Social Justice Issue: Poverty and Malnutrition

Grade: 2

Subject: Math and Health

Lesson: Students will review the food groups and what is needed for a complete meal. Students will go shopping for a meal in a “fake” store setup in class with pretend money. Some students will have more money than others. Using their math skills, they will have to design a full healthy meal with the money they were given. Using varying amounts of currency, students will practice purchasing healthy food and gain a better understanding of the relationship between poverty and malnutrition.

Expectation:
Math Curriculum expectation – Number Sense and Numeration (Gr.2): Represent, compare and order whole numbers to 100, including money amounts to 100 cents, using a variety of tools Math Curriculum expectation – Number Sense and Numeration (Gr. 2): Estimate, count and represent (using the cent symbol) the value of a collection of coins with a maximum value of one dollar
Health and Physical Education expectation – Healthy Eating (Gr. 2): Identify a balanced diet and apply decision-making skills to create menus for healthy meals

Decision-Making Model:

1. Seeing: Identifying the decision and deciding if it is “moral” or not

“Was everyone able to create a healthy meal?”
“Did anyone have to buy foods that were not good for them?”

If everyone was able to create a healthy meal, then great! But if some people were not able to create a healthy, balanced meal, then what can we do about it? There is a moral issue and we need to move unto the next step: judge.

2. Judging: a. analyzing your options and the possible outcomes of each of those options
b. pray

c. consult scripture, tradition, and the magisterium’s current teaching

d. obtain the advice of a few Christians in your community

e. reflect on past experiences, consider your culture’s view (what society says)

A. Analyze options:

Option 1 with pros and cons:

Students with more money give their extra money to those who do not have enough. More people are able to create a healthy meal. This option can only work if all of those with extra money are willing to give their extra money to those who do not have enough.

Option 2 with pros and cons:

Rely on the teacher to distribute the money fairly to all students. All students will be able to create a healthy meal. This option is not realistic since in life not everyone gets paid the same amount.

B. Pray

+Prayer For The Poor By Mother Theresa+

Make us worthy, Lord, to serve those people throughout the world who live and die in poverty and hunger. Give them through our hands, this day, their daily bread, and by our understanding love, give them peace and Joy. Amen

C. Consult Scriptures:

Malachi 3:10 "Bring all the tithes into the storehouse that there may be food in My house. And try Me now in this, says the Lord, if I will not open for you the windows of heaven, and pour out for you such blessing that there will not be room enough to receive it."

II Corinthians 9:7-8 " Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver. And God is able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work."
Proverbs 19:17 "Whoever is kind to the poor lends to the Lord, and he will reward them for what they have done."

D. Advice from Christians in the Community

Make a collection for the St. Vincent de Paul

3. **Acting:** Giving a reason for your decision and then doing the loving thing

We choose **option 1** because it puts the onus on us, the students (the people) to make the right moral choice and not on the teacher (the government).

4. **Evaluation:** Evaluate your decision using the three principles. These are the three principles we have to keep in mind as we evaluate our decisions:

1) **Did we do anything bad in our action plan?** (We must never do evil even for the sake of accomplishing something good)

   No, we took our own extra money to donate to those who did not have enough money.

2) **Did we follow the Golden Rule?** (We should always treat others with the same love and respect with which we would like to be treated.)

   Yes, we treated our fellow needier students with the same love and respect with which we would like to be treated if we were in that situation.

3) **Did we show real concern for others?** (Everything we do should reflect genuine concern for other people.)

   Yes, we wanted to make sure that everyone was able to eat a healthy balanced meal, not just those who could afford it.

Since we have met all these criteria, we have make a good and moral decision.

**Child Development Analysis**

Children between 6-9 years old experience the following:

**Social/Emotional Development:**

- Over these middle years one can see the gradual development of a child's social skills and an increasing ability to relate to the outside world at school and with friends.
- They will be beginning to be more responsible.
- They are starting at 8-9 years to understand another person’s view of things.

According to the above developmental expectations, students at this age are able to relate to the outside world and understand another person’s point of view. Whereas a younger child may think it unfair to share their money, a child at this age can understand the needs of the less fortunate and be willing to help.

**Compendium of the Social Doctrine of the Church**

**23.** There comes from the Decalogue a commitment that concerns not only fidelity to the one true God, but also the social relations among the people of the Covenant. These relations are regulated, in particular, by what has been called the right of the poor: “If there is among you a poor man, one of your brethren, ... you shall not harden your heart or shut your hand against your poor brother, but you shall open your hand to him, and lend him sufficient for his need” (Deut 15:7-8).

This tells us that students may have a hard time giving but that we are reminded that we must not harden our hearts to the poor.

**329.** Riches fulfil their function of service to man when they are destined to produce benefits for others and for society.

This also tells us that students need to be reminded that our riches are not not meant for us alone but to be shared with those in need in our society.

**359.** Purchasing power must be used in the context of the moral demands of justice and solidarity, and in that of precise social responsibilities.

This tells us that charity is a responsibility and like all responsibilities, it needs to be taught and may not just come naturally.

**Virtues:**

Through this activity, we expect the students will develop the virtue of kindness. From the perspective of the Catholic Graduate Expectations, a kind person...

- Relates to family members in a loving, compassionate manner
- Values and honours the important role of the family in society
- **Examines, evaluates and applies knowledge of interdependent systems for the development of a just and compassionate society**
- Promotes the sacredness of life
Prayer:

+Prayer For The Poor By Mother Theresa+

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(Source: http://www.ecatholic2000.com/pray/prayer64.shtml)