



# Food Issues

**PILOT MODULE FOR  
SECOND YEAR JUNIOR CYCLE**

*HOME ECONOMICS (1995)*



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SECOND YEAR JUNIOR CYCLE  
HOME ECONOMICS

COMPILED BY MAUREEN BASSETT WITH THE ASSISTANCE OF  
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Irish Commission for Justice and Peace (ICJP);  
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Design & production: *Language*

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## Foreword

This Food Issues resource book is aimed at students studying 2nd year Home Economics. Access to food in a local and global context is explored. The relationship between this issue and poverty is also examined within the context of the Junior Certificate Home Economics syllabus.

Experienced Home Economics teachers have played a pivotal role in working with the Combat Poverty Agency to put this book together. I feel it will be an invaluable resource to teachers enabling them to explore with their students issues that go beyond the study of 'basic needs'.

The Association of Teachers of Home Economics are pleased to endorse the 'Food Issues' resource book, we hope you will enjoy using this active learning material and I have no doubt that your students will benefit from the learning experience.

**Ann-Marie Traynor**  
President

The Association of Teachers of Home Economics  
April 1996

# AN ACTIVE LEARNING RESOURCE FOR 2ND YEAR HOME ECONOMICS

## Introduction

Food is an essential basic need yet in many parts of the world this need is denied to many people resulting in hunger, malnutrition and death. In Ireland, with high levels of relative poverty, the lack of adequate nutrition is also prevalent. It is sometimes argued that the problem in Ireland is reducible to "bad management". This has been continually refuted by people affected by poverty. Mary Daly points out in her book entitled *Women and Poverty (1989)*:

*Contrary to popular opinion, women on low incomes not only budget but do so with great care and ingenuity. Recent research found that 90% of a sample of very poor families budgeted very strictly. (p28)*

Another report highlights that levels of social welfare are not adequate to meet basic needs and are not adequate to "enable recipients approach societal norms of participation in ordinary activities". (*The Adequacy of Income and Family Expenditure 1992*).

In a global context the levels of hunger and malnourishment which exist, cannot be explained by climatic or population arguments. There is a far more complex web of causes some of which are located in the western world e.g. unequal trade relations.

The fundamental cause for undernourishment and hunger wherever it exists, is poverty.

This resource book sets out to introduce some of the complex social issues which surround food and access to it. It does this in a way that is accessible to 2nd year Junior Cycle students. Home Economics is the only subject which stresses an exploration of basic needs. This module takes basic needs as a starting point. Food is a core element of the syllabus, it is important that students are given the opportunity to go beyond simply "technical" issues in relation to food and are encouraged to explore the social context. In particular, it is important to challenge the notion of problems being reducible to "bad management" (see Worksheet Seven).

Every effort has been made to develop strong syllabus links, these are outlined on page 5. However there are also suggestions that go beyond these and assist students to gain a broader understanding of the nature of poverty. The degree to which individual teachers will follow these suggestions will depend on their particular situation, including time constraints, ability levels and so on. As with all materials teachers will adapt and modify to suit their particular group of students. Introducing these topics into the classroom can be difficult and it is important to be aware of the feelings which they may arouse. It is not the intention to "label" students who may be directly affected by these issues or to make others feel guilty. It is simply to acknowledge that these issues are part of our society and world and to encourage young people to explore them. Care also needs to be taken not to reinforce stereotypes.

The methodological approach is a participative one, encouraging students to formulate and express their own opinions and to engage in small and large group discussion. If students are not used to the latter it might be useful to do some work developing listening and group discussion skills. At a minimum ground rules should be agreed in advance.

The material was piloted by Home Economics teachers during the early part of 1995. The feedback from these teachers has been taken into account when redrafting the module. The people who have been most involved in finalising the material are:

- **Maureen Bassett,**  
*Education Advisor, Combat Poverty Agency;*
- **Carol Buckley,**  
*Teacher Home Economics, St. Aidans Community School, Tallaght;*
- **Maíre Ní Fhéinne,**  
*Teacher Home Economics, Coláiste Seosaimh, Galway.*

However, every thanks is due to the following who contributed in large part to the pilot module on which this revised version is based:

- **Jean Browne,**  
*Teacher Home Economics, Ursuline Convent, Cork;*
- **Patricia Conboy,**  
*Education Officer, D.E.S.C.*
- **Monica McGettrick,**  
*Teacher Home Economics - Carnew Community College, Wicklow.*

Many thanks also to the teachers who were involved in the pilot study and whose feedback was invaluable.

Combat Poverty Agency  
April 1996

# Food issues

## SYLLABUS LINKS

Food studies constitutes a large proportion of the Junior Cert, Home Economics Syllabus. The syllabus focuses on food as a basic and essential need. The food studies area provides an ideal opportunity to give students an understanding of the concepts of poverty and food issues at a local and global level. This can be done without deviating from the syllabus. The following provides a list of syllabus-links which were identified.

UNIT	SYLLABUS LINKS	EXPECTED KNOWLEDGE AND UNDERSTANDING	WORKSHEETS
1	Food Studies Resource Management and Home Studies	<ul style="list-style-type: none"> <li>• Food a basic requirement for healthy living</li> <li>• Need: Why eat?</li> <li>• Eating habits - Availability/lifestyle/culture</li> <li>• Shelter as a basic need; how a home meets individual's shelter needs</li> <li>• Community services and amenities</li> </ul>	Worksheet 1 - Exploring Needs and Wants  Worksheet 2 - Case Studies
2	Food Studies	<ul style="list-style-type: none"> <li>• The essential nutrients, sources and functions</li> <li>• What constitutes a balanced diet</li> <li>• RDA - Effects of deficiency</li> <li>• Food - availability</li> <li>• Current dietary guidelines</li> <li>• Specific dietary needs</li> </ul>	Worksheet 3 - Getting the Balance Right Worksheet 4 - Nutrition North and South Worksheet 5 - Nutritional Survey
3	Food Studies Consumer Studies	<ul style="list-style-type: none"> <li>• Food Choices</li> <li>• Resources and meal planning</li> <li>• Food composition</li> <li>• Money Management/Budgeting</li> </ul>	Worksheet 6 - Budgeting and Food Choices
4	Food Studies Consumer Studies	<ul style="list-style-type: none"> <li>• Malnourishment</li> <li>• Food composition</li> <li>• Consumer information</li> <li>• Consumer rights and responsibilities</li> </ul>	Worksheet 7 - Why are People Hungry? Worksheet 8 - I am Hungry Because Worksheet 9 - Slicing the Banana
5	Social and Health Studies Resource Management and Home Studies Consumer Studies	<ul style="list-style-type: none"> <li>• Family in Society; social, cultural and economic factors influencing family life</li> <li>• Community services and amenities</li> <li>• Action for change</li> <li>• Factors affection decision making</li> </ul>	Worksheet 10 - Definitions of Poverty Worksheet 11 - Causes of Poverty, Locally and Globally. Worksheet 12 - Action for Change

The issue of Poverty might also be included in topics chosen for Options:

### Suggestion for Childcare project:

- Effects of poverty on the child?
- Meal planning for a child when on low income.

*(Might include dietary needs of the child; basic meal planning principles; low cost nutritious foods; daily menu plans, for perhaps a week; analysis of how a low cost meal/s fulfil the dietary needs of the child.)*

### Suggestion for Textile project (with Global Emphasis):

- Crafts from the Third World.

# Food issues

## AIM

Through the medium of the Home Economics Syllabus, to raise awareness of poverty and food issues at a local and global level.

- OBJECTIVES**
1. To broaden students' understanding and knowledge of the concept of poverty, both relative and absolute.
  2. To explore the complexity of the concept of needs particularly in relation to food.
  3. To understand the relationship between diet and healthy eating habits.
  4. To create an understanding and an appreciation of how poverty and income affect food choices in a local setting.
  5. To create an awareness of hunger in countries of the Third World and to look at some of the causes.

# UNIT 1

# Needs & Wants

## WORKSHEET 1 AND 2

- OBJECTIVES:**
1. To facilitate understanding of the way in which people's perceptions of needs and wants are socially constructed and vary between different groups, cultures etc.
  2. To enable students to distinguish between needs and wants.
  3. To identify food as a basic need.

**STEP 1** Present students, working individually or in groups, with copies of Worksheet 1, *Needs and Wants*. From the *Needs and Wants* list, ask them to identify their

- a. *four most important needs*
- b. *four least important needs.*

**STEP 2** Take feedback. Is there agreement/disagreement? If the latter, use this to highlight how different people perceive needs differently. Initiate some discussion at this point on the difference between needs and wants and the difficulty in making such distinction.

**STEP 3** Distribute the case studies (Worksheet 2) to students either individually or in small groups. Ensure that the full range of case studies are being explored. These stories outline the needs of people in four very different contexts. Allow time to read the case studies and to reflect on the following questions.

1. *What are the problems faced by the people in the story?*
2. *How might they overcome some of these problems?*

**STEP 4** Take feedback. First ask a student(s) to read the case study(s) aloud. In the discussion highlight similarities and differences between the needs of different people. In drawing the class discussion to a conclusion, it may be helpful to touch on the following points :

- ↕ differences between students' needs and wants and needs of people in the case studies
- ⊙ the rights of people affected by poverty to wants as opposed to needs - the issue of choice;
- 6 differences between our perceptions of peoples' needs and their own perception of those needs.
- ⊙ centrality of food as a basic need; differences in perceptions of food needs and wants as shaped by people's varying cultural and socio-economic circumstances.



# Worksheet 2

## CASE STUDY ONE

### So, what do Travellers want?

Below we outline three of the basic demands of Travellers - the right to be able to travel and yet to be provided with proper sites; the right to housing where sought and the right to dignity.

- (a) *"We want the right to be allowed to travel and to live in proper sites which have proper services. We want to be able to preserve our own way of life. We want proper education and health services for our kids. We want to be able to make a living in the way we best know how. We should not be forced to become like settled people, to live as they think we should. We want to decide on our lives and our own future."*
- (b) *"We want to be treated properly and to be provided with proper housing and facilities similar to those of settled people. We want the same job opportunities, health, education and social services as settled people have. We want to be accepted as equal members of the community and we want the discrimination and bigotry to end."*
- (c) *"Listen, all we want are our basic human rights - the right to be treated as a people with a history, a culture, a way of life. Ultimately, we want to be treated with dignity. We want our children to be given the same opportunities as everyone else. We don't want to be treated differently or to be given special favours - we just want to be allowed to be ourselves to the same extent as everyone else is."*

Q1. What are the problems faced by the people?

Q2. What needs do they outline?

Q3. How might these needs be met?

Source: "Pride and Prejudice", Navan Travellers Committee, 1988

## CASE STUDY TWO

### Cathy's Story

Cathy and her husband have six children. The eldest child is nineteen years old and is completing a FÁS course. The next eldest, an 18 year old girl, is working part-time in a city centre cafe. The remaining children are still as school. Her husband is unemployed. Cathy, when asked the meaning of poverty to her, highlighted the following:

- ↕ taking "bits of jobs" for exploitative wages;
- living with strain and anxiety;
- ↕ doling out food, money, fuel, hot water nourishment etc.;
- saying "no" to your children;
- ↕ putting on a happy face to stop your husband and family from sinking into despair;
- pushing your children to do well at school;
- ↕ seeing your child turn down a place at third level;
- fear that your children will end up on the dole;

Q1. What are the problems facing Cathy and her family?

Q2. What needs does her story imply?

Q3. How might these needs be met?

*Source: adapted from "Telling It As It Is", Combat Poverty Agency, 1992*

## CASE STUDY THREE

### Ameerul, A Bangladeshi Landless labourer

*"Today I've gone to three villages looking for work," Ameerul, a landless labourer, told us one morning.*

*"I found nothing. No work means no rice. Yesterday I couldn't find work, and I ate nothing all day. Finally in the afternoon I ripped three bamboo poles out of the wall of my house, chopped them up and sold them in town as fire-wood. With the money, I bought three pounds of wheat flour. I had half a taka left over, so I bought a cup of tea and a handful of puffed rice. Last night we ate the flour. I have six mouths to feed. Even when I find work, I only earn two pounds of rice and one taka. Two pounds of rice won't even fill the stomachs of two people - for six it's nothing. And what can you buy to-day with one taka? How will my children live?"*

Q1. What are the problems faced by the people?

Q2. What needs do they outline?

Q3. How might these needs be met?

Source: "Food Matters", Trócaire, 1991

## CASE STUDY FOUR

### People of Mathari

The Nairobi City Council recently surveyed over 2,000 families in Mathari Valley. They asked people what problems they saw as most important in their lives in the Valley. They responded as follows:

1. Food
2. Shelter
3. School Fees
4. Clothing
5. Land
6. Money to expand their businesses
7. Clean water
8. Sanitation
9. Better standard of housing
10. Educational facilities

Q1. What are the problems faced by the people?

Q2. What needs do they outline?

Q3. How might these needs be met?



# UNIT 2

# Nutrition

## WORKSHEET THREE, FOUR AND FIVE

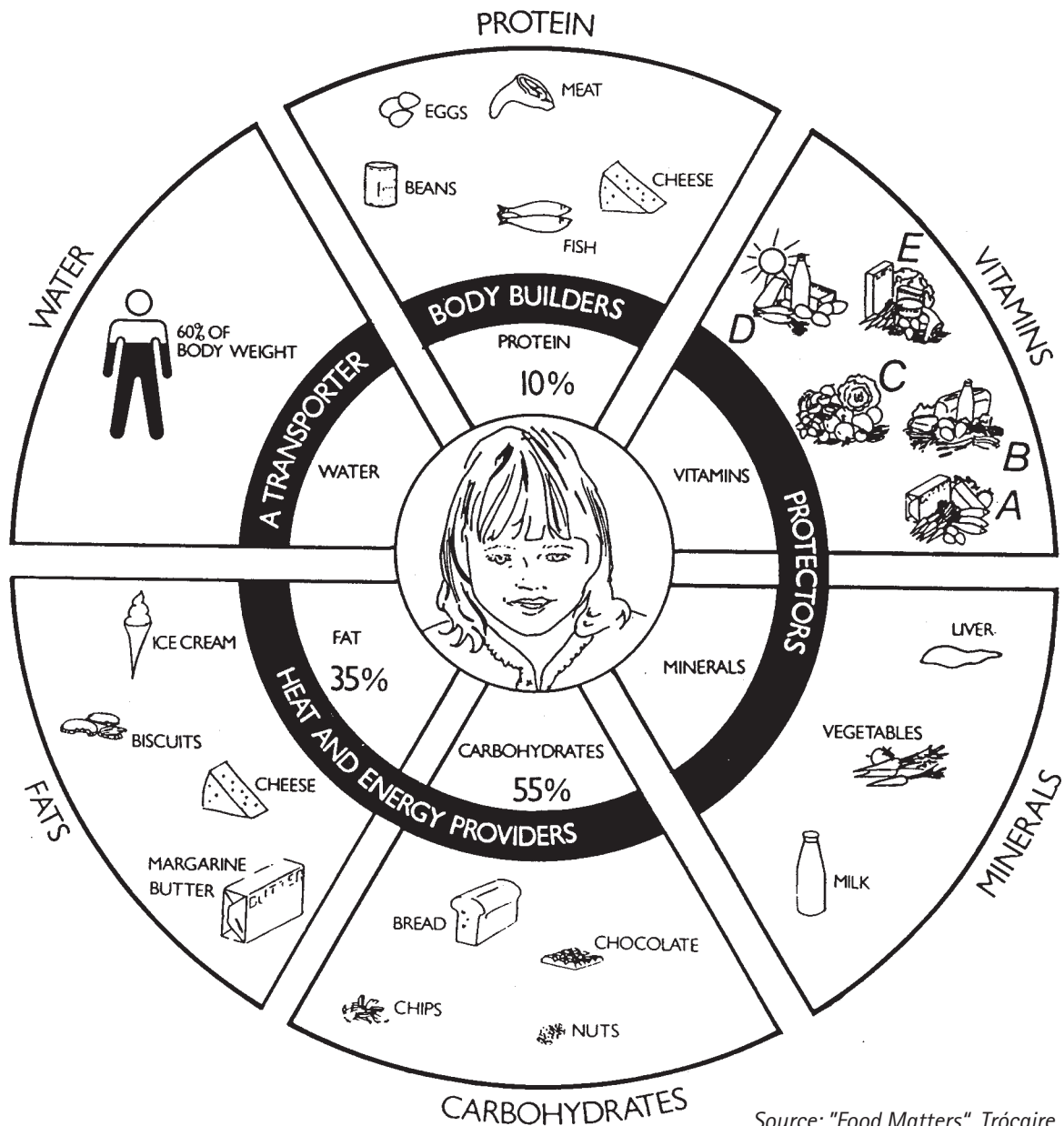
- OBJECTIVES:**
1. To recap on students' knowledge of nutrition, food groups and calorie requirements.
  2. To identify some aspects of nutritional inadequacy locally and globally.
  3. To comment on the health consequences of this inadequacy.
- STEP 1** Use Worksheet 3, **Getting the Balance Right - A Balanced Diet** and either option A or B (accompanying this worksheet) to recap on students' knowledge of food groups etc.
- STEP 2** Use Worksheet 4, **Nutrition: North and South** to highlight calorie requirements and global aspects of calorie consumption.
- STEP 3** Use Worksheet 5, **Findings of Nutritional Survey** to explore some aspects of nutritional inadequacy amongst low income families.

# Worksheet 3

## GETTING THE BALANCE RIGHT - A BALANCED DIET

A balanced diet means eating a variety of foods that contain all the nutrients the body needs in the right amounts. The chart below suggests food which would give us what we need and the percentage amount which make-up a balanced diet.

*NOTE: To stay healthy our body needs food from the four different food groups.*



Source: "Food Matters", Trócaire, 1991

## (Using Worksheet 3, do option A or B)

### Option A

1. Students divide into 4 groups:  
Group A - Body Builders  
Group B - Protectors  
Group C - Heat & Energy providers  
Group D - Transporter
  
2. Students are given chart paper with segments of the circle on page 15 on it. Give one segment of the circle to Group A, two segments to Group B, two segments to Group C and one segment to Group D.  
These form a circle - students must do the following on their segment.
  - a) Name the food group
  - b) State the nutrients in the food group
  - c) Cut out pictures or draw pictures of the sources of the food group.
  - d) Write the % amounts for an ideal balance, where applicable.
  
3. Students from each group explain to the class the chart and put it up in the class room to form a large circle for future reference.
  
4. All students using the information plan a balanced day's meals for a teenager.

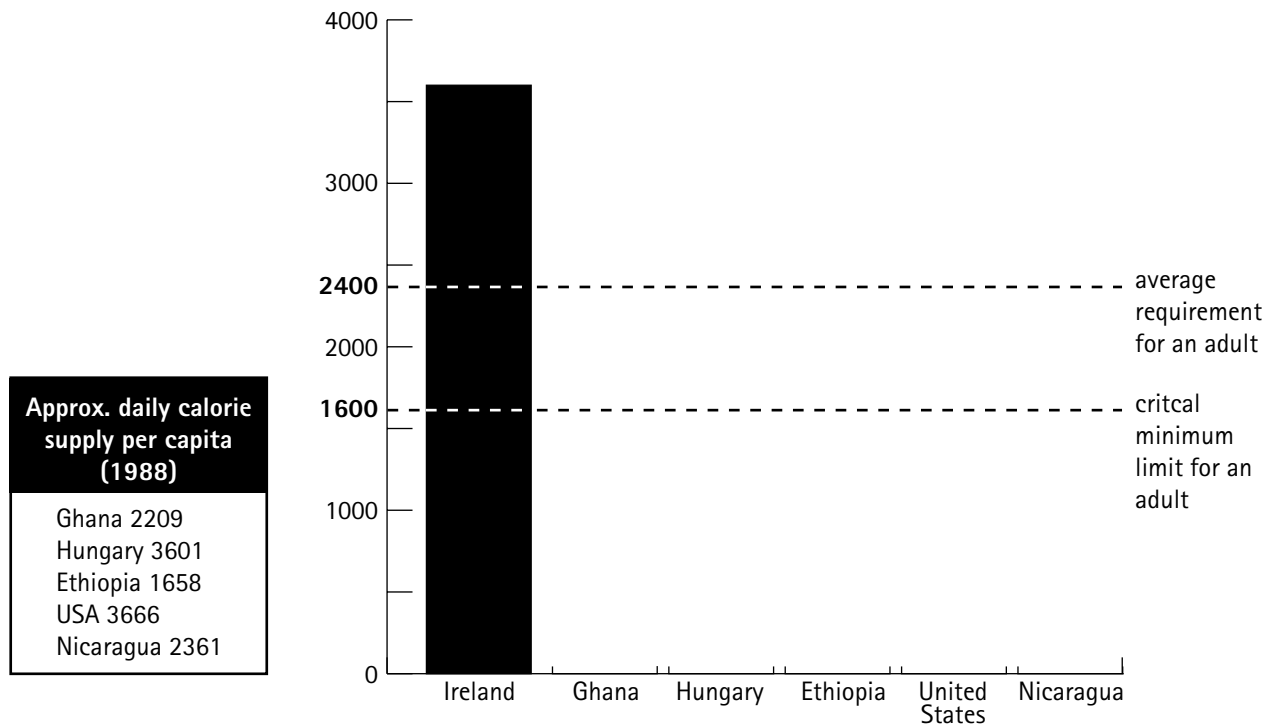
*OR*

### Option B

1. Name the 4 food groups and state the nutrients in each group.
2. For each nutrient stated give 2 examples of foods that contain these nutrients.
3. Using the chart plan a days meals for a teenager.

# Worksheet 4

## NUTRITION - NORTH AND SOUTH



1. Working in a group, look at these figures and complete the bar chart for each of the countries listed.
2. Do the results surprise you? Why?
3. Where is malnourishment concentrated in the world?
4. What are the health problems for the people affected?
5. Use a world map to locate each of the countries mentioned.

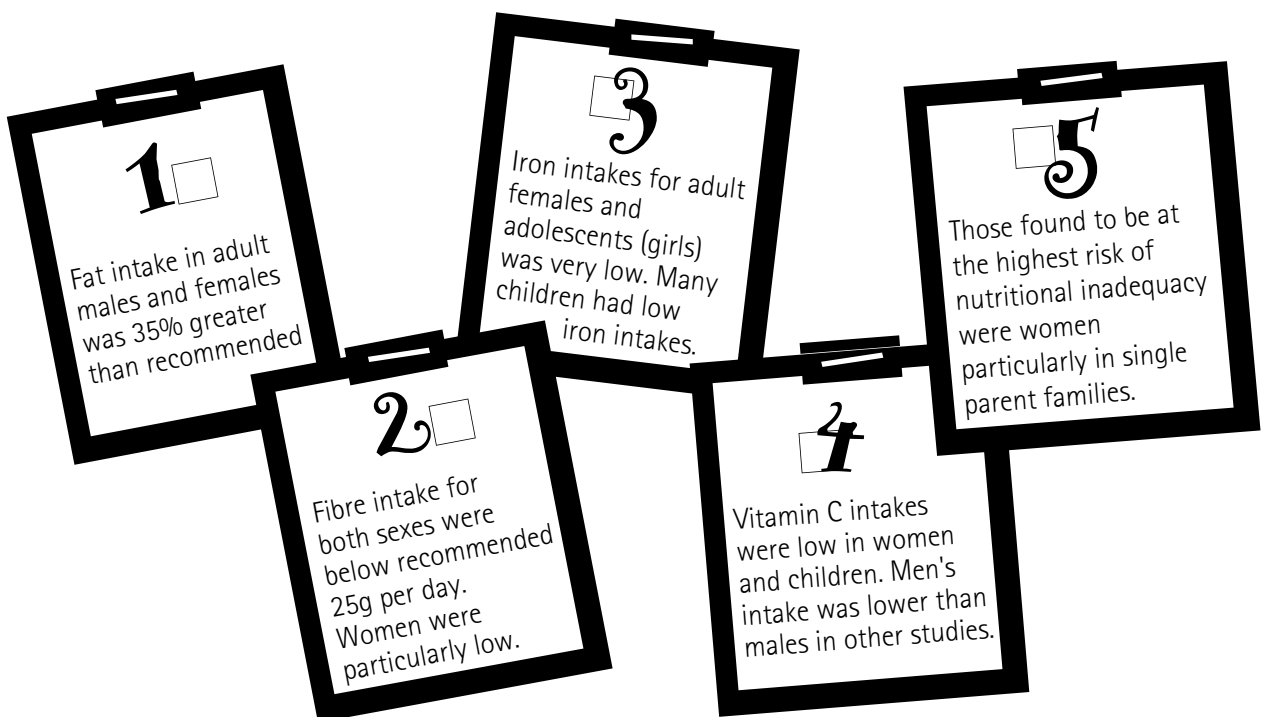
Source: "Food Matters", Trócaire, 1991

# Worksheet 5

## PART ONE

### Findings of Nutritional Survey

A nutritional survey was undertaken in Ireland with 50 low income families. The report was published by the Combat Poverty Agency.

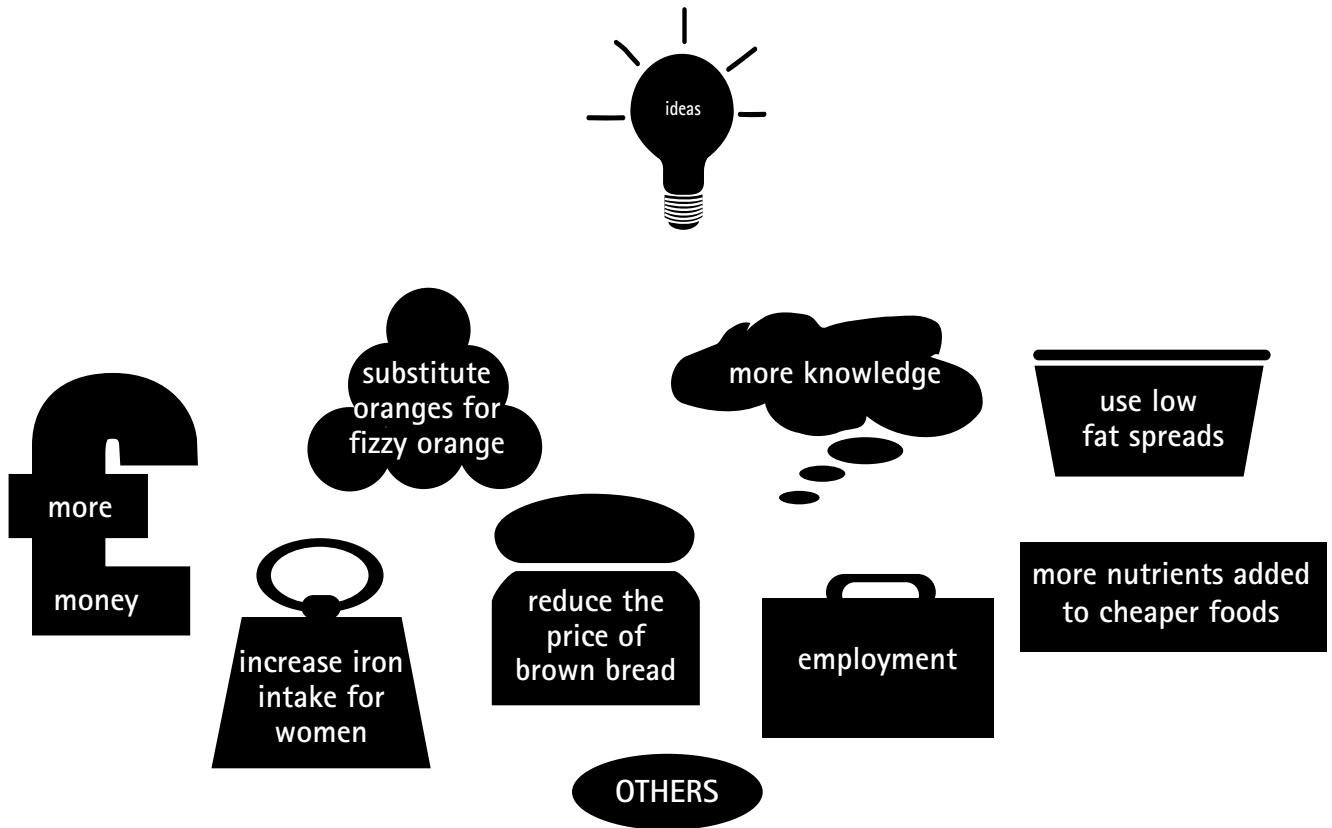


#### TO DO

1. List some food sources of fat, fibre, iron and vitamin C.
2. What recommendations would you make to people in the survey to help them reduce their fat intake?
3. Which group had the poorest diet, why do you think this is so?
4. Were people in the survey eating a balanced diet? Explain.
5. What could be done? (see Part Two)

## PART TWO

Here are some ideas which might help people on low incomes achieve a balanced diet - rank them in order of importance.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Information Note for Teacher

### Nutritional Survey

The information in the Irish exercise is based on research conducted in an area of West Tallaght, Co. Dublin in 1987-88. Fifty low income families participated in a nutritional survey organised by Trinity College Dublin. The report was published by the Combat Poverty Agency and is called *Patterns of Food and Nutrient Intake in a Suburb of Dublin with Chronically High Unemployment*, by Dr. Pauline Lee and Dr. Michael Gibney. The researchers noted that:

1. The range of foods consumed by the families was limited and that the choice was affected by cost.
2. Women had the highest risk for nutritional inadequacy.
3. Lower income families had a higher consumption of butter/margarine, table sugar, bread and a lower consumption of soft drinks, confectionery, chocolate and biscuits.
4. Low income diets were characterised by high consumption of bread, milk and potatoes, low consumption of fruit and vegetables and consumption of meat of the cheapest quality, adding up to an increased fat and energy intake as distinct from protein.
5. Alcohol consumption was low.
6. Most of the family income was spent on food and necessities for the children.

# UNIT 3

# Budgeting

## WORKSHEET 6

**OBJECTIVES:** Focusing on the local (Irish) situation to:

1. Note factors affecting food choices generally.
2. Focus on budgetary constraints on fulfilling nutritional needs.
3. Assess some of the health implications of these constraints for low income families.

**STEP 1** Brainstorm, using blackboard, to record students' ideas, on the factors that affect food choices when shopping. A trigger sheet/list, incorporating the following, may be useful here: number in family, tastes, diets, costs, likes, dislikes, time for cooking, facilities available etc.

**STEP 2** Use Worksheets 6a and 6b, **Myths about Poverty and Weekly Expenditure of Average and Welfare Families Compared:**

to explore spending of two families, each comprising two adults and two children, in particular to highlight percentage of total income spent on food.

**OPTIONAL:** Use Worksheet 6c, **Shopping Baskets for Average and Welfare Families** to:

- a. compare and contrast kind, range and quality of food purchased for both families and
- b. to comment on the nutritional content of each shopping basket.

# Worksheet 6a

## BUDGETING AND FOOD CHOICES

1. Briefly discuss the sketch below and return to it later when you have completed the work sheet and say which comment you agree with most.



Source: "Fair Shares, A Discussion Pack on Poverty for Post Primary Schools and Youth Groups", Combat Poverty Agency, 1991

# Worksheet 6b

## The Adequacy of Income and Family Expenditure

Look at the table below and then answer the questions and discuss your findings in class.

Table 4 Comparison of Expenditure Between Average Family and Welfare Family

Item	Average Family	% Income	Welfare Family	% Income
Food	£60.08	25%	£44.95	34%
Alcoholic Drink	£9.04	4%	£5.02	4%
Tobacco	£8.44	3%	£8.23	6%
Clothing & Footwear	£10.29	4%	£2.64	2%
Fuel & Light	£14.30	6%	£11.55	9%
Housing	£45.65	19%	£15.76	12%
Durable Households Goods	£9.20	4%	£5.63	4%
Other Goods	£13.72	6%	£9.00	7%
Transport	£31.61	13%	£14.86	11%
Services & Related Expenditure	£43.65	18%	£13.91	11%
<b>Total All Items</b>	<b>£242.17</b>		<b>£130.93</b>	

Source: "The Adequacy of Income and Family Expenditure", Combat Poverty Agency, 1992

### TO DO

1. How much more money, does the average family have to spend than the welfare family. Discuss the difference and how it affects choice.
2. The largest amount of money is spent on food by each family.  
Average family spends £ \_\_\_\_\_ / \_\_\_\_\_ % of budget  
Welfare family spends £ \_\_\_\_\_ / \_\_\_\_\_ % of budget
3. Do you think the average family can include a greater variety of foods and better quality foods than the welfare family - discuss this and return to it after the next exercise.

# Worksheet 6c

## Shopping baskets for average and welfare families

Shopping Basket for Welfare Family: Food Expenditure £44.95 per week (CPI update)

Item	1987 HBS Data	1990 Prices	Estimated Expenditure per week
Bread,etc.	£3.38	£0.45/800g white sliced pan (x 7)	£3.15
Flour	£0.11		
Biscuits	£1.23	£0.55/400g digestives	£1.13
Cakes and Buns	£0.52	£0.29/150g custard creams (x 2)	
Fresh Milk	£6.14	£0.97/6 sticky buns (x .5)	£0.49
Other Milk and Cream	£0.63	£0.31/pint (x 24)	£7.44
Cheese	£0.73	£1.20/20 cheese slices	£1.20
Eggs	£0.86	£0.75/6 (x 1 doz.eggs)	£1.50
Butter	£1.34	£1.37/lb (x 1.5)	£2.06
Margarine	£0.12		
Fats and Cooking Oils	£0.23	£0.59/litre cooking oil (/2 weeks)	£0.30
Beef and Veal	£1.56	£1.99/lb stewing beef	£1.99
Mutton	£0.11		
Lamb	£0.49	£0.99/3lbs best end neck	£0.99
Pork	£0.74		
Rashers	£0.65	£5.71/kg (one 17.338g pkt)	£0.99
Other Bacon	£1.10	£0.99 collar bacon, cheapest cut	£1.49
Sausages and Puddings	£1.05	£1.25/lb sausages	£1.25
Cooked Ham	£0.49	£0.99/100g	£0.99
All other meats	£3.98	£1.24/lb mince	£4.69
		£2.45/kg chicken	
		£1.99/20 beefburgers (10 economy)	
Fresh Fish	£0.21	£0.59/lb 1 fillet fresh mackerel	£0.38
Frozen Fish	£0.39	£0.64/250g fish fingers	£0.64
Tinned Fish	£0.05		
Potatoes	£1.80	£1.89/5kg (5 kg)	£1.89
Cabbage	£0.16	£0.29/head	£0.29
Tomatoes	£0.32		
All other Vegetables	£0.92	£0.55/kg carrots	£1.10
		£0.55kg onions	
Dried Vegetables	£0.03	£0.49/500g marrowfat peas (/ 2 weeks)	£0.25
Tinned Vegetables	£0.71	£0.28/440g beans (x 2)	£0.96
		£0.40/425g peas	
Frozen Vegetables	£0.25		
Eating Apples	£0.47		
Cooking Apples	£0.03		
Oranges	£0.30		
Bananas	£0.25	£0.49/lb (5 bananas)	£0.82
All other fresh fruit	£0.10		
Tinned and bottled fruit	£0.11		
Dried Fruit and Nuts	£0.09		
Tea	£0.67	£1.19/80 teabags	£1.19
Coffee and Cocoa	£0.22		
Sugar	£0.54	£0.79/2.2kg	£0.79
Jams and Marmalades	£0.24	£0.87/lb raspberry jam (/2 weeks)	£0.44
Oatmeal/Breakfast Cereals	£0.87	£1.59/750g cornflakes	£1.59
Rice/Other Cereals	£0.23		
Prepared Baby Foods	£0.20		
Jellies and Custard	£0.07		
Salt, Pepper, Mustard	£0.33	£0.05/salt, pepper, mustard*	£0.41
		£0.65/340g ketchup (/3 weeks)	£1.87
		£0.41/250g HP Sauce (/3 weeks)	
Sweets, Chocolate, Ices	£1.90	£0.64/564ml ice cream	
		£0.69/200g licorice allsorts	
		£0.54/100g chocolate bar	
Juices and Soft Drinks	£1.78	£0.85/2 litres lemonade	£0.85
All Other Foods	£1.74	£0.15/pkt. crisps(x 10)	£1.82
		£1.29/300g gravy granules (/ 4 weeks)	
Meals taken away from Home	£0.50		
<b>All Items</b>	<b>£44.94</b>		<b>£44.95</b>

Source: Household Budget Survey 1987; city centre food shops

\* Calculation for salt, pepper and mustard based on same level of expenditure reported in maximum detail print run for income of £200 - £250 per week.

## Shopping Basket for Average Family: Food Expenditure £60.08 per week (CPI update)

Item	1987 HBS Data	1990 Prices	Estimated Expenditure per week
Bread,etc.	£3.45	£0.45/800g white sliced pan (x 6) £0.62/1800g brown sliced (x 1 ) £0.48 bread rolls (x 6)	£3.80
Flour	£0.25	£0.72/2kg white self-raising (/6 weeks)	£0.12
Biscuits	£1.56	£0.49/chocolate wafer (x 2) £0.55/400g digestives £0.29/150g custard creams	£1.82
Cakes and Buns	£1.44	£0.99/900g madeira cake £0.97 sticky buns (x 6)	£1.96
Fresh Milk	£5.50	£0.31/pint (x 19)	£5.89
Other Milk and Cream	£0.86	£0.31/pint low-fat (x 2)	£0.62
Cheese	£0.92	Irish Cheddar @ £4.34/kg	£0.97
Eggs	£0.96	£0.75/6 (x 2)	£1.50
Butter	£1.48	£1.37lb (x 1.25)	£1.71
Margarine	£0.24	£0.48lb (x 2)	£0.24
Fats and Cooking Oils	£0.23	£0.59/litre cooking oil (/2 weeks)	£0.30
Beef and Veal	£2.22	£1.99lb stewing beef	£1.99
Mutton	£0.19		
Lamb	£0.65	£0.99/3 lbs best end neck	£0.99
Pork	£1.26		
Rashers	£0.84	£5.71kg (one 17.688g pkt)	£1.01
Other Bacon	£1.00	£1.39lb best collar bacon (1.25 lbs)	£1.74
Sausages and Puddings	£1.06	£1.25lb	£1.25
Cooked Ham	£0.87	£0.99/100g	£0.99
All other meats	£4.51	£1.24lb mince £2.45kg chicken £2.29/20 beefburgers (10 regular) £0.49/100g luncheon meat (x 2)	£5.82
Fresh Fish	£0.50	£1.05lb plaice	£0.49
Frozen Fish	£0.38	£1.39/10 cod fish fingers	£1.39
Tinned Fish	£0.19	£0.35/120g sardines	£0.35
Potatoes	£1.41	£1.89/5kg (4 kg)	£1.52
Cabbage	£0.17	£0.29/head	£0.29
Tomatoes	£0.43	£0.49lb	£0.49
All other Vegetables	£1.27	£0.55kg carrots £0.55kg onions £0.20 head lettuce	£1.30
Dried Vegetables	£0.04		
Tinned Vegetables	£0.59	£0.28/beans £0.28/425g spaghetti £0.79/750g green beans £0.99/Golden Delicious	£0.66
Frozen Vegetables	£0.69		£0.79
Eating Apples	£0.71		£0.99
Cooking Apples	£0.12		
Oranges	£0.33		
Bananas	£0.46	£0.49lb (4 bananas)	£0.64
All other fresh fruit	£0.34		
Tinned and bottled fruit	£0.22		
Dried Fruit and Nuts	£0.15	£0.37/375g raisins (/2 weeks)	£0.19
Tea	£0.68	£1.19/80 teabags	£1.19
Coffee and Cocoa	£0.33	£1.59/100g instant coffee (/3 weeks)	£0.53
Sugar	£0.55	£0.79/kg	£0.70
Jams and Marmalades	£0.31	£0.87lb raspberry jam (/4 weeks) £0.82lb marmalade (/4 weeks)	£0.43
Oatmeal/Breakfast Cereals	£1.20	£1.59/750g cornflakes (/2 weeks) £0.85/kg porridge oats (/3 weeks)	£1.08
Rice/Other Cereals	£0.46		
Prepared Baby Foods	£0.21		
Jellies and Custard	£0.09		
Salt, Pepper, Mustard	£0.06	£0.05/salt, pepper, mustard* £0.65/340g ketchup (/ 3 weeks) £0.41/250g HP Sauce (/3 weeks) £0.67/295g Salad Cream (/ 3 weeks)	£0.63
Sweets, Chocolate, Ices	£2.82	£0.64/564ml ice cream £0.69/200g licorice allsorts £0.54/100g chocolate bar (x 2) £0.36/pkt Minstrels sweets (x 2)	£3.13
Juices and Soft Drinks	£2.65	£1.69/2 litres orange squash £0.84/2 litres lemonade	£2.54
All Other Foods	£2.76	£1.39/2279 stuffed pancakes £0.37/300g tin soup (x 2) £0.15/pkt. crisps(x 4) £1.29/300g gravy granules (/ 4 weeks)	£3.05
Meals taken away from Home	**£4.76	£1.00/day x 5	£5.00
<b>All Items</b>	<b>£54.38</b>		<b>£60.08</b>

Source: Household Budget Survey, 1987; city centre food shops  
 \* this is an estimate of the tiny amounts of these items used in the course to a week based on the HBS data  
 \*\* Husband's subsidised canteen lunch

# UNIT 4

# Malnutrition

## WORKSHEET 7, 8 AND 9

**OBJECTIVES:** Focusing on the global situation to:

1. Examine some of the causes of malnourishment globally.
2. Analyse some of the links between poverty and methods of food and cash crop production in the Developing World.
3. To explore some possibilities for breaking the recurring cycle of disaster in the Developing World.

**STEP 1** Students individually or working in small groups and using Worksheet 7, **Why Are People Hungry?** (and knowledge acquired in Class 2 and elsewhere ) aim to list some of the causes of world hunger. Teacher takes short feedback quickly on the blackboard, listing perceived causes with minimal discussion.

**STEP 2** Students are then given copies of Worksheet 8, **I am hungry because .....** they take time to fill out this worksheet and to study the causes of hunger listed on the worksheet. Again teacher takes feedback from the groups and checks the original list on the blackboard for expansion or change.

**STEP 3** Move from this general discussion to consideration of some of the problems of small farmers in the Developing World through a focus on a specific cash crop e.g.: pineapple, melon or banana. Bring one of these fruits into the classroom and initiate general discussion around the following questions:

- What is this?
- What nutrients are in it?
- Where is it grown?
- How much would you pay for it in a shop?
- How much do you think a farmer is paid for growing this product?

**STEP 4** Use Worksheet 9, **Slicing the Banana** to engage students in a fun exercise which highlights some aspects of injustice against Third World Farmers and one of the means by which they are locked into a cycle of poverty and inequality.

# Worksheet 7

WHY ARE PEOPLE HUNGRY?

1

2

3

4

5

6

# Worksheet 8

## I AM HUNGRY BECAUSE....

Here are some people saying why they are hungry. The countries they live in are written in the box. Can you find them on the map? You will probably need to use an atlas for this. When you have found the country, write its name in the space. One has already been done to show you how.

"Since the earthquake no supplies of flour or lentils have reached our shops"



MEXICO



"I am under 18 and homeless so I have no money to buy food"

IRELAND

"In our town you always have to queue up to buy meat for at least an hour after work. Sometimes it runs out before it is my turn."



SOVIET UNION



"It hasn't rained for 8 weeks. I can't carry enough water from the pump for us to drink and to keep the plants watered"

BURKINA FASO

"There is a war in our country - we had to leave our home"

IRAQ



"I have no ground of my own to grow food on"

BANGLADESH



"I don't have enough money to buy the food in the shops. It is too expensive."

POLAND



"I have no seeds to plant in my ground to grow food"

BRAZIL



"Insects destroyed our pineapple crop so we couldn't sell our pineapples and buy rice and vegetables"

INDONESIA



Source: "Why are People Hungry?" Oxfam, 1991

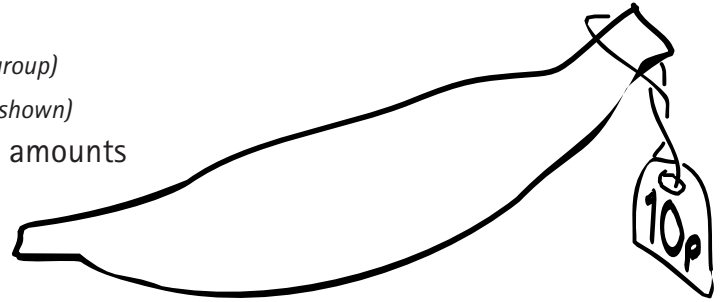
# Worksheet 9

## SLICING THE BANANA

**Aim:** To look in more detail at how trade affects the producers of one commodity.

**Time:** 30 minutes

**You will need:** Bananas (one for every six people in the group)  
 One large blank paper banana (as shown)  
 One large paper banana with real amounts filled in (as shown but keep concealed)  
 6 knives  
 Paper and pens



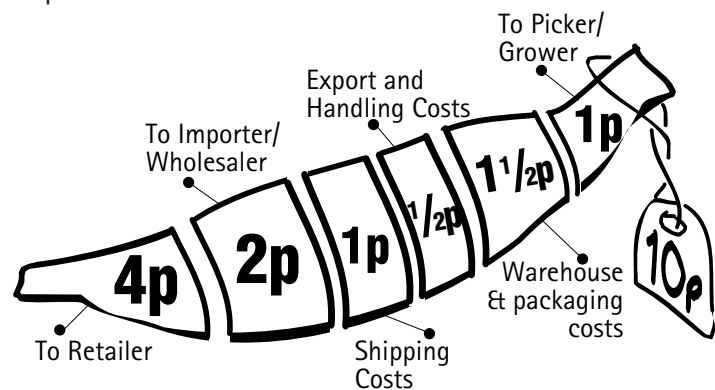
**Instructions:** Divide into groups of 6 and give everybody in a group one of the following roles:

- |                       |   |                   |
|-----------------------|---|-------------------|
| ○ pickers and growers | 6 | importing company |
| 6 packaging company   | ○ | wholesalers       |
| ○ shipping company    | 6 | retailers         |

- Make sure everybody understands their role in the process of supplying bananas to Ireland.
- Give out paper and pens and give the pickers/growers a banana each. Tell everyone that the banana costs 10p in the shop.
- Put the blank banana on the wall, marked 10p. Ask each group to agree how much each member of the group will receive for their labour and other costs of the final banana price .
- After 5 minutes get each group to present its case.
- If the totals come to over 10p, get the groups to negotiate between themselves until it comes to 10p.
- Reveal the actual situation.

How do the two sets of divisions compare?

Give the pickers/growers knives and allow them to share out the banana in the correct proportions. The pickers will be left with a tenth of each banana.



How do the pickers feel:

Is the situation fair? If not, what can be done about it?



Women packing bananas, Windward Island

Source: "It's Not Fair", Trócaire/Christian Aid, 1993



# UNIT 5

# Poverty

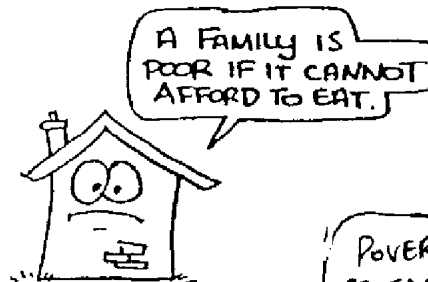
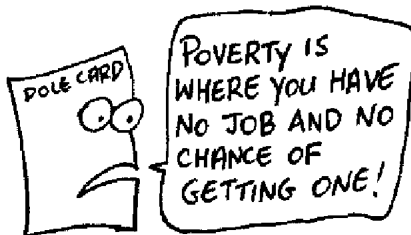
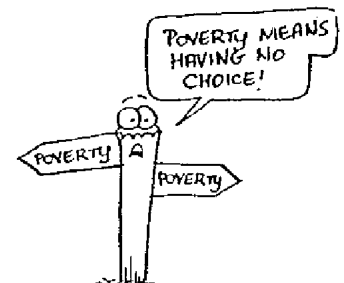
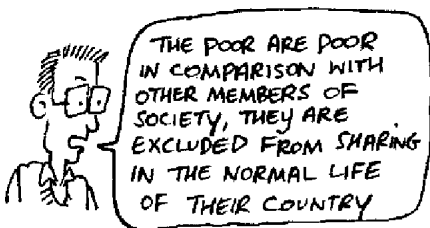
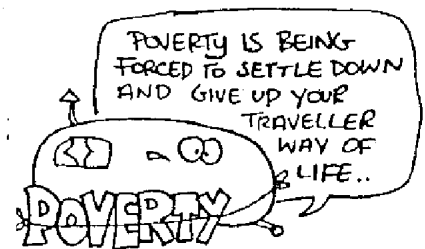
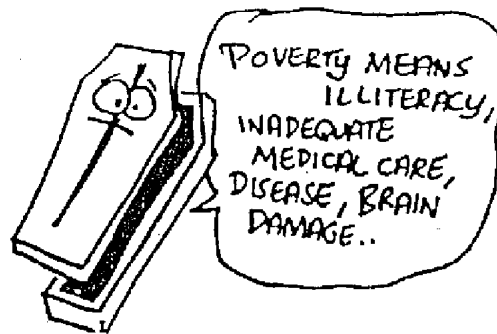
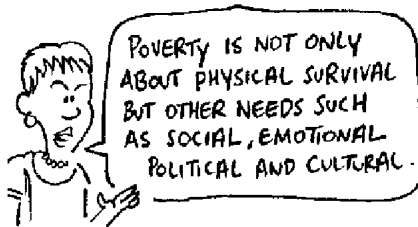
## WORKSHEET 10, 11, AND 12

- OBJECTIVES** The overall aim is to place the forgoing material and work on the theme of food within a broader context by:
1. Deepening students' understanding of poverty.
  2. Analysing some of the causes of poverty, locally and globally.
  3. Introducing some means of action for change to reduce poverty and inequality.
- STEP 1** Use Worksheet 10, **What is Poverty?** and accompanying questions to explore with students some of the realities of poverty.
- STEP 2** Use Worksheet 11, **Causes of Poverty Locally and Globally** to explore the issue of causes of poverty with students.
- STEP 3** Use Worksheet 12, **Action for Change** to engage students in a discussion of possible action for change that they/we can become involved in.

# Worksheet 10

## DEFINITION OF POVERTY

- PROCEDURE**
1. Ask students individually or in small groups to decide which definition they most agree with and which they least agree with.
  2. Take feedback - can the class as a group agree on a definition?
  3. In the discussion it is important to distinguish between absolute poverty and relative poverty. In an Irish context relative poverty is the issue whilst in the developing world it is more likely to be absolute poverty.



Source: "Fair Shares, A Discussion Pack on Poverty for Post-Primary Schools and Youth Groups", Combat Poverty Agency, 1991

## RELATIVE AND ABSOLUTE POVERTY (TEACHER)

### What is meant by poverty?

The Council of Ministers of the European Community (EC) in their decision to establish the Second European Poverty Programme defined the poor as "those persons, families and groups of persons, whose resources (material, cultural and social) are so limited as to exclude them from the minimum acceptable way of life in the member state in which they live".

This is a **relative definition** of poverty which has gained widespread acceptance. It suggests that poverty has to be seen in the context of the standards prevailing in a given society. People in Ireland are poor where, through lack of resources, they are excluded from the ordinary living patterns, customs and activities of Irish Society and face a constant struggle to live with dignity.

Not everyone understands poverty in this way. Some argue that more attention should be given to indicators of absolute poverty, i.e., where people lack the barest minimum necessary for survival, food, housing, clothing and so on. Obviously people facing such conditions are in desperate need and every effort should be made to ensure that no-one in Irish society finds themselves in such a situation. But it does not follow that only those people lacking the barest minimum are "really" poor.

The use of the term "relative poverty" has, however, given rise to some confusion which requires clarification. First, relative poverty refers to exclusion from minimally acceptable standards, not just any difference in resources. Second, and more importantly, referring to poverty as relative does not imply that it is any less real. The term relative refers to the way poverty is defined rather than the way it is experienced. The experience of poverty, of exclusion from minimum acceptable standards, is often one of physical and mental hardship that grinds people down over time, that frequently damages people lives and undermines their self-respect.

# Worksheet 11

## CAUSES OF POVERTY - LOCALLY AND GLOBALLY



### TO DO

1. Discuss some of the causes of poverty listed above - can you think of any others.
2. Identify from the list the causes of poverty in your area. Explain.
3. Identify from the list the causes of poverty in Third World countries. Explain.
4. Do you think poverty is everyone's problem to sort out? Discuss answers in class.

# Worksheet 12

## ACTION FOR CHANGE

Here is a list of examples of ways in which young people can get involved in campaigning/working for change on poverty issues both at home and in the Third World:

- Write an article for your school magazine or local newspaper.
- Do a report on poverty in your area.
- Challenge information that you hear when you know it is not correct.
- Do a school project on poverty and put on a display in your school, youth club, town centre, etc.
- Join a youth organisation.
- Join a voluntary or community organisation involved in tackling poverty.
- Fundraise for a local or global voluntary organisation.
- Organise "a food from different countries" event.
- Find out more about particular products and the marketing practices of major food companies.
- Become involved in the 24 hour fasts organised by organisations such as Trocaire, Concern, etc.

Remember always to contact the local media when you are organising an event. They may be interested in covering it.

**Step One:** Brainstorm on possible actions students may engage with and add some from above list if desired.

**Step Two:** In groups, discuss the options,

- How many people are already doing one/some of them?
- How useful do you think each one of these could be?
- Decide which would be the best option/options for your group.

In the large group. pool your ideas and plan a programme of action. You could begin by organising an awareness day in your school/youth centre to inform yourselves and others about poverty issues and change. Invite speakers from different agencies/groups to visit on the day.

# UNIT 6

# Review & Evaluation

## WORKSHEETS 13 AND 14

- OBJECTIVES**
1. Revision of main learning points.
  2. Evaluation of module and of overall learning experience.
- STEP ONE**
- Students fill out Worksheet 13. What did you learn?  
Feedback and discussion in class group.
- STEP TWO**
- Student Evaluation Sheet.  
Students fill out Worksheet 14  
*(this can be done by writing words and/or symbols in the diagrams)*  
Feedback and discussion in class group.

# Worksheet 13

## WHAT DID YOU LEARN?

1. What was this unit mostly about?

---

---

2. What did you learn about peoples' needs?

---

---

3. Name the different food groups and state the nutrients in each food group.

---

---

4. Where is malnourishment concentrated in the world?

---

---

5. What percentage of family income was spent on food?

- (i) Family on Welfare \_\_\_\_\_
- (ii) Family on Average Income \_\_\_\_\_

6. List some of the reasons why people on low incomes may not have a balanced diet.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

7. List some of the reasons why people are hungry in the Developing World.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

8. What might help people avoid hunger?

\_\_\_\_\_  
\_\_\_\_\_

9. Finish the sentence:

Poverty is \_\_\_\_\_  
\_\_\_\_\_

10. List three causes of poverty in Ireland.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

List three causes of poverty in developing countries.

- (i) \_\_\_\_\_
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_

# Worksheet 14

## Review Sheet



Things I liked \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Things I did not like \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





COMBAT  
POVERTY  
AGENCY

Food is an essential basic need yet in many parts of the world this need is denied to many people resulting in hunger, malnutrition and death. In Ireland, with high levels of relative poverty, the lack of adequate nutrition is also prevalent.

The fundamental cause for undernourishment and hunger where ever it exists, is poverty.

This resource sets out to introduce some of the complex social issues which surround food and access to it. It does this in a way that is accessible to 2nd year Junior Cycle students. Home Economics is the only subject which stresses an exploration of basic needs. This module takes basic needs as a starting point.

Every effort has been made to develop strong syllabus links, however there are also suggestions that go beyond these and assist students gain a broader understanding of the nature of poverty.

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Price £4.00



# Food Issues

MODULE FOR  
SECOND YEAR JUNIOR CYCLE

HOME ECONOMICS

COMBAT POVERTY AGENCY