

## Lesson 3

### Guess Who's Coming for Dinner?

Grades 4<sup>th</sup> – 6<sup>th</sup>

#### Lesson Objective:

**Participants will compare and contrast their own health concerns and economics with those of children in Africa.**

#### Materials Needed

Advertisements of eating establishments, take home menus, coupons, etc. Make sure prices are listed. Provide enough for the students to select menu items to cut out.

Paper, pencils, crayons or markers and glue sticks

Poster, chalkboard or marker board with title, "What can you buy with \$6.00?" written on the top.

#### As the students arrive

Place the ads on a table or the floor. Have the students look at the ads and discuss among themselves where they like to go out for dinner and what they usually order.

#### Introduction

In large group, discuss where they like to go out to eat. Ask how they pay for the food and how much it costs. Look at the menus and ads and have students pretend they are going out to eat and to be thinking about what they are going to order.

#### Lesson Content

At tables, have students cut out the menu items (or draw and color items) they would order and glue them to their paper. Have them write the amount each item costs and total the amount and write it on their paper.

##### Alternate Method

You may want to do this in large group, placing their selections on a poster and figuring the costs for each order with them.

#### Discussion

- Have each student share (either with the whole group or in small groups so that each has an opportunity to share) what they selected and how much their meal is going to cost.
- Read the background information on Life in Ghana (*see attached*). Review the story, "Maame's Special Gift". Emphasize the amount of money a typical family makes and compare that to a typical family income in your community.
- Discuss what happens when they are sick. Do they take medicine? Where does it come from? Who pays for it? Do they go to a doctor?

- Ask students to think about how many times they go eat at restaurants and what it costs compared to the cost of a mosquito net that could save lives. Ask them if they would be willing to give up one meal at a restaurant to save a family from malaria for up to four years?

### **Optional or Alternate Activities**

- Plan a trip to a local fast food restaurant and have the students bring money for their meal. Bring the take home menus back with you to be used during the discussion.

### **Application / Closure**

Discuss with the students how they can make a difference in the life of a child in Africa by saving \$6.00 of money that they would normally use to eat out to send to His Nets to purchase a mosquito net.

Tell them that the next lesson you will be asking them to think about other ways to support the efforts to stop the spread of malaria in Ghana and other parts of Africa. You will be biting back!!

Note: Fundraising may be done at any time during the course of study. Greater involvement from students should occur after they have had an opportunity to understand the impact their support can make. The feedback you get from students during this session may be enough to create that interest. At this point you may want to distribute contribution envelopes or containers for students to begin collecting money to bring to the next class session.