bring supermarket circulars to the next class.