

TIGHT TIMES

Grades K-2 by Barbara Shook Hazen
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Time

45mins -1hr

Materials needed

The book *Tight Times*- Barbara Shook Hazen; pictures or objects of: *food, love, clothing, pets, toys, recreational activities* (Note: there needs to be enough pictures or objects so that each child has one)

Objective

To create an understanding of the struggles of families who have lost a job and the feelings associated with it.

Procedure

- Read Aloud-‘Tight Times’
- After reading, ask the students what the money their families earn is spent on. List ideas on the board.
- Create some general categories from the list on the board (*food, clothing, pets, toys, and recreational. Add love up as a category*). Write the names of these categories on big pieces of paper and post in different areas of the room.
- Hand out one picture or object to each child. Ask students to imagine that in this activity they are all members of one family. Have students, in turn, share what picture or object they are holding while the group identifies what category the picture falls under (*see list above*). Have the students post their photo up on the big piece of paper to the category they think it fits in.
- Once the group has sorted their pictures, explain that a parent/guardian has lost their job and that there is less money available to the family, so something will have to go. Have students decide what they would give up (take down the poster of vacation/recreational activities)
- Explain that time has gone by and that adult is still jobless (take down poster of new toys).
- Repeat with pets and new clothing.
- Discuss what is left – namely food and love. Discuss- Can people live without these?

Possible actions

- How can we help families during tight times? Host a food drive i.e. peanut butter drive or canned tuna drive.
- Create a fund drive- see *Set the Table*- a fundraising activity or contact The Food Bank of Western Massachusetts for information & resources.

Ma doe standards

ENGLISH LANGUAGE ARTS

Pre K-5 Standards

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

COMPREHENSIVE HEALTH

Nutrition

- 3.3 Recognize hunger and satiety cues and how to make food decisions based upon these clues.

Mental Health

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being.
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships.

HISTORY AND SOCIAL SCIENCE

Economics

- K.9 Explain why people work
- K.10 Give examples of things that people buy with the money they earn
- 1.11 Give examples of the choices people have to make about the goods and services they buy (e.g. a new coat, a tie, or a pair of shoes) and why they have to make choices (e.g. because they have a limited amount of money).