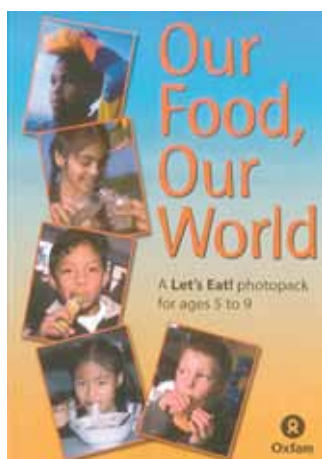


# Our Food Our World Collection

## Notes for Teachers



This guide has been put together to help you in using the 'Our Food Our World' collection in your classroom. This collection is based on the very popular pack **Our Food Our World** which is included with downloadable pages on the Oxfam website: [http://www.oxfam.org.uk/education/resources/our\\_food\\_our\\_world](http://www.oxfam.org.uk/education/resources/our_food_our_world) This pack follows a day in the life of each of 5 children from 5 different countries (Mexico, France, Thailand, South Africa and India) focusing on the food they buy and eat.

This guide contains tips about using Cultural objects, information about the 5 countries featured in the pack (Mexico, France, Thailand, South Africa and India), ideas for activities linked to the objects and the pack and details about the objects in the collection. Please refer to the pack for other excellent lesson plans to use with children aged 5-9.

Before returning the collection, we would be grateful if you could add to this resource by completing a feedback sheet at the back of this folder. Thank you.

# Contents Page

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- About the Global Collections page 3
- The Millennium Development Goals page 4-5
- The British bag page 7
- What's in the British Bag? page 8-9
- British Bag activities page 10-19

on blue pages

- About the countries in the pack page 20-21
- About the objects page 22-28
- **Ideas for activities** page 29- 44

- Other Global Collections page 47
- About DECSY page 48
- Your Comments (feedback forms) page 49
- Weblinks - Development Education page 50-51



# About the Global Collections

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“Our Food Our World” is one of the **Global Collections** available from the Development Education Centre (South Yorkshire) for local schools to borrow to use with their pupils. The aim of the Collections is that through critical engagement with the objects, children gain a greater understanding of other countries and connections between those countries and life in the UK.

We have tried to ensure that the contents of the collections are relevant and up to date by working with members of local communities who originate from the specific countries of focus.

*A full list of the other **Global Collections** available from DECSY is at the back of this folder.*



## Using cultural objects in the classroom

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The **Global Collections** are a great way to bring other cultures into the classroom in an engaging and memorable way. They will stimulate children’s curiosity and can be used to encourage skills in observation, creativity and research as well as supporting work on a range of curriculum subjects.

It is important that the objects are handled with care and respect and that the country in focus is presented **positively**.

Give some thought to how you will address any negative comments that are made about the objects. For example some of the objects may appear quite basic or ‘rough and ready’ but this could be because they have been made by hand or from reused materials or because they are designed to be of practical use rather than aesthetically pleasing. In some cases if children are asked to try and make a model of the object they will realise how much skill has gone into it.

Be aware of only comparing like with like. For example avoid comparing clothes that are worn on special occasions in one country with everyday clothes in another country.

Where possible try to identify **similarities** as well as **differences**.

# Millennium Development Goals

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The Millennium Development Goals are a set of 8 goals agreed by world leaders in 2000 which aim to improve the lives of people in some of the world's poorest countries by 2015. Enjoying and engaging with activities arising from this resource will help children to address issues linked to some of these goals as is outlined below:



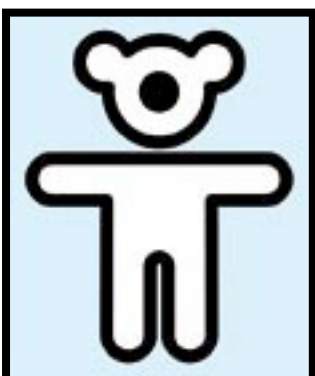
**Goal 1: To reduce poverty**



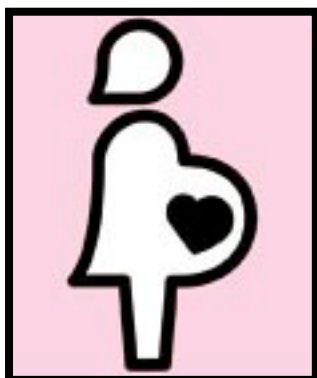
**Goal 2: To educate every child**



**Goal 3: To have equal chances for girls & women**



**Goal 4: To reduce the number of children and babies who die**



**Goal 5: To ensure safe and healthy motherhood**



**Goal 6: To fight infectious diseases**



**Goal 7: To clean up the environment**

**Activity 6 - Gardening**  
Encourage children to grow their own food



**Goal 6: To share responsibility for making the world a better place**

British Bag Activity 6 - Time for Tea  
Looking at the impact of fair trade on tea-growing communities.

*For more information about the Millennium Development Goals, see [www.unicef.org/mdg](http://www.unicef.org/mdg) or look on the Oxfam Education webpages.*



# The British Bag



## The aim of the British Bag

A British bag has been included in this Collection to help get the message across to children that it is very difficult (if not impossible!) to represent a whole country with a few objects.

By considering the contents of the British Bag and how well they feel it represents their notion of Britain, children will be more ready to approach the contents of the Pakistani box in a critical manner.

## Who chose the contents?!

The British bag comprises a selection of objects which have been put together to represent Britain. The objects were selected by a reference group of local South Yorkshire teachers who worked on developing the Global Collections project.

You may wish to add some of your own objects as well.

There are some suggested activities on pages 10-19 that you could do with the British bag.

### The contents

- **ABC UK book**
- **Heinz baked beans**
- **Red London double decker bus**
- **toy hammer (DIY)**
- **Box of tea bags**
- **umbrella**
- **flower seeds**
- **Yorkshire pudding tin**
- **Football boots**
- **Picture of the Queen**

*Feel free to add your own objects to this selection...*

*How about some tartan for Scotland, a leek for Wales or a Sheffield steel knife?*

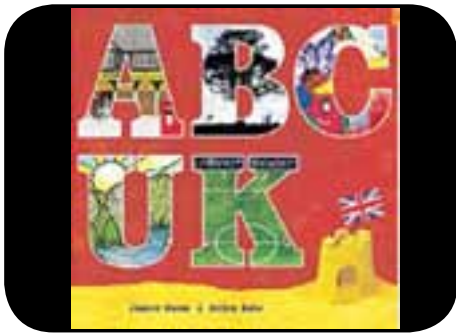






# What's in the British Bag?

1



**"ABC UK" book.** This is a beautiful book by James Dunn and Helen Bate. The book shows something British for each letter of the alphabet. A is for Arthur, B is for the Beatles, C is for Carnival....

2



**Heinz Baked Beans** first appeared on shelves in Britain in 1886, but did you know that it was only from 1928 that they were made in the UK? Before that they were imported from Canada! Today Heinz make 1.5 million tins of baked beans every day!

[www.heinz.co.uk/products/heinz\\_baked\\_beanz.aspx](http://www.heinz.co.uk/products/heinz_baked_beanz.aspx)

3



**Picture of London bus.** The iconic Routemaster red double deckers were introduced by London Transport in 1956 and only recently taken off the roads in 2005 (due to difficult access for disabled passengers). They are still used on tourist routes in London.

4



**Toy hammer.** The hammer represents the British love of DIY! UK householders spent £16.6 billion on home maintenance in 2008.

5



**Box of Clipper Fairtrade teabags.** Tea is considered the most British of drinks but tea drinking began in China 2000 years ago! In the 17th century tea in the UK was very expensive due to high taxes and so was a drink only for the upper classes. Tea smuggling was a major problem! In the UK we now drink an amazing 165 million cups of tea a day.



6



Flickr: love.janine

**An umbrella.** British people love to talk about (complain about!) the weather. Some say that's because it's very changeable so there's always something to say about it. It's very often the initial topic in a conversation between adults. How often have you said "Ooh it's very cold out this morning" ?!

7



**A packet of flower seeds.** Whether it's a window box or a huge plot, gardening is a very popular hobby for British people.

8



**Yorkshire pudding tin.** Sunday roast dinners are one of the most popular traditional British meals. The first Yorkshire pudding recipe was written in the 18th century. To make Yorkshire puddings you need flour, eggs and milk.

9



**Football boots.** Football has been played in England since medieval times. The Premier League with England's top 20 teams is the most lucrative league in the world with a combined revenue of £1.93 billion in 2007-8. Sheffield is the birthplace to club football - Sheffield FC are the oldest football club in the world, founded in 1857.

10



**Picture of Queen Elizabeth II.** Elizabeth was born in 1926 and became Queen when her father, George VI, died in 1952. She is also Head of the Commonwealth as well as Queen of 7 independent Commonwealth countries: the United Kingdom, Canada, Australia, New Zealand, South Africa, Pakistan and Sri Lanka.



# Activities - the British Bag

## 1. Me & My World.

To think about our identities as individuals and as part of a class and country.

### This is me

Ask children to bring in 4 or 5 items in a bag that they think represent them. Collect all the bags in, swap them round and see what children can tell about the person from the objects that they have selected. You could do this as a written activity or a list of adjectives. Can they guess whose bag it is? Find the person and talk to them to find out the story behind the objects. Why did they choose these things? Ask if they have learnt something new about their classmate. Share with the class.

### This is my school

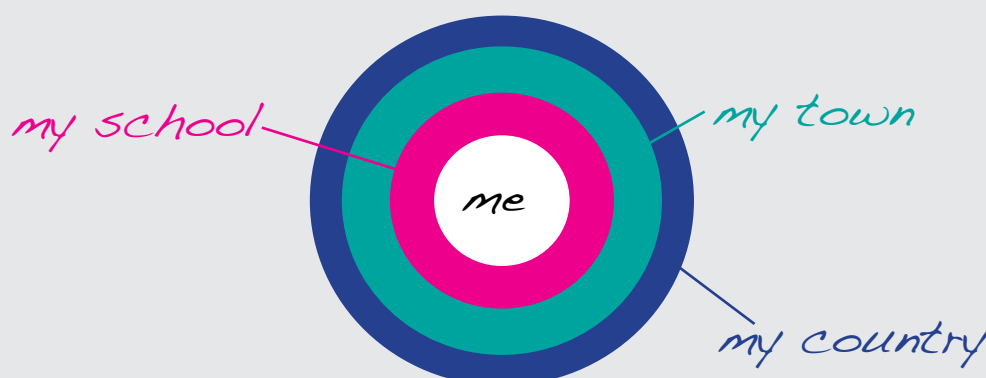
Now as a class decide which 5 objects you would choose to represent everyone in your school. You could do this in small groups and then share together. If your school is linked with a school abroad you could make this a real activity and take photos of the objects to send to your partner school.

### This is Britain

Collect the 5 school objects together and look at these and the individuals' objects. Now ask children to consider which of the objects they think represent Britain. You could do this by putting a line of string on the floor with a sign BRITISH at one end and NOT BRITISH at the other and asking them to place the objects where they think they fit on the line (*you may need to put initials on the individuals' objects first so they don't get mixed up!*). Allow time for reflection and encourage children to rationalise why they are putting the objects in a certain place. There is no right or wrong answer and they may need to reach a compromise!

Once the class has agreed where all the objects are placed, take the 5 or 6 objects that are closest to the BRITISH end of the line and put them on a table. Discuss whether the children feel that these objects would give someone a true idea about life in Britain? Is there anything else that they would like to add? If children in another country received these objects, do you think that would give them a true impression about our lives?

Try to convey the idea that it is difficult to represent a whole country with a few objects because the people that make up the country are diverse with different interests and values.



*This activity first looks at the identity of an individual, then at their immediate surroundings and works outwards to the idea of a national identity.*



## 2. What's in the bag?

To think critically about how the objects represent Britain and how they relate to our personal views of Britain.

Bring in the red British Bag. Tell children that this is a collection of objects that some people think represent Britain. What do the children think about these objects? Are there any that they don't agree with and would take out? Why? How are they different to the objects that the class selected?

Is this what it means to be British?! Is there anything missing? Maybe they are things that are harder to put in a suitcase like feelings or smells or behaviours – for example queueing or talking about the weather. How might you represent these?



*The British bag contains a selection of objects to represent Britain.*

The website Who Do We Think We Are? ([www.wdwtwa.org.uk](http://www.wdwtwa.org.uk)) has lots of information about Britishness including an interactive activity to build your own "Britishness Box": [www.wdwtwa.org.uk/images/britishness\\_box/](http://www.wdwtwa.org.uk/images/britishness_box/)

*When asked to think of things that represent Britain, many people said iconic buildings in London such as Tower Bridge.*



Image source: Flickr Armando Maynez



# Activities - the British Bag

## 3. But is it REALLY British?!

To explore the origins of various typically British items and the influence they have had on our country.

Fish and chips, a nice cup of tea, the Royal Family - they're all British right?! Well yes and no! Most people would agree that they are part of the British culture now but we have adopted them from other countries or cultures.

Look at the pictures of "British" things and ask children to pick the odd one out. *There are laminated copies of the pictures in this folder and they are also on Slide 1 of the CD.*

The answer is the Chicken Tikka Masala because this is the only one that comes from Britain!! A recent survey found it was Britain's most popular restaurant dish.

You could follow this with the Time for Tea activity about the origins of tea.

### *Information about the other pictures:*

**Umbrella** - the oldest reference to an umbrella was in China 2400 years ago!

**Christmas trees** - they were brought to England from Germany. Some say by the German wife of George 3rd in the 1800s and others say it was by Prince Albert, the German husband of Queen Victoria.

**Queen and Prince Philip** - Prince Philip was born into Greek and Danish royal families in 1921. He renounced his Greek and Danish titles before marrying Elizabeth.

**Cup of tea** - tea originated in SE Asia and was introduced to factory workers in Britain during the Industrial Revolution as a sustaining break, mixed with milk and sugar.

**Pint of beer** - beer is one of the world's oldest drinks, dating back to the 6th millennium BC! It is thought that beer-like drinks were independently invented by different cultures around the world. Evidence of beer brewing was found in ancient Babylonia. It was also part of the daily diet of Egyptians over 5,000 years ago.

**Apple trees** - Apple trees originated in central Asia and were perhaps the first trees to be cultivated.

**Fish and chips** - Fried fish first came to England with Spanish and Portuguese Jews in the 17th and 18th centuries. Potatoes were brought to Europe in the 17th century from South America. The first chip shop stood on the present site of Oldham's Tommyfield market.



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*Images for “But is it REALLY British?!”*





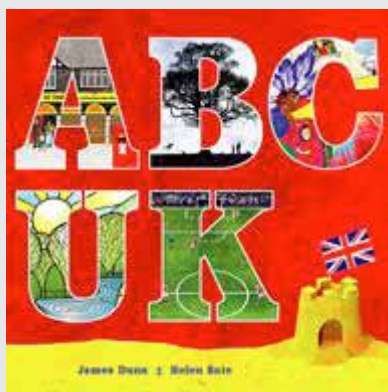
# Activities - the British Bag

## 4. A is for Arthur.....

To explore our own ideas of Britishness and celebrate the diversity of the UK.

Look at the "ABC UK" book by James Dunn and Helen Bate from the British bag. The book shows something British for each letter of the alphabet.

Ask children to come up with their own version - you could split the class into groups and give them a section of the alphabet to illustrate and then collate them into a book or wall display.



Or use "SHEFFIELD" or the school name, eg "SPRINGFIELD", S is for ..... etc or with children's own names.

### Extension task:

Encourage children to use the letters from their own name to create their own version which is personal to themselves.

## 5. Let's find out about....

To investigate some of the themes from the "ABC UK" book

Children work in groups or pairs to find out more about one of the themes in the book and then present their findings to the rest of the class. A good starting point might be to draw the 'theme' in the middle of a large piece of paper and write down all the questions they can think of that they'd like to find the answers to.

At the end you could make a wall display with a large map of the UK and arrows linking to the different themes - Liverpool for the Beatles, Wales for the Dragon etc.

(Note that some of the themes can't be pinpointed to one location).



image source: Flickr - dannysullivan

*Stonehenge*

## 6. Time for tea!

To understand how the journey of the tea bag can be traced back to its source and the impact of fair trade.

**Where does our tea come from?** The tea that we drink in the UK comes mostly from Kenya, India, Indonesia, Malawi, Tanzania, Sri Lanka and China. Have a look at some packets of tea and see where they have come from. Find the countries on the map. How far are they from Britain?

**Sorting game - How is tea made?** The cards on the next page are taken from *Action Aid's Chembakolli Tea Party* resource pack and show the process of producing tea. Photocopy the cards onto thin card, cut them up and ask pupils to arrange them in the correct order (Growing - Plucking - Chopping - Weighing - Drying - Sorting - Tasting). Are they surprised by how much work goes into one tea bag?

**Fair Trade** - Fair Trade tea is growing in popularity and is becoming the preferred choice of many British tea-drinkers. Look at the Fair Trade campaign and consider the benefits of fair trade. Is your school a Fair Trade school? There is lots of information on the Fair Trade Foundation website.

**The Great Tea Debate**, also from the *Chembakolli Tea Party* resource, is a structured debate to decide whether or not it is a good idea for a community in India to sell their tea overseas and includes discussion on fair trade. The role cards have been included in this pack - see page 17. Divide pupils into 6 groups. Each group takes on one of the six roles and prepares a short presentation to put across their argument. During the debate everyone listens to each of the presentations and can ask questions. At the end the pupils come out of role and vote.

### Extension task:

Ask pupils to research how tea came to Britain and make a timeline of the different events. Pupils could carry out a survey at home to find out how many cups of tea people drink each day and display the information into a graph. Have a tea-tasting party!

*Tea being harvested in Kenya.*



image source: Flickr - franz88





## Tea-making cards from ActionAid resource

*Please return the A4 Tea - Making cards sheet to this pocket if you remove it. Thanks.*

### Sorting

When the tea powder is black and dry, it is sorted into big bits and small bits. The big bits become loose tea, and the small bits go into teabags.



### Weighing

The ATLM truck drives the green tea leaves to Parry Agro factory. Here, they are weighed and put out to dry on big withering racks. They stay here for up to 20 hours.



### Chopping

The second thing to happen in the factory is that the leaves are chopped in huge machines. This is called CTC or 'cut, tear and curl'. They turn a bright copper colour.



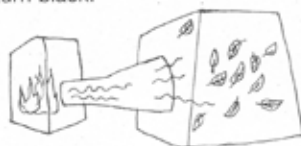
### Plucking

Next, the tea is plucked (picked). The two newest leaves and a bud are picked. This is called the 'flush' or 'fine pluck'. Then, it is taken to the ATLM truck.



### Drying

The chopped up leaves are then put into round dryers. This keeps the tea's flavour, and makes it turn black.



### Tasting

Finally, a tea taster makes a cup of tea. They slurp it loudly, roll it around their mouth and spit it into a spittoon. If it is good, the tea goes on sale.



### Growing

The first job is to plant tea bushes called 'Camellia Assamica'. They grow in rows and can live for 100 years. Their leaves are dark green and pointy. They feel very smooth.



Tea-making  
cards

## Role cards for the Great Tea Debate (ActionAid)



*Please return the laminated Teacher's sheet and 6 role cards to this pocket if you remove them. Thanks.*

	<p><b>Lakshmi and Maran</b></p> <p>We are farmers from Chembakolli and we want to sell our tea to other countries. It will link us to new people. We will get a good price and pay for our grandchildren to stay at school. Our tea is pure and it helps keep you healthy.</p>
<p><b>Mary McAroni</b></p> <p>I do not want to buy fair trade tea for this school. I'm too busy to change the order. I buy the cheapest tea in the supermarket and save money. We could spend this on a new computer. I'd like to help Chembakolli but I don't have the time.</p>	
	<p><b>Neelakandan</b></p> <p>I drive the ATLM truck to collect tea every afternoon. I think we should sell our tea to other countries. Tea is the main money-maker in the area and we know how to grow it well. Other people will hear about us, and we will have pride in being an Adivasi.</p>
<p><b>Badichi</b></p> <p>I live in Chembakolli and I don't think we should sell our tea to other countries. It is better to grow food we can eat. If the price of tea falls we will have to take our children out of school. Let us build up our wealth in other ways.</p>	
	<p><b>Ryan Meredith</b></p> <p>I want my school to buy tea from our friends in Chembakolli. It costs a few pence more but means that the growers get a good price. Everyone should drink it, even if it means having to wait to buy a new computer for our class. It also tastes delicious!</p>
<p><b>Mr Santosh</b></p> <p>The Adivasi people should not sell tea. I work for the biggest tea company in India. We trade tea all over the world. The Adivasis cannot compete with us. They should stick to what they know – collecting honey from the forests. They don't know how business works.</p>	



# Activities - the British Bag

## 7. British Poetry

Explore the diversity and history of our country, our class and ourselves.

Use the poem by Benjamin Zephaniah on the next page as a starting point for thinking about the diversity and the history of the UK.

Suggested activities:

- Children work in groups to find all the countries mentioned in the poem on a world map. This map could then be used as part of a display showing the diversity of the UK.
- Students could create their own poems about the heritage of their family or of the class, including values that they think are important.
- Students could create research projects, individually or in groups, about the various countries that people have come from to live in the UK or the historic groups that helped to form the UK (e.g. the Vikings).
- Students could work as a class to create a class profile of heritage and origins. This could be compared with the world map and the diversity of the UK as a whole.



*This is a picture of Benjamin Zephaniah. He was born and raised in Birmingham, UK but his family are originally from Jamaica. He writes a lot of poems and novels which are both political and relevant.*

*Find out more at  
[www.benjaminzephaniah.com](http://www.benjaminzephaniah.com)*



## **The British**

by Benjamin Zephaniah

*Taken from Wicked World! by Benjamin Zephaniah)*

**Serves 60 million**

**Take some Picts, Celts and Silures  
And let them settle,  
Then overrun them with Roman conquerors.**

**Remove the Romans after approximately four hundred years  
Add lots of Norman French to some  
Angles, Saxons, Jutes and Vikings, then stir vigorously.**

**Mix some hot Chileans, cool Jamaicans, Dominicans,  
Trinidadians and Bajans with some Ethiopians,  
Chinese, Vietnamese and Sudanese.**

**Then take a blend of Somalians, Sri Lankans, Nigerians  
And Pakistanis,  
Combine with some Guyanese  
And turn up the heat.**

**Sprinkle some fresh Indians, Malaysians, Bosnians,  
Iraqis and Bangladeshis together with some  
Afghans, Spanish, Turkish, Kurdish, Japanese  
And Palestinians  
Then add to the melting pot.**

**Leave the ingredients to simmer.**

**As they mix and blend allow their languages to flourish  
Binding them together with English.**

**Allow time to cool.**

**Add some unity, understanding and respect for the future  
Serve with justice  
And enjoy.**

**Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter, unpleasant taste.**

**Warning: An unequal spread of justice will damage the people and cause pain.**

**Give justice and equality to all.**

# Our Food Our World: About the countries

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The following statistics appear in the **Our Food Our World** activity pack but we have updated them where ever possible.

## Facts about Mexico

<b>Capital</b>	Mexico City
<b>Population</b>	112 million (June 2010 Wikipedia)
<b>Area</b>	1.96 million sq km (758,449 sq miles)
<b>Major language</b>	Spanish
<b>GNI per capita</b>	PPP \$14,290 (World Bank 2010)
<b>Life expectancy</b>	73.65 years (men), 79.43 years (women) (CIA Fact Book 2011 estimates)
<b>People per doctor</b>	796 (Oxfam 2007)
<b>Literacy</b>	93.4% (UNDP 2011)
<b>Access to safe water</b>	88% of population (Oxfam 2007)
<b>Urban population</b>	76% (Oxfam 2007)

## Facts about France

<b>Capital</b>	Paris
<b>Population</b>	65 million (2012 Wikipedia)
<b>Area</b>	543,965 sq km (210,026 sq miles)
<b>Major language</b>	French
<b>GNI per capita</b>	PPP \$34,440 (World Bank 2010)
<b>Life expectancy</b>	78.02 (men), 84.54 years (women) (CIA Fact Book 2011 estimates)
<b>People per doctor</b>	303 (Oxfam 2007)
<b>Literacy</b>	99.0% (UNDP 2011)
<b>Access to safe water</b>	100% of population (Oxfam 2007)
<b>Urban population</b>	76.6% (Oxfam 2007)

## Facts about South Africa

<b>Capital</b>	Pretoria
<b>Population</b>	50.5 million (July 2011 Wikipedia)
<b>Area</b>	1.22million sq km (470,693 sq miles)
<b>Major language</b>	11 official languages including English, Afrikaans, Sesotho, Setswana, Xhosa and Zulu
<b>GNI per capita</b>	PPP \$10,360 (World Bank 2010)
<b>Life expectancy</b>	49.81 years (men), 48.13 years (women) (CIA Fact Book 2011 estimates)
<b>People per doctor</b>	226 (Oxfam 2007)
<b>Literacy</b>	88% (UNDP 2011)
<b>Access to safe water</b>	86% use 'improved' water sources (Oxfam 2007)
<b>Urban population</b>	57.9% (Oxfam 2007)



# Our Food Our World: About the countries

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## Facts about Thailand

Capital	Bangkok
Population	65.9 million (July 2011 Wikipedia)
Area	513,115 sq km (198,115 sq miles)
Major language	Thai
GNI per capita	PPP \$8,910 (World Bank 2010)
Life expectancy	70.77 years (men), 75.55 years (women) (CIA Fact Book 2011 estimates)
People per doctor	4,164 (Oxfam 2007)
Literacy	94.1% (UNDP 2011)
Access to safe water	84% of population (Oxfam 2007)
Urban population	32.5% (Oxfam 2007)

## Facts about India

Capital	New Delhi
Population	1.17 billion (CIA July 2010)
Area	3.29 million sq km
Major language	Hindi
GNI per capita	PPP \$3,550 (World Bank 2010)
Life expectancy	67.46 years (men), 72.61 years (women) (CIA Fact Book 2011 estimates)
People per doctor	2,200 (Oxfam 2007)
Literacy	74.04% (UNDP 2011)
Access to safe water	83% of population (Oxfam 2011 web info)
Urban population	29% (CIA, 2008)

Further background information about each of the countries can be found on pages 17 - 20 of ***Our Food Our World*** activity pack.

# About the objects

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The objects contained in the Our Food Our World collection were chosen to go with the Oxfam pack **Our Food Our World**. We tried to find a selection of objects, books and food items to go with each of the 5 children from the 5 different countries: Mexico, India, Thailand, South Africa and France. Where ever possible we have found objects that can be seen in the photographs in the pack.

It would be useful before beginning work on this collection to make your own collection of more perishable items such as **breads, fruit and vegetables**.

On page 10 of the **Our Food Our World** pack there is a warning about learning about Thembe who is the girl from South Africa. It points out the importance of giving a balanced view of South Africa. 'Thembe's circumstances are fairly typical of a rural Zulu girl. However, this setting is far from the urban, often high-tech existence led by other South Africans in cities such as Durban where many aspects of life have more in common with London, say, than with Thembe's hillside village'.

The pack suggests that you begin by telling the pupils you have something that people use in Durban, the city near to where Thembe lives and then reveal a **mobile phone**. In fact mobile phones are increasingly being used in rural Africa as well. The CD Rom at the back of **Our Food Our World** includes some photos of Durban to help pupils to have a more balanced view.



Why not include a mobile phone as an additional object in the collection?



Durban skyline from <http://www.flickr.com/photos/calharding/> More photos like this can be obtained from [www.flickr.com/photos](http://www.flickr.com/photos)



# About the objects

1



Mexican sombrero.

This is like the one Luis is wearing in one of the photos in the **Our Food Our World** photo pack. Now a national and cultural symbol, straw sombreros are rarely seen in modern urban settings except as part of outfits used in certain festivals.

2



Mexican tortilla press.

Called a 'tortilladora' in Mexico this simple metal or wooden tool is used to make corn tortillas. Balls of masa (corn dough) are placed in the centre of the press, pressure applied and the dough is flattened into a round, flat tortilla. The press is used to make only corn tortillas. Flour tortillas are normally rolled thin with a wood rolling pin.

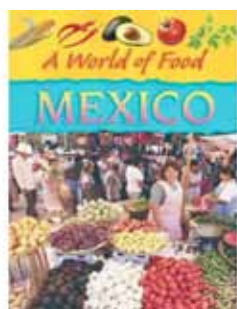
3



***M is for Mexico***

Alphabet book with photographs of Mexican life.

4



***A World of Food Mexico***

Book which looks at the food, religion, landscape, climate, farming, crops, holidays, festivals, culture, etiquette, and global influences of Mexico, along with three distinctively characteristic recipes.

5



Indian Kashmiri tea.

Kashmiri tea is boiled in a pan with water and cardamoms and after 15 minutes or so milk, sugar, crushed almonds and pistachios are added.

# About the objects

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6



Indian spicy mix

7



Indian chapatti pan. A flat griddle pan made from cast iron used for cooking flat breads like chapattis.

8



Black eye beans.  
Black-eyed peas also called black-eyed beans, Chawalie or Lobia in various Indian languages. They are grown around the world and eaten in many different ways. In India they are often eaten in curries. (Also eaten in Mexico and South Africa: see Activity 10 for recipes)

9



Pestle and mortar.  
Used since ancient times to crush spices in to powders and make curry pastes.

10



Two Indian Balti dishes.  
The word balti is found in Urdu, Hindi and Bengali and means 'bucket'. The balti dishes are used to cook a variety of curries but most famously the 'balti' curry referring directly to the dish it is cooked in.

# About the objects

11



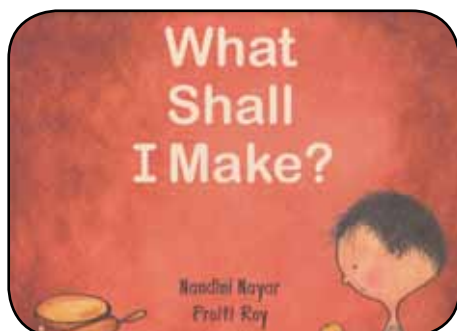
Indian pepper is a flowering vine cultivated for its fruit, which is usually dried and used as a spice and seasoning. The fruit, known as a peppercorn when dried, contains a single seed. Black pepper is native to India and is extensively cultivated there and elsewhere in tropical regions. Dried ground pepper has been used since antiquity for both its flavour and as a medicine. Black pepper is the world's most traded spice. It is one of the most common spices added to European cuisine

12



Indian sari as worn by some of the people in the photos of Yamini.

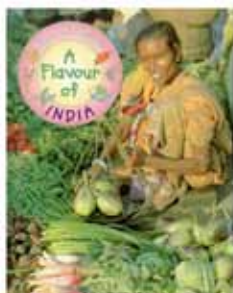
13



## *What Shall I Make?*

Originally published in India, this book shows Neeraj as he makes a snake, a mouse, a cat and a lion out of chapatti dough. Finally he and his mother make a chapatti. Includes instructions for making chapattis.

14



## *A Flavour of India*

Book about food and culture of India, includes recipes.

15



Thai cooking pot. Water is put in this pot and a special basket is put on the top for rice. The water is heated and the rice is steamed to make Thai sticky rice.



# About the objects

---

16



Thai sticky rice serving basket.

This tightly woven basket keeps sticky rice warm and moist, preserving it for a surprisingly long time without refrigeration. Used throughout Thailand.

17



6 packets of Thai snack food and seasoning.

18



*Condensed milk.*

*Thembe describes a special pudding made with condensed milk that will be served at the wedding. This might have been a milk tart which is famous in South Africa.*

19



South African metal cooking pot.

This is like the ones that Thembe uses. It is designed to be able to be used outdoors over an open fire.

20



Maize. Another word for corn: long white or yellow spears of grain which grow inside tall, leafy plants. Maize is a staple food in South Africa (which means it is eaten every day). See recipe for maize meal on page ...



# About the objects

21



Pearl barley.

This is Barley that has been processed to remove its hull and bran. Barley must have its fibrous outer hull removed before it can be eaten. Pearl barley is then polished to remove the nutritious bran layer. Pearl barley is the most common form of barley for human consumption, probably because it cooks faster and is less chewy than other, less-processed forms of barley. See South African recipe page ...

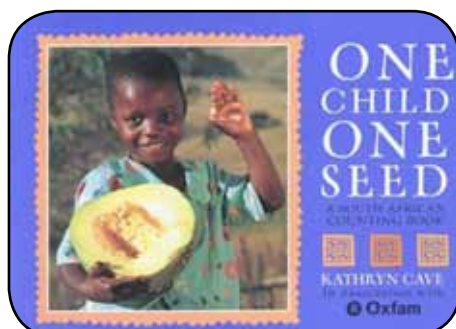
22



S is for South Africa.

Alphabet book with photographs of South African life.

23



*One Child One Seed*

Bright, positive, photographs of a young girl growing and harvesting a giant pumpkin in South Africa provide the context for this counting book for recognising numbers from 1-10. The text also provides good background information.

24



French shopping bag with a recipe in French on the side. For many years French supermarkets have not provided free plastic bags so most French people are used to going shopping with their own bags.

25



Muffin cases like the ones Jordan might use when he is making cakes. These ones are made from silicone so that they can be re-used.

# About the objects

26



Egg whisk like the one Jordan from France is using in one of his pictures.

27



Bonne Maman Crepes dentelle biscuits. Traditional biscuits from Brittany in Northern France.

28



Bonne Maman soft raisin biscuits.

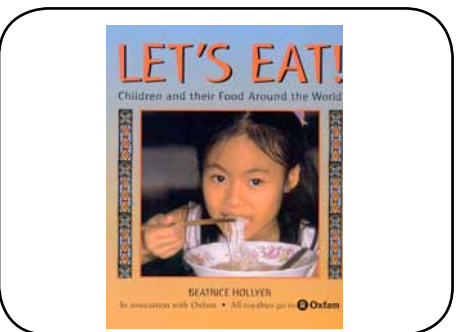
29



***A World of Food France***

Book which looks at the food, religion, landscape, climate, farming, crops, holidays, festivals, culture, etiquette, and global influences of France, along with three distinctively characteristic recipes.

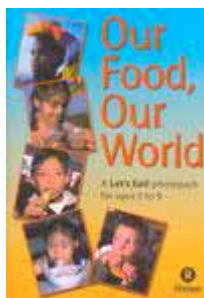
30



***Let's Eat!***

The book that this collection of objects is based on.

31



### ***Our Food, Our World***

The activity pack that this collection of objects is based on. Full of information about the 4 children and activities in different curriculum areas.

32



Restaurant and take-away leaflets collected from places in Sheffield. Children could collect their own.

33



A photobook about the journey of a banana from the Caribbean to the U.K

34



A simulation game about fairtrade.



**Activity :** These lesson plans give an outline of how the resources might be used in an on-going project which ends with a food celebration day.

### **Lesson 1: Introduction**

1. Read 'Let's Eat!' by Beatrice Hollyer with the class.
2. To introduce the countries and the children in the book, use activity 2 in the 'Our food our world collection' 'Where is the country?' along with activity 1 from 'Our food our world' teachers notes.
3. To further introduce the children from the book, look at activities 3,4 and 5 in the 'Our food our world' teachers notes. Use note 'B' in activity 3 and activity 12 in 'Our food our world collection' as homework activities.

### **Lesson 2: Using the objects**

1. Look at activities 1,3 and 5 in the 'Our food our world collection'.
2. Explain to the pupils that at the end of the project there will be a food celebration day and that the dance/music they will be learning next will be practised each week and performed on the special day. Look at activity 16 in 'Our food our world' teachers notes, for an idea of how this performance can be conducted.

### **Lesson 3: Food connections**

1. Look at activity 8 in 'Our food our world' teachers notes, this activity then leads on to further game-led activities on the next page.
2. At the start of 'Getting to know you' in Section 2 of 'Our food our world' teachers notes, just before activity one. It explains how the children can make their own food profiles. Encourage the children to start doing this (it can be an on-going activity, building every lesson) this will be important in future lessons.
3. A homework activity is mentioned in note 'B' of activity 3 in 'Our food our world' teachers notes.

### **Lesson 4: Exploring food**

1. See activity 9 and 10 in 'Our food our world collection'.
2. Look at Section 3 (We all need to get our food from somewhere) and activities 6 and 7 in 'Our food our world' teachers notes.
3. Look at the 'Go bananas' ('what's next' p.12 and 'Market shares' p.15) and 'Growing bananas' simulation in the teaching pack.

### **Lesson 5: Healthy eating and sustainability**

(Note: Whole school activity - activity 8 in 'Our food our world collection')

1. Look at section 4 (we all need healthy food) and at activity 9 in 'Our food our world' teachers notes. Particularly look at the lunchbox survey which can be linked to homework activity 10, note 'B'. At 'Pupils' own profiles and 'typical foods' and 'Processed or natural foods'.
2. Look at Section 5 in 'Our food our world' teachers notes, and at activity 11.
3. Look at <http://www.theguardian.com/environment/ng-interactive/2015/aug/12/produced-but-never-eaten-a-visual-guide-to-food-waste>

### **Lesson 6: Design activity**

1. See activity 9 note 'B' 'Our food our world' teachers notes.

### **Special Day preparation**

See activity 9 'Our food our world collection' for Indian sweet making.  
See activities 14, and notes B+C.

## 1. Object Detectives

Introduce the objects and arouse children's curiosity about what they are and where they are from.

Show children the box containing the objects from the different countries. Take out the objects one by one. Encourage children to think about what they might be and what they would like to know about them.

Use a selection of the objects (perhaps the ones shown on pages 34&35) and spread them out around the classroom. With each one, put a large piece of paper and two different colours of sticky notes.

Tell children they are going to be detectives. They should move round the objects and at each one think of one thing they **know** about the object - they might not know what it is, but could describe it in some way - and one **question** that they would like to ask about it.

They should write these on the sticky notes (agree one colour for Things We Know and one colour for Questions) and stick them onto the paper.

Afterwards come back together as a class and discuss. Talk about how you could find out more about the objects. (*asking people from the countries, looking on the internet, looking in a book etc*). Keep the papers and revisit them later on in the unit to see if you can answer any of the questions.

*There will be questions that you don't have the answers for, so think about how you are going to deal with this! If you know someone from any of the countries featured who can come into class, children could ask them these questions.*

You could then give children a set of cards (over the page) one with pictures of the objects and one with the names and descriptions and ask them to match them up so they know what the objects are used for. Were they surprised by what any of the objects are? Allow time for discussion. Some photos in the **Our Food Our World** activity pack include some of the objects. Show the photos or slides from the CD included in the pack and see how many they can spot!



# Activities

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## 2. Where is the country?

Practise using a map or globe to locate countries and investigate their geographical features.

Ask children to find each of the countries featured on a globe or in an atlas.

Which countries do they share borders with?  
Can you see any mountains or rivers?  
What is the capital city called?  
How far is it from England?  
How would you travel there?  
How big is the country?



### Extension task:

You could develop this into a research activity, giving groups of children different aspects of the country to find out about - rivers, weather, food, animals, figures (size of country, population, number of people living in the capital) - and asking them to feed back to the class or make a page which can be collated into a book. You would need to give them access to books, internet or a local people to find out the information.

You could ask them to compare what they find out with information about the UK to give it more context.

## 3. Pairs game

A fun way to familiarise children with the objects and consider their various purposes.

Using the cards from the previous activity (on the next pages), children can play “pairs” with the cards in twos or small groups. Turn all the cards face down on the table and turn two cards over at a time to try and find a picture and its description. The person with the most pairs wins.



## **South African metal cooking pot.**

This is like the ones that  
Thembe uses.



## **Egg whisk**

Egg whisk like the one Jordan  
from France is using in one of  
his pictures.



## **Mexican sombrero**

This is like the one Luis is  
wearing in one of the photos  
in the **Our Food Our World**  
photo pack.



## **Tortilla Press**

Called a 'tortilladora' in  
Mexico this simple metal or  
wooden tool is used to make  
corn tortillas.



## **Indian Sari**

as worn by some of the  
people in the photos of  
Yamini.





## **Thai cooking pot**

Water is put in this pot and a special basket is put on the top for rice. The water is heated and the rice is steamed to make Thai sticky rice.



## **Thai sticky rice serving basket**

This basket keeps sticky rice warm and moist, keeping it for a surprisingly long time without refrigeration.



## **Muffin cases**

These are like the ones Jordan might use when he is making cakes. These ones are made from silicone so that they can be re-used.



## **French shopping bag**

Used by French people to save them buying plastic bags in supermarkets.



## **Indian Kashmiri tea**

Kashmiri tea is boiled in a pan with water and cardamoms and after 15 minutes or so milk, sugar, crushed almonds and pistachios are added.

## 4. Drawing activities

Look at the objects more carefully by drawing them.

By drawing the objects, children will need to look at them very closely and will notice more details about them. These are some ideas for different ways of drawing them.

a) Work in small groups and one pupil draws the object from the front, one from the back, one from the side, one from the top. What details do you notice that you didn't see at first?

b) Work in pairs and one person describes the object and the other draws it from the description without seeing the object. How accurate can you make the drawing?

c) Drawing from memory - children can look at the object but then move it away and they draw from memory. Part way through, one child in the group could be shown the object again and come back and describe details to the group.

d) Put the object in a feely bag (don't do this with delicate objects!) and ask the children to draw the object based on what it feels like.

e) Looking past the object - draw a picture of the object being used in its country.

**Extension task:**

Students could use their artwork to make a classroom display.



# Activities

## 5. Sort it out!

A simple activity which encourages children to handle the objects.

Set out the objects on one table and ask children to sort them into categories. They could decide themselves how they want to divide them up – small or big, heavy or light, what they're used for, old or new etc.

Weigh all of the objects and arrange them from heaviest to lightest. Were they surprised by any of the results? What makes them heavy/light?



The children could each choose an object in their heads then mime using it to the group and see if they can guess which one it is.

A homework activity could be to find a food or food related object in the home that is from a different country, this could be linked to languages and how there are many different words from other countries that have become part of the English language. A menu from one of the countries in the book, written in that language, could be examined and children could pick out groups of words that sound similar to English words and others that are repeated throughout the menu and look up or work out their meaning.



## 6. Gardening

Introduce children to gardening and growing their own food. Some of the easiest plants to grow are vegetables, which you may find surprising. This is a great way to introduce children to healthy eating. Quite often children who are very fussy eaters will really enjoy eating things that they have in fact grown themselves.

There are many different varieties of vegetables to choose from and you could try something a little different for example red carrots, purple-sprouting broccoli or even black tomatoes. There are even miniature vegetables which young children may really enjoy growing. Not every school or childcare setting has a garden but you don't need lots of land to grow vegetables. They can be grown in containers or window boxes inside and out. Some settings have now taken up allotments and grow enough vegetables to use for school dinners.

How exciting it is for children to eat something that they have grown themselves. They start to understand the care the plants need and you can also use this to start teaching about seasonality and eating locally produced food instead of food that's been flown a long distance. Growing vegetables is also a great way to get parents/carers/ grandparents involved.

When the children come to harvest the veg of their labour they can feel a connection with those children around the world who grow their own food all of the time.

Lettuce seeds are great to plant with children as they only take about 4 weeks to grow. They are best grown in the spring when all the cold weather has gone. There are lots of ideas about growing food here:

[www.greatgrubclub.com/home](http://www.greatgrubclub.com/home)

[www.kiddiegardens.com/easy\\_to\\_grow\\_vegetables.html](http://www.kiddiegardens.com/easy_to_grow_vegetables.html)

[www.bbc.co.uk/gardening/gardening\\_with\\_children/plantstotry\\_easy1.shtml#fruit\\_and\\_vegetables](http://www.bbc.co.uk/gardening/gardening_with_children/plantstotry_easy1.shtml#fruit_and_vegetables)

[www.gardeningwithchildren.co.uk/school-zone/fact-sheets/items.cfm?id=18](http://www.gardeningwithchildren.co.uk/school-zone/fact-sheets/items.cfm?id=18)

This activity can be linked to the Action-Aid resource pack on sustainable farming.



image source: Flickr - DFID

# Activities

## 7. South African foods activity (Foundation / KS1)

Read the children *Handa's Surprise* or another book that looks at food. As you read the book talk about the fruits that Handa is taking to her friend. After you have read the story talk about how we carry our food from the shops. Handa carried the basket of food on her head. In South Africa people often carry things on their heads leaving their hands free to do other things. How do they balance the baskets on their heads? With a light empty basket encourage the children to try and balance the basket on their heads. Discuss how it feels. Is it difficult? Could you get used to it? Discuss the advantages and disadvantages of carrying things in this way.

Then show the children a number of different foods. Ask the children to name the foods or whether they think the foods look familiar.

Hand the food round and encourage the children to touch and smell the items.

After the children have investigated the foods show the Food close-ups photos from **Our Food Our World** activity pack to the children talking about each one. Asking questions such as –

1. What do you think this would feel like?
2. How do you think they would smell / taste?
3. How could we use this in cooking?

Buy a number of fruit juices and encourage the children to try these and to guess which fruit they come from. When doing any activity with food always checks for food allergies first.



image source: Flickr - cogdogblog

*List of foods to use with this activity:*

*Maize-Dried  
Maize- Meal  
Cassava  
Sweet Potatoes  
Yams  
Coconut  
Plantains  
Tamarinds*

*Where to buy these: Ozmans International  
Supermarket on London Road, Sheffield  
Most Asian or African supermarkets will  
stock these foods and also the Castle Market,  
Sheffield will stock some of them.*

## 8. Whole School activities (contributed by Shaeen Rehman from Lydgate Infant School, Sheffield)

At a whole school level, the school could have their school dinners associated to the different countries for that week.

Parents or the local community could be asked to support the school, preparing food or to come in to show a simple recipe for the children to try out.

After reading all the profiles, children could be asked to consider the diversity of 'bread' as it a popular food. Teachers could buy a variety to show the children and find out if any of the children have eaten any before, how and what they have eaten them with. Maybe have a tasting session.

A project on food is a fantastic opportunity to discuss with children how in some countries eating with a fork and knife or even sitting at a dining table is not the norm, children in class can talk about their meal times, times they eat etc

## 9. Activities related to India or Pakistan (from Shaeen Rehman)

Read *What Shall I Make?* (included in the collection) then make plain coloured playdough and allow the children to practice making it into a chappatti.

Daal (Indian): have a selection of small bags for the children to have a close look and feel. Maybe sorting/counting activities with the daal (all available from asian grocers in different sized bags).

Make pictures with the daal BUT not to glue down so as to be able to use again- i.e. scenic, like Van Gogh's swirly whirly paintings or make paper plate faces using a variety of daals.

Look at a variety of spices. Children could smell, touch and then try and grind the seeds into powder using a pestle and mortar eg. coriander seeds, cumin, fennel, black pepper corns, cardamom seeds, cinnamon etc. Show the children photographs of spice markets, showing all the vibrant colours. Purchase the fruits mentioned in the

Indian profile: these would make a great opportunity for observational art work. Children could make a very simple Indian sweet using condensed milk and desiccated coconut. Simply put the two ingredients together in a bowl, give it a good mix and either shape into a ball or put into ice cube tray and leave in the fridge to harden.

Spices can be used to paint by adding a small amount of water to a cup of each. This is a good way of introducing the children to all the different spices as not only can they see the rich colours they make but can also smell each of them and even taste some on their fingertips. A good way of linking spice painting with the book is to have the set of spices most commonly used in each of the countries from the book in separated trays. The children can then make a painting relating to each country by using images and ideas from the book as well as the spices from that country to paint with. They could perhaps design clothing or decorations for festivals or special days linked with that particular country. These could help decorate the room during a celebration at the end of the food project. The history of painting with spices could also be looked at.

# Recipes

## 10. Recipes for using black-eyed beans (Indian, Mexican and South African)



### Activity:

Each child or group of children could be given another staple food item, such as a tin of tomatoes or a potato. As with the black-eyed bean example they could then find recipes involving their new item for each of the countries mentioned in 'Let's Eat'. This activity would help the children make further links between the countries. They could also include the country where they are from.

### Black-eyed bean curry (Indian)

#### Ingredients:

2 1/2 cups cooked black eyed peas (1 cup dried) OR 2 cans rinsed and drained  
3 cups bean cooking liquid or water + unsalted vegetable bouillon cube OR unsalted vegetable stock  
1 bay leaf  
1 Tbsp olive oil or other mild cooking oil  
2 thin slices fresh ginger, peeled and minced  
1 jalapeno pepper, seeded and minced  
1 - 2 cloves garlic, peeled, stem removed and minced  
1 cup diced plum tomatoes (3 small tomatoes or 2 large)  
1 tsp gr coriander  
1 tsp cumin  
1 tsp brown mustard seeds  
1 tsp paprika  
1/2 tsp turmeric  
Optional: 1 tsp tomato paste or to taste (to thicken the curry and warm up the color)  
Optional: 1/2 tsp - 1 tsp green chili paste (this will make it very hot)  
1/2 tsp salt or to taste  
4 Tbsp chopped fresh cilantro

### Black-eyed bean curry (Indian)

#### Method:

##### Cooking Black Eyed Peas:

**Stovetop:** Rinse black eyed peas, and soak in unsalted water for 4 - 6 hours. Cut soaking time to one hour by starting with boiling water. Drain and rinse black eyed peas well, removing any foreign material or spoiled beans. Add fresh water to cover, bring to a boil, skim the foam, add the bay leaf, and simmer until soft (1 - 2 hours)

**Pressure cooker:** Rinse beans well, add to 6 qt cooker unsoaked, add bay leaf, and unsalted water 1 inch over top of beans. Lock cover and bring up to high pressure. Cook under pressure for 6 minutes with natural pressure release. Drain the peas, reserving the liquid

##### Curry Directions:

Heat the oil in a large saucepan on medium low

Stir fry minced jalapeno, ginger, garlic and mustard seeds until the seeds start to pop

Add the rest of the spices and heat thoroughly in the oil

Add the diced tomatoes and stir fry until soft

Add the black eyed peas and enough stock to just cover the peas. Cover and cook for 10 minutes

Add more stock if needed, and optional green chili paste and tomato paste if desired

Add the chopped cilantro. Serve immediately

Taken from - <http://www.savvyvegetarian.com/vegetarian-recipes/black-eyed-peas-curry.php>

## Black-Eyed Peas, Mexican Style

### Ingredients:

½ Med. Onion, chopped  
1 clove of garlic, minced  
3 Slices of bacon, chopped ( You can use vegetarian/ vegan bacon )  
1 (160z) can of tinned tomatoes  
1tbsp.chilli powder  
1 tbsp cumin powder  
½ Salt  
4 cups cooked blacked-eyed peas/beans

### Method:

Combine onion, garlic and bacon; cook until bacon is brown, add remaining ingredients. Simmer 15-20 minutes. Serves 4  
Taken from - <http://www.cooks.com>

## South African Black-Eyed Peas and Rice

### Ingredients:

1 cup (200 grams) dried black-eyed peas, soaked overnight, or 1 can black-eyed peas  
½ cup (120 milliliters) peanut oil  
1 onion, chopped  
3 tomatoes, chopped  
2 tablespoons tomato paste  
½ teaspoon ground hot red pepper  
½ teaspoon salt  
1 ½ cups (300 grams) long-grain white rice  
3 cups (725 milliliters) broth

### Method:

Cover black-eyed peas with water in a medium saucepan, bring to a boil and simmer over medium heat until soft, about 1 hour. Drain and set aside. If you are using canned peas, drain and rinse.

Heat oil in large, heavy pot. Add onion, tomatoes, tomato paste, red pepper, and salt. Simmer 10 minutes, uncovered, over medium heat until vegetables are soft.

Add rice and broth to the pan. Bring to a boil. Cover, lower heat and cook about 15 minutes until rice is tender. Stir black-eyed peas into rice. Cover and let dish sit for 5 minutes before serving.

Yield: 4 generous servings.

Taken from - <http://www.africanchop.com/>



# Recipes

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## **Stiff Porridge (Maize Meal)- A South African Favourite recipe**

A staple food throughout Southern Africa. It is made from ground Maize kernels. Another name for it is Polenta.

It comes in two colours, the most sought after amongst the Africans is white. The other is yellow which is more popular with Italian and other European countries.

Maize meal, is a smooth white creamy porridge served with milk, sugar and a dollop of butter. This is the winter breakfast cereal that many South Africans grew up with.

### **Ingredients**

1 cup of maize meal

3 cups of water

Salt to taste

### **Method**

Mix the cup of cold water to the maize meal and form a smooth paste

Place two cups of water in a bowl with the salt in the microwave. Microwave the water until it boils.

Add the mixture to the boiling water and mix thoroughly using a wooden spoon, make sure that all the lumps are dissolved.

Place in the microwave and cook it on high for 3-4 minutes until it is cooked, stir occasionally.

Serve hot as suggested above.

*Children eating  
spinach and  
maize meal in  
Lesotho*



image source: [www.sendacow.org.uk/schools](http://www.sendacow.org.uk/schools)

## Thai Sticky Rice

Thai people in the northern and northeastern regions eat sticky rice (also known as sweet rice or glutinous rice) in place of long grain rice. It is eaten with your hands by making a little ball and dipping it into other dishes. While most people used to make it with a steamer, nowadays people have started using a microwave as well.

When you choose your rice, make sure you buy and cook sticky rice. Sticky rice is not jasmine rice. If you try to cook jasmine rice this way, it will cook, but it will not taste or feel like sticky rice. Sticky rice has a whitish grain as opposed to an opaque one like jasmine rice.

If you don't have a Thai rice steamer you don't really need one. All you need is a western steamer or a bowl you can set in a larger pot and some cheesecloth.

### How to cook sticky rice

The rice must be pre soaked for at least four hours and then placed in the woven basket or the cheesecloth over the pot . Place the basket or the cheesecloth and pot over the pot that contains boiling water. This is then placed on the cooker. Cover with a lid that will fit. The sticky rice should take about 20 minutes of steaming to cook and will become translucent when done. Take a small bite to see if it is soft and chewy. It should not be soggy. Sticky rice is frequently eaten with a meat dish and then a broad variety of vegetables. For vegan/ vegetarians the meat can be replaced with cooked and flavoured tofu.



image source: Flickr - Debs (Ã²ã€Ã³)â™ª

# Activities

## 11. Performance writing activity using photographs and sense impressions

Using one of the photographs from the **Our Food Our World** pack (e.g. Jordan 1, 3, 6, AA 2, 3, 6, Thembe 2, Luis 4, 6, Yamini 2, 4, - these appear on the CD Rom so that you can put them on an interactive white board) ask the children to record their sense impressions on the sheet. Talk through each of the senses with the children allowing them to write whatever comes into their heads.

There is no need to write "I can see ...", "I can hear ...", etc. as the icons representing four of our five senses are enough. You can use the back for an "I think ...", "I feel (emotion) ...", "I wonder whether ..." etc. sentence, to raise awareness of thoughts and feelings, which we may choose to use in our final performance piece.

Collect some of the sense impressions onto flipchart paper. Explain that you are collecting material to make into a performance piece, to be shared with an audience (assembly? parents in your classroom?) which can be shaped from their words and images. Encourage them to think about what else might be included. Children can write individual sense impression poems too, ordering their own sentence completions on paper or on PowerPoint with images.

Get each child to mark on her senses sheet the sense impression she's noted that she thinks would best help a stranger to imagine this place and what it's like to be here. Read round, one impression each, with plenty of support for those who may need to learn their line by heart, and encourage the children to notice the music of the words as well as the content. (Any echoing effects, such as alliteration, internal rhyme or repetition, are fun to spot.) Praise vivid, precise word choices and encourage similes. "What did the bare trees look like? What did they remind you of?" You might do a quick "draft" voice recording with a hand-held digital recorder at this stage, and play it back to the class. This encourages concentration during the reading round, and focuses children's minds on the sound of the developing piece and on the cumulative effect of their one-each contributions. €

Ann Hamblen

# Activities: writing frame for activity 10 (also on disc)

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# Activities

## 12. Other writing activities

Use the objects as a starting point for a variety of writing activities.

This could be descriptive writing or poetry or instructions on how to make or use the object.



Ask children to write a letter to one of the children featured in the pack giving some information about their life in the UK and asking questions about life in their country.

What would you like to know?

What do you think would be interesting to tell children in the other country?

How about showing how much you have learnt about the different countries by writing an introductory book for another class in your school, perhaps a class of younger children. You could work in groups on different sections such as Food, Clothes, Religion.

Or you could write stories that include some of the objects from the box. You could even act them out in a play!

## Concluding activities

Think about how you would like to conclude your work on Our Food Our World.

You could ask each child to pick out one activity or object or fact that they most remember and write about it and then put the work together into a book or wall display.

Find out what children have learnt about food in the different countries. They could write down one or two things on sticky notes. Have their perceptions changed since looking at the Our Food Our World collection? What were they surprised about?

You could have a celebration day to share what you have learnt with other classes or parents - perhaps have some food from the different countries.



# Other Global Collections

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If you have enjoyed using this resource, why not borrow another **Global Collection** from DECSY? Below is a full list of the available collections. We recommend that you reserve in advance by calling the DECSY Resource Centre on 0114 2412751 or emailing [info@decsy.org.uk](mailto:info@decsy.org.uk)

Resources can be collected and returned at the DECSY resource centre at Scotia Works, Leadmill Road, Sheffield on Tuesday-Thursday in term time between 12:00pm and 5:30pm or at another time by appointment.

## Country Collections

Life in Kenya & Tanzania  
Life in Eritrea & Ethiopia  
Life in West Africa  
Life in Ghana  
Life in Malawi  
Life in Guatemala  
Life in India  
Life in India (for Early Years)  
Indian clothing & accessories  
Life in Pakistan  
Life in Bangladesh  
Life in China  
Life in Japan  
Life in Zambia

## Arts

Indian Print Blocks box with samples & instructions  
Fabrics & printing collection  
Guatemalan weaving & worry dolls  
Puppets (from Bangladesh, Indonesia, China & India)  
Masks collection  
Percussion from around the world (x2)  
One harmonium  
One pair of tabla  
Chinese drum (large)  
Various other individual percussion items  
Bangladesh collection with an Art, Design & Technology focus

## Faiths & Festivals

Chinese New Year  
Buddhism collection  
Christianity collection  
Hinduism collection  
Islam collection  
An individual Koran  
Chinese Lion Heads (x2)  
Sikhism collection  
A small Judaism collection

## Other collections

Toys from around the world  
Fabulous fabrics (for Early Years)  
Cooking stoves  
Jewellery & Accessories from around the world  
Box of games from around the world  
*(suitable from youth groups, after school clubs and upper primary / secondary schools)*

## Cooperative Games

2 parachutes and books of parachute games and activities.

# About DECSY

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**The Development Education Centre (South Yorkshire) works with teachers and others involved in education, promoting a development and global perspective in the curriculum.**

DECSY was established in 1984 (registered charity no. 517354) and is based at Scotia Works on Leadmill Road in Sheffield. The charity is run by an education worker, resources and advice worker, administrator, project workers and volunteers. An executive committee of volunteer members has overall responsibility for the Centre.

Recent funders and supporting bodies have included Oxfam, European Union, DFID, Unicef, Sheffield City Council, Trusts, local organisations, churches and individual donors.

## Services

DECSY provides a range of services including in-service training, cultural mentors and artist workshops. More details about these services and forthcoming courses are published on the website: [www.decsy.org.uk](http://www.decsy.org.uk)

## Resource Centre

The DECSY Resource Centre contains over 2500 resources for sale, loan or reference. Centre Staff can also offer specialist advice on resources for teaching about citizenship, geography, development, human rights, peace, environmental and equal opportunities issues.

The opening hours are: Tuesday, Wednesday, Thursday 12-5:30pm. The Centre is open during school term time and by arrangement in school holidays.



## Contact Details

Address: Development Education Centre (South Yorkshire)  
Centre for Learning, Development and Citizenship  
Scotia Works  
Leadmill Road  
Sheffield S1 4SE

Telephone: 0845 458 2957 or 0114 2412750

E-mail: [info@decsy.org.uk](mailto:info@decsy.org.uk)

# Your comments - *Our Food Our World*

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School:	
Name & phone number:	
Date:	

Which age group did you use the Collection with?
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How did you use the materials?
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Did you follow any of the activities included in this folder? Please give details.
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What was your overall impression of the box and included resources?
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Do you have any suggestions for improvements?
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Would you recommend this box to other teachers?
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Thank you for your time.

# Weblinks

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The following websites can provide more information for teaching about global issues in school.

[www.decsy.org.uk](http://www.decsy.org.uk)

DECSY's own website includes project information, own publication

[www.yghsa.org.uk](http://www.yghsa.org.uk)

Yorkshire and Humberside Regional global dimension website including regional resources and Global Artists databases. All of the resources available from DECSY are on the resources database

[www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)

Oxfam's interactive website for teachers on global citizenship. Includes an excellent, interactive whiteboard teaching product 'Mapping our world' which explores different map projections. Music lesson plans with downloadable photos and music clips are also available.

The website for kids is: [www.oxfam.org.uk/coolplanet/kidsweb/](http://www.oxfam.org.uk/coolplanet/kidsweb/)

[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

Website with information and a database which reviews resources including websites.

[www.learnthings.co.uk](http://www.learnthings.co.uk)

Guardian newspaper education website, includes lesson plans on topical issues, cross phase.

<http://news.bbc.co.uk/cbbcnews/default.stm>

CBBC Newsround site with information and activities covering different countries and global themes.

[www.worldmapper.org](http://www.worldmapper.org)

Worldmapper is a collection of downloadable world maps, where territories are re-sized on each map according to the subject of interest e.g. wealth distribution, population, debt service. Based at Sheffield University.

[www.firstlightmovies.com](http://www.firstlightmovies.com)

Website with short films made by children and young people covering a range of issues including identity, migration, environment, culture etc. Documentaries, animations and dramas.

[www.theotherafrica.eu/index.htm](http://www.theotherafrica.eu/index.htm)

Website with photographs which challenge stereotypes about Africa and Africans. Includes links to African country flags and information.

[www.papapaa.org](http://www.papapaa.org)

Website with downloadable lesson plans and activities on chocolate and fair trade. DVD and photopack available to accompany website (KS2/3).

[www.fairtrade.org.uk/schools](http://www.fairtrade.org.uk/schools)

Fairtrade Foundation's website for schools which gives guidance, resources etc on how to become a 'Fairtrade School'

[www.cafod.org.uk](http://www.cafod.org.uk)

Cafod (Catholic Overseas Development Agency). The website has a section for 'Children, Schools and Young People' with primary and secondary resources.

[www.christian-aid.org.uk/learn](http://www.christian-aid.org.uk/learn)

The 'Teachers' section has teaching resources searchable by topic.

[www.unicef.org.uk/education](http://www.unicef.org.uk/education)

UNICEF Includes information about Rights Respecting School Award.

[www.globalgang.org.uk](http://www.globalgang.org.uk)

Christian Aid's interactive website for young people.

[www.wwflearning.org.uk](http://www.wwflearning.org.uk)

World Wide Fund for Nature.

[www.climatechoices.org.uk](http://www.climatechoices.org.uk)

Excellent website on climate change developed by Practical Action aimed at teachers of 9-11 year olds. Full of interactive activities to do online or download, including interactive power point presentations / whiteboard activities.

[www.actionaid.org.uk/powerdown](http://www.actionaid.org.uk/powerdown)

Excellent, interactive materials on climate change available to download or to order hard copies for FREE. Helps primary and secondary pupils understand the links between their own lives and those of others across the world and supports them in taking practical action.

[www.youtube.com/watch?v=7cGlcjQkPbA](http://www.youtube.com/watch?v=7cGlcjQkPbA)

Flip Flotsom Fantastic 30 minute documentary on Youtube showing the story / journey of flipflops from their production in Mombasa Kenya to them being recycled into toys. Shows enterprising Kenyans and is based on a poem. Would be a good stimulus for art/writing etc as well as geographical / economic understanding.

[www.bbc.co.uk/radio3/world/onyourstreet/thestreet](http://www.bbc.co.uk/radio3/world/onyourstreet/thestreet)

Interactive music site for children and young people with music from India, Ireland, Brazil, Turkey and Nigeria.

### **Websites with downloadable photographs:**

<http://search.creativecommons.org>

(free Flickr images from around the world)

[www.photolibrary.fema.gov/photolibrary/index.jsp](http://www.photolibrary.fema.gov/photolibrary/index.jsp)

(disasters around the world)

[www.istockphoto.com](http://www.istockphoto.com)

[www.unorg/av/photo](http://www.unorg/av/photo)

(UN photo library)

[www.geography.org.uk/resources/photogallery](http://www.geography.org.uk/resources/photogallery)

Geography Association website with photos to use in schools about various countries and themes