

# THEME 2: FOOD

## TEACHER'S NOTES

### Introduction

This theme uses a variety of group activities, stories, mapping exercises, posters and survey sheets to help pupils understand the vast network of people involved in providing us with food and thereby appreciate the nature of our dependence on the global community.

The activities which comprise this theme encourage the pupils to distinguish between needs and wants, identify different food types, explore a range of eating habits and customs throughout the world, trace the journey of foods from producer to distributor and recognize that much of the food which we eat is produced by people in distant lands.

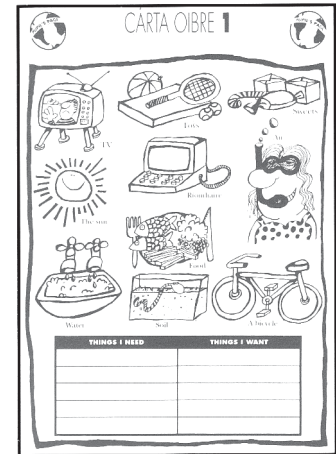


## NEEDS AND WANTS

### Activity 1

**Purpose:** To help the pupils to distinguish between needs and wants and to recognize that food is a basic need.

**Procedure:** Using Worksheet 1, help the children to compile a blackboard list of the things which they feel they need in order to live. Discuss why each of these is important. Isolate food and establish why it is so important in our daily lives.



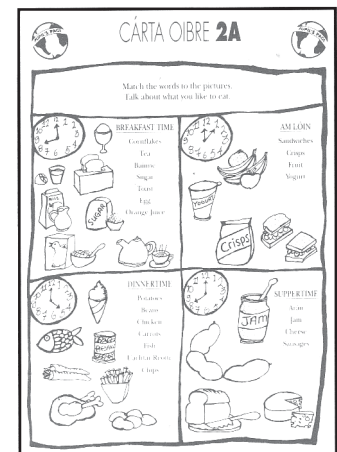
## THE FOOD WE EAT

### Activity 2

**Purpose:** To help the children to identify different food types. To develop recording skills.

**Procedures:** Ask the children to investigate the contents of their lunch boxes and to make a list of the most common items found. Using copies of the grid provided on Teacher's Page Activity 1, invite each group to conduct a survey of the various types of food contained in their lunch boxes. Transfer this information to a large bar chart which forms the basis for a discussion on the lunch-time preferences of the children.

Elicit from the children the types of food they usually eat at different times of the day.



## THE PEOPLE I NEED

### Activity 3

**Purpose:** To help foster a recognition of the fact that we depend on a whole array of people, both nationally and internationally, to provide us with food.

**Procedure:** Many people are involved in satisfying our needs. Using the pictures on Worksheet 3, help the children to identify the various people both locally and internationally who help provide us with food. Expand the discussion to include people who prepare, package, transport and sell the food.





## THE SHOPPING BASKET

### Activity 4

**Purpose:** To foster visual discrimination and language development through an analysis of the contents of shopping baskets.

**Procedure:** Collect the wrappers and packages from a number of items which might comprise a weekly shopping basket. Distribute these packages to groups of children and encourage them to discuss the packages in terms of colour, shape and size. Worksheet 4 provides a grid for the children to record the properties of the various packages. Use this grid as a basis for language development activities where the children are encouraged to use as many adjectives as possible to describe a package, e.g. "The cornflake box is red, white and yellow".

Using the packages previously collected, ask the children to see if they can locate where the products come from. Make a blackboard list of the names of the countries suggested by the children, with a rough drawing of the product beside each country's name. This will serve as a guide for the pupils when completing Worksheet 4(a). Sort out the items which come in their natural packages

(e.g. bananas, potatoes, oranges, etc.) and those which are packaged in paper, plastic, tin or cardboard. Discuss what happens to each of these packages when the product has been used.

**CARTA OIBRE 4**  
Look at the wrappers in the shopping basket.  
Fill in the grid.

WRAPPER	BIG	SMALL	COLOUR	HARD / SOFT	WRAPPER IN NATURE?	WRAPPER NOT IN NATURE?
e.g. crisps			Red, White, Yellow	Hard		

Make up sentences about your grid in your copy.

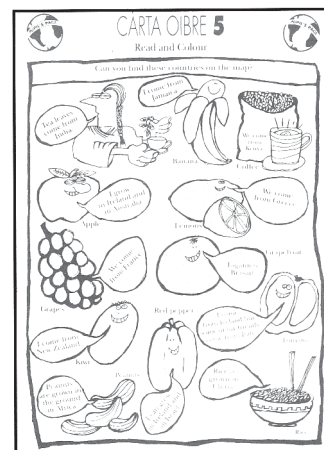
e.g. The cornflakes box is red, white and yellow.

## USING THE GLOBE

### Activity 5

**Purpose:** To involve the children in a simple mapping exercise which will further reinforce our understanding of our dependence on the global community for food.

**Procedure:** Having isolated some products which come from Ireland, ask the children to identify Ireland on the globe / map. Involve the children in an "I spy" game to identify the number of countries where the products mentioned in the shopping basket come from. Pin the cut out pictures of the products shown in Poster 3 to their countries of origin, and use coloured wool to indicate their journey to Ireland. Follow up activities for the children are given in Worksheet 5.





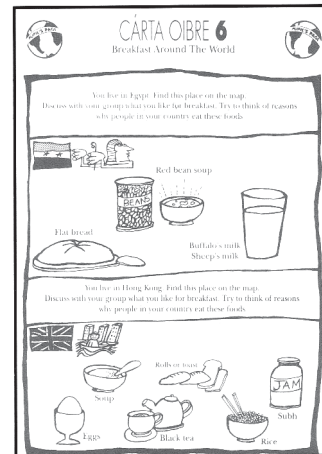
## BREAKFAST AROUND THE WORLD

### Activity 6

**Purpose:** To explore the different types of food eaten throughout the world.

**Procedure:** Revise the discussion on the meals we eat at different times of the day. Encourage any pupils who may have lived in, or visited, a foreign country to talk about the different types of food which they encountered.

Allow the children to work in groups while reading Worksheet 6, which provides examples of typical meals from a variety of countries. Accordingly, set up an Egyptian group, a Jamaican group etc. Invite the group leaders to report to the rest of the class on the type of food they eat for breakfast. Involve the children in a "Where in the World" guessing game where the teacher names foods and the children guess the countries in which these foods are normally eaten.

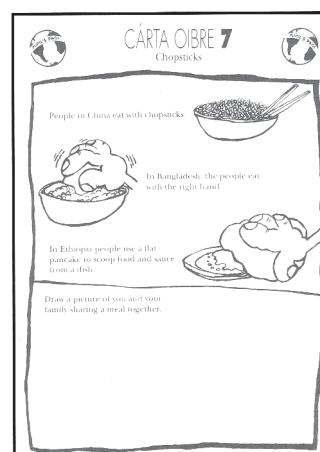


## CHOPSTICKS

### Activity 7

**Purpose:** To highlight the cultural diversity manifest in the eating habits of people from different countries.

**Procedure:** Not only do people eat different types of food in foreign countries but they also have different eating customs. Encourage the pupils to list the utensils they used when eating breakfast this morning. Allow them to draw these utensils in the space provided on Worksheet 7. Discuss the ways in which people in other countries eat their food using the examples from China, Bangladesh and Ethiopia which are given. Ask the children to suggest the advantages of each eating custom.





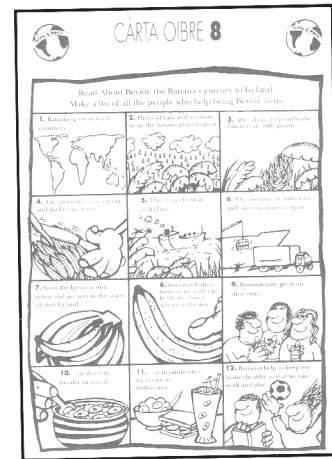


## THE BANANA STORY

### Activity 8

**Purpose:** To explore the story of the journey of the banana.

**Procedure:** Read and discuss the three stories on Teacher's Page Activity 8. Elicit from the children why each story may be true or false. Having decided on the true account of the journey of a banana, provide the children with Worksheet 8. Allow them to read the worksheet in groups and to colour the pictures. Encourage them to talk about the people who help bring Bernie the Banana to us. Explain that these people make up the Banana Food Line.



## EXPANDING THE WEB

### Activity 9

**Purpose:** To further reinforce the concept of dependence.

**Procedure:** Revise the activity on Bernie's journey to Ireland. Broaden this discussion to include the dependents of those listed on the Banana Food Line, for example one group could concentrate on drawing the banana picker and his / her family, etc. display these pictures in sequence and allow the groups to talk to the class about the people in their pictures.



## THE BREAKFAST TRAIL

### Activity 10

**Purpose:** To illustrate the diversity of foodstuffs available to us from abroad. To further highlight our dependence on the global community.

**Procedure:** Taking one meal, (breakfast for example), list all of the items which typically would comprise this meal. Divide the food into two groups, food which comes from Ireland and food which comes from elsewhere. Discuss with the children how limited our meals would be if we could only have food which came from this country. Allow the children to make up imaginative stories which outline why food from other countries

might not reach us. Suggest some ideas such as a storm at sea, a flood in the tea plantation, fruit pickers going on strike, the train driver getting sick and not being able to come to work, etc.



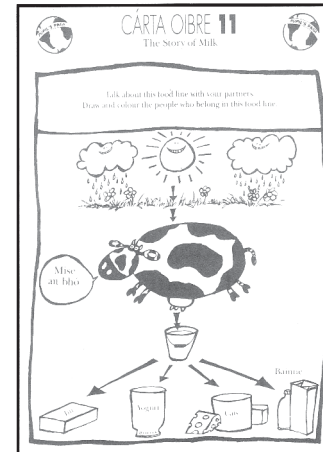


## DRINK UP!

### Activity 11

**Purpose:** To explore the links in the chains of dependence which provide us with familiar drinks like coffee and milk.

**Procedure:** Ask the children to bring a variety of drinks to school. Working in groups, encourage the children to investigate the containers to establish where the drinks have been made or packaged. Outline the children's preferences for certain drinks on a bar-chart. Use Teacher's page Activity 11 and Worksheet 11 to explore with the children the stories of coffee and milk, respectively.

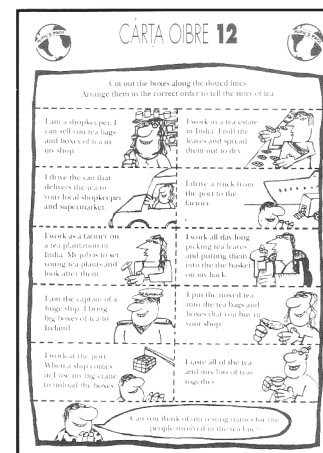


## WHAT'S MY LINE?

### Activity 12

**Purpose:** To foster an appreciation of the role of each individual involved in satisfying our basic needs.

**Procedure:** Divide the class into groups of three or four. Cut out the character cards on Worksheet 12 and distribute one complete set to each group. Children take turns reading the character cards to other group members. Ask each group to discuss the role played by the people involved in providing us with tea. Invite the children to draw a picture of one person described in the reading cards whose job they feel is important. Captions for the picture can be added to highlight why these people are important. Display the pictures to form a line showing the links of dependence.





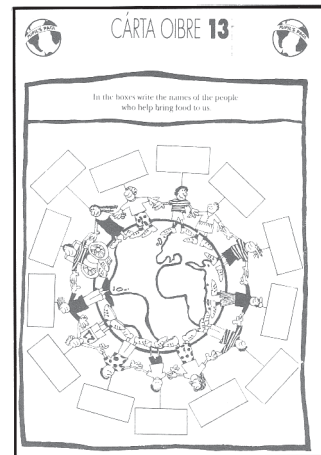
## SHARING THE WORLD?

### Activity 13

**Purpose:** To highlight the importance of cooperation by exploring the adverse consequences of insularism.

**Procedure:** Read the story on Teacher's Page Activity 13. Divide the children into groups to represent the creatures mentioned in the story. Cut out the pictures on Teacher's Page Activity 13(a). Attach the pictures to the relevant groups e.g. the fish pictures to children in the fish group. Invite the children to mime the story as it is read a second time.

Discuss the number of people involved in providing us with food. Invite the children to write the names of these people in the spaces provided in Worksheet 13 to illustrate this point.

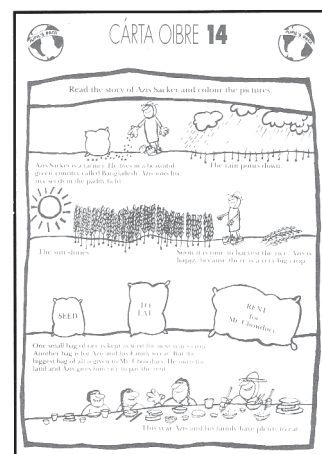


## PICTORIAL STORYTELLING

### Activity 14

**Purpose:** To introduce the children to a farmer from Bangladesh. To alert them to the injustice of a land-ownership system under which the poor are often denied their basic needs.

**Procedure:** This is a language exercise where the children are asked to read and discuss the sequences of pictures given in Worksheet 14 (a, b and c). Question the children about the fairness of Ms Chowdury's system of collecting rent. What might have happened if the farmers did not get together? How has their situation improved? V





## PAPER PEOPLE CHAINS

### Activity 15

**Purpose:** To reinforce the concept of interdependence through a simple art activity.

**Procedure:** Help the children to make 'Paper People Chains' to show the webs of dependence of a number of different foods eg. Milk, bread, coffee and chocolate. Working in groups, encourage the pupils to give faces and names to the people in the chains. Suspend the chains from the ceiling. To further emphasise the importance of each link in the food lines, cut one finger out of the paper chain thus displayed and allow the children to respond to what happens.



## SUPERMARKET VISIT

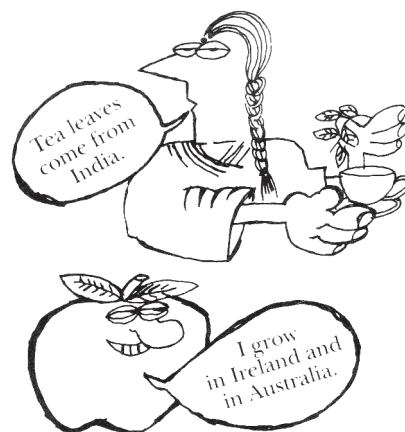
### Activity 16

**Purpose:** To alert the children to the international character of many of the foods available in Irish supermarkets.

**Procedure:** Depending on the location of the school the teacher may organize a trip to the local supermarket or shop. Encourage the children to undertake a survey of certain foods in the supermarket to establish their country of origin. Assign different groups to task of surveying different categories of food e.g. fruit, vegetables, meat, bread, tinned food etc.

The findings may be recorded on a table. Discuss and analyse the results of the survey. E.g. what foods are

produced in Ireland? What foods have the longest / shortest journey to travel? What country / continent produces the areatest variety of food?



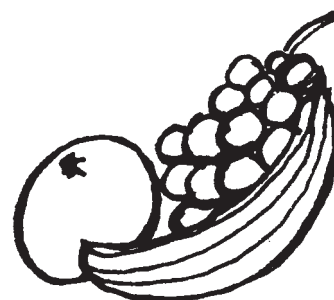
## ON THE TABLE

### Activity 17

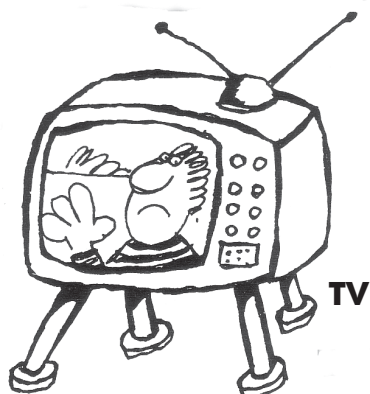
**Purpose:** To set up a display which points to the international character of widely available foods.

**Procedure:** Use the packages from the shopping basket to set up a food table. The display can be varied by sorting the foods into Irish and foreign foods, food and drinks, and perhaps into cheap and expensive foods. Mobiles of foods which have something in common could be hung up around the table, (eg. Foods

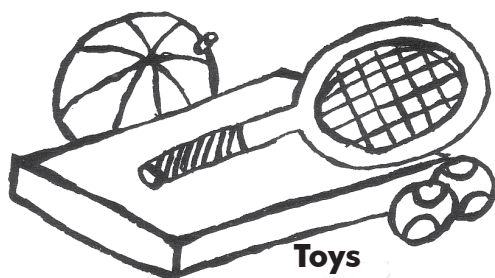
which come from the same country, foods which are made from the same basic product). Display a map of the world on the wall behind the table and use coloured wool to connect the products with their countries of origin.



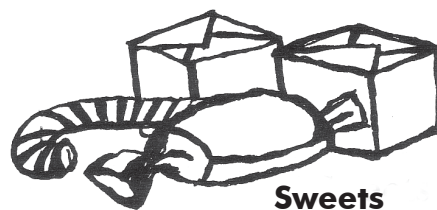
## THEME 2: FOOD ACTIVITY PAGES



TV



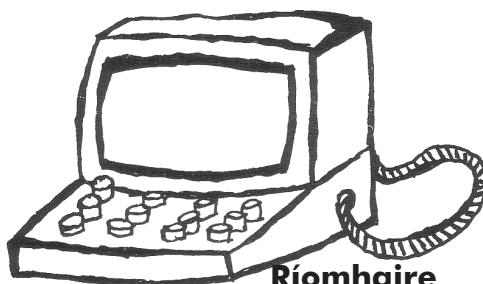
Toys



Sweets



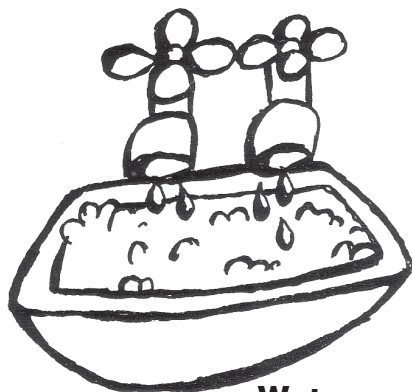
The Sun



Ríomhaire



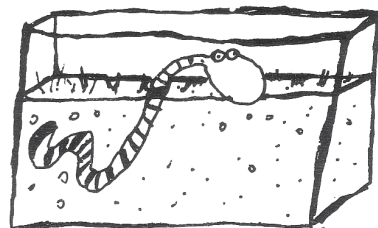
Air



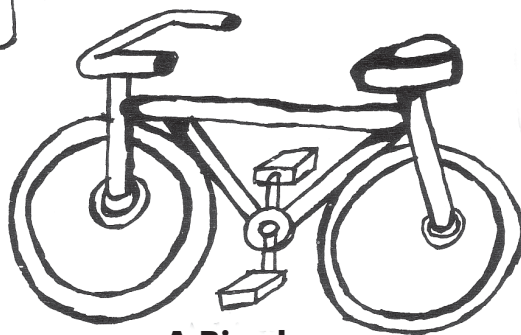
Water



Food



Soil







A Bicycle

## THINGS I NEED

## THINGS I WANT




In the boxes, draw the food and drinks which you have in your lunch boxes.

DRINK				FOOD		
						
						
						

Fill in the blanks

How many people are in your group? \_\_\_\_\_

Most people in my group like to drink \_\_\_\_\_

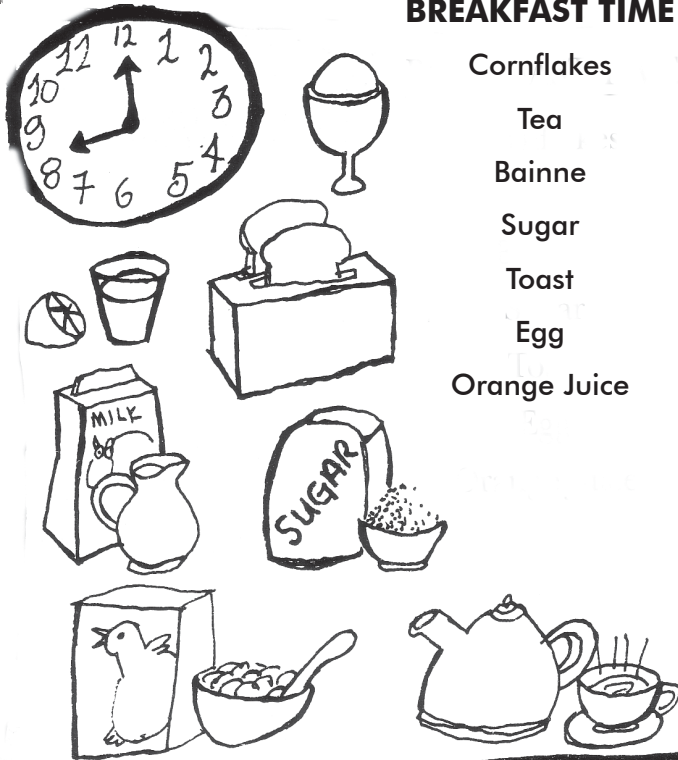
Most people in my group like to eat \_\_\_\_\_





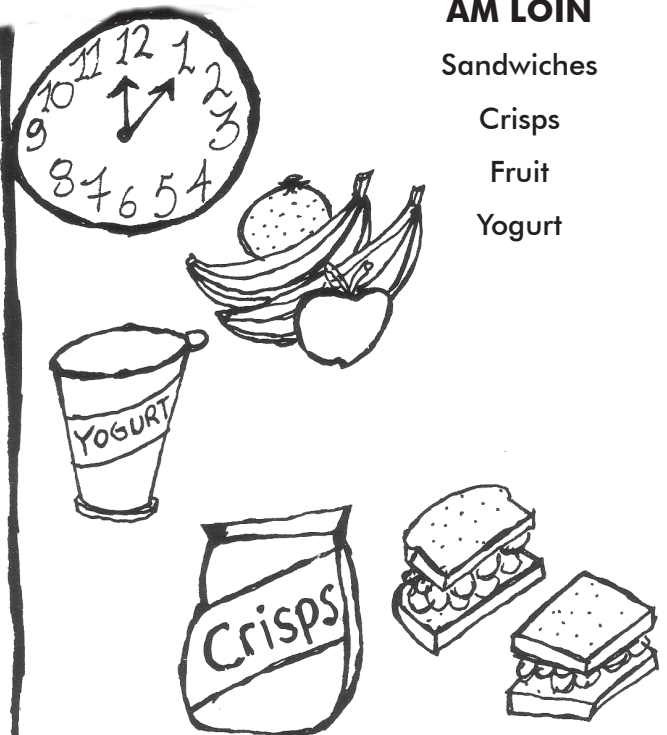
Match the words to the pictures.  
Talk about what you like to eat.

## BREAKFAST TIME



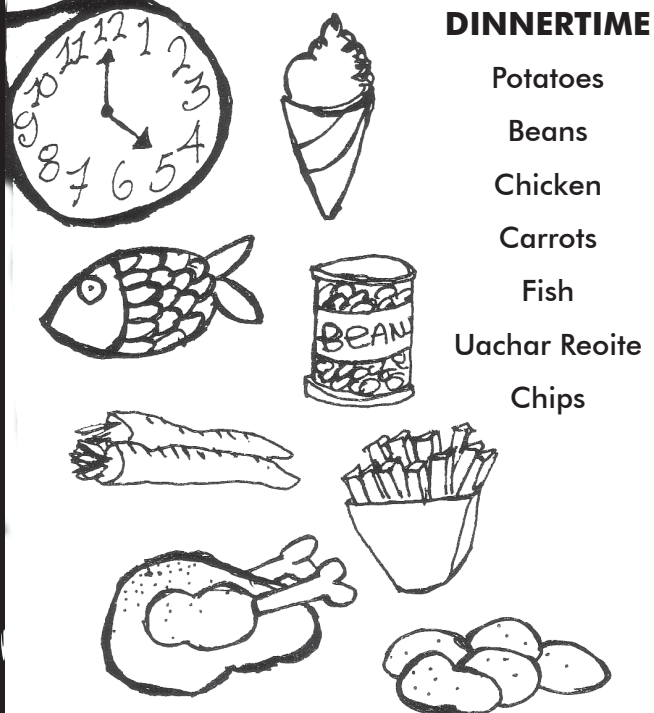
Cornflakes  
Tea  
Bainne  
Sugar  
Toast  
Egg  
Orange Juice

## AM LÓIN



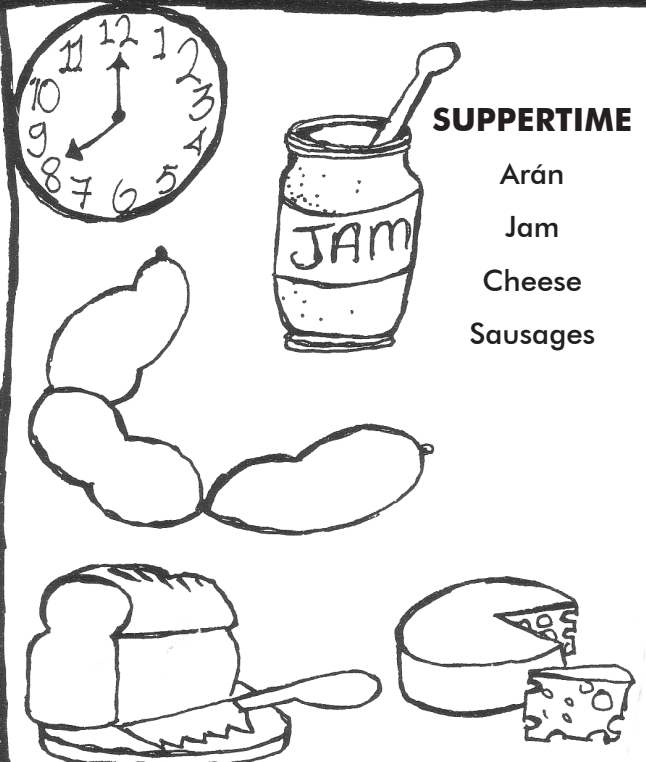
Sandwiches  
Crisps  
Fruit  
Yogurt

## DINNERTIME



Potatoes  
Beans  
Chicken  
Carrots  
Fish  
Uachar Reoite  
Chips

## SUPPERTIME



Arán  
Jam  
Cheese  
Sausages



Match the foods to the people who help bring food to us.



The shopkeeper

The farmer

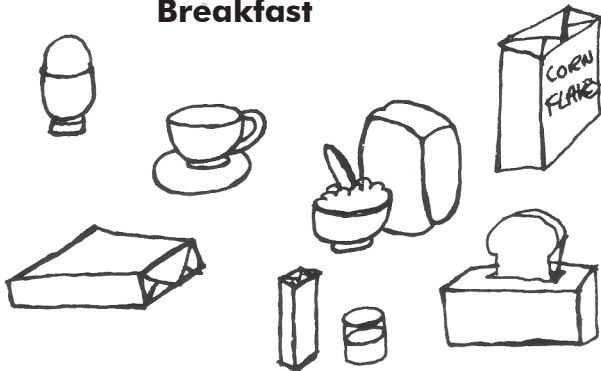


An búistéir

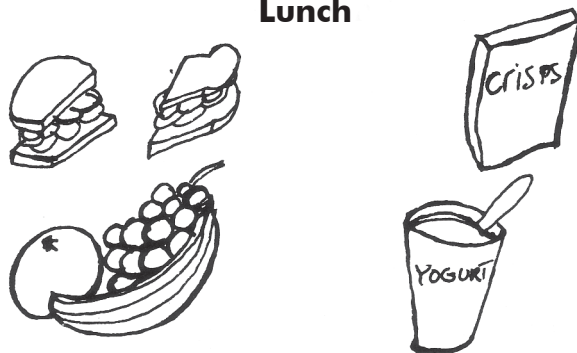


The van driver

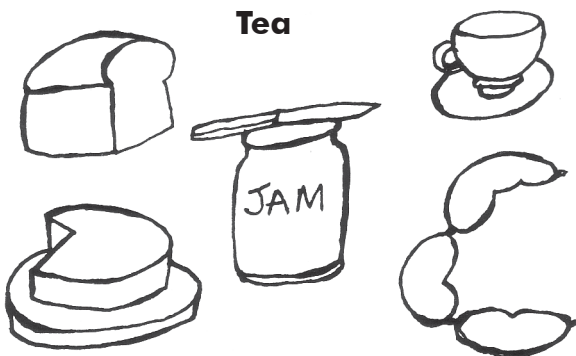
Breakfast



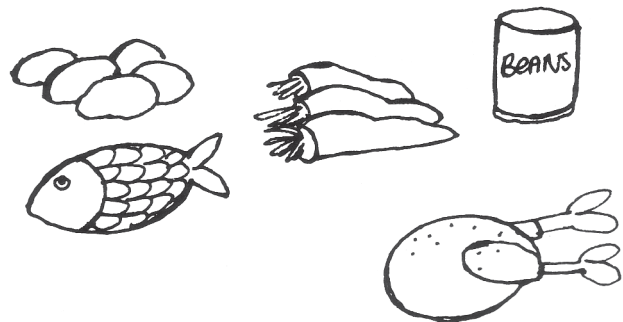
Lunch



Tea



Dinner



The milk person



The factory worker



The fruit picker



The baker



Look at the wrappers in the shopping basket. Fill in the grid.

WRAPPER	BIG	SMALL	COLOUR	HARD/ SOFT	WRAPPER IS NECESSARY	WRAPPER IS NOT NECESSARY
eg. Cornflakes			Red, White, Yellow	Hard		

Make up sentences about your grid in your copy.

eg. *The cornflakes box is red, white and yellow*

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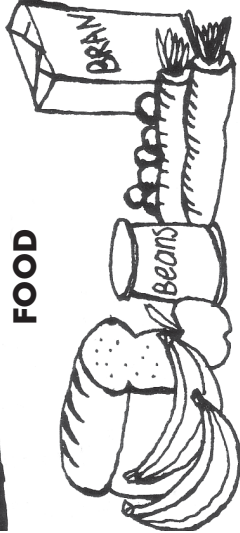
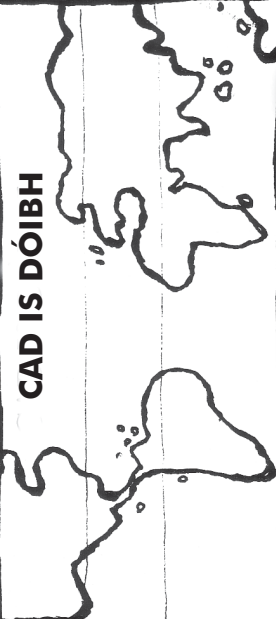
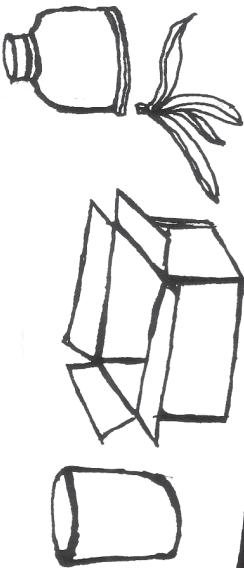
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Look at the packages you have been given.

FOOD	CAD IS DÓIBH	PACKAGING	
			<div data-bbox="555 1350 587 1473">Ireland</div> <div data-bbox="555 947 587 1205">Other Countries</div> <div data-bbox="555 734 587 857">Natural</div> <div data-bbox="571 331 603 589">Made by people</div>





Can you find these countries on the map?



I come from Jamaica



Banana



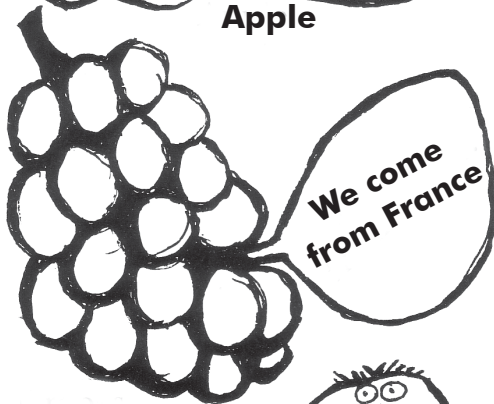
Coffee



Apple



Lemons



Grapes



Grapefruit



Kiwi

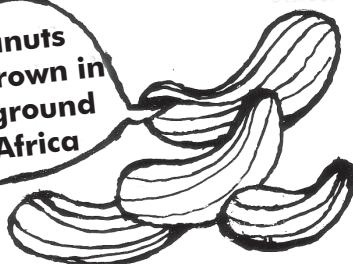
Red Pepper



Tomato

Peanuts are grown in the ground in Africa

Peanuts



I can grow in Ireland and in Israel

Rice is grown in China



Rice

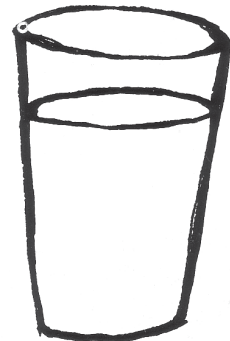


## Breakfast Around the World

You live in Egypt. Find this place on the map. Discuss with your group what you like for breakfast. Try to think of reasons why people in your country eat these foods.



Red bean soup



Flat bread



Buffalo's Milk  
Sheep's Milk

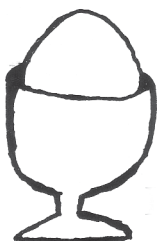
You live in Hong Kong. Find this place on the map. Discuss with your group what you like for breakfast. Try to think of reasons why people in your country eat these foods.



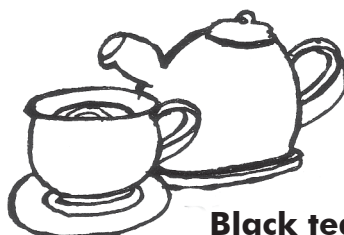
Rolls or toast



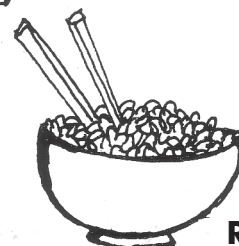
Soup



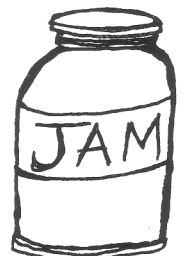
Eggs



Black tea



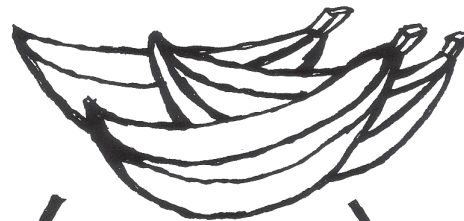
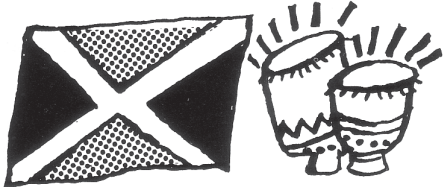
Rice



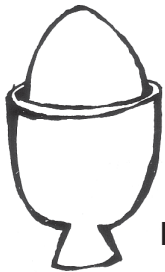
Subh



You live in Jamaica. Find this place on the map. Discuss with your group what you like for breakfast. Try to think of reasons why people in your country eat these foods.



Bananas



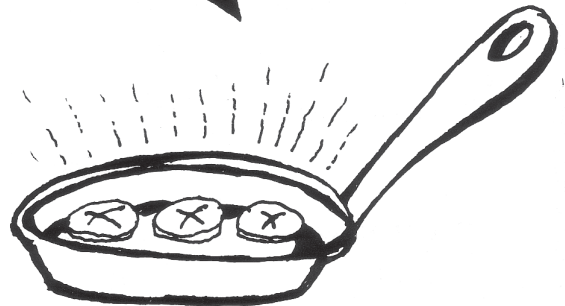
Eggs



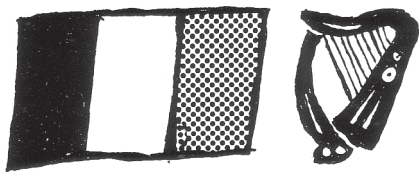
Saltfish



Green banana porridge



Fried green banana



**An Bricfeasta**  
Céard a d'íth tú ar madin?





People in China eat with chopsticks.



In Bangladesh, the people eat with the right hand.



In Ethiopia people use a flat pancake to scoop food and sauce from a dish.



Draw a picture of you and your family sharing a meal together.



## ACTIVITY 8

### Bríd the Banana

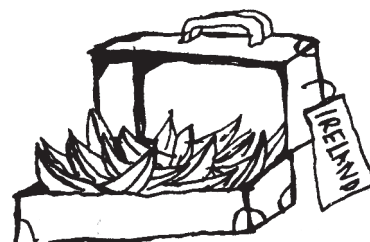
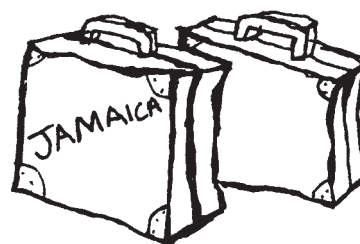
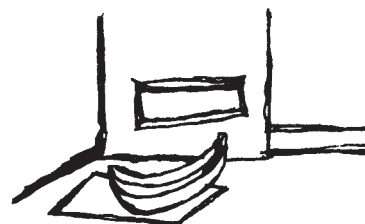
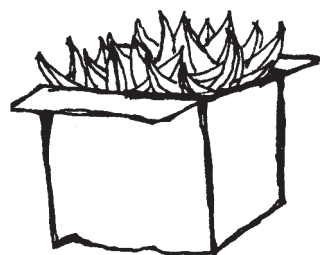
Many people work on banana farms in Ireland. Ireland has lots of rain and not very much sun which is good for growing bananas. To start a banana farm, the farmer digs up the ground with her tractor and plough and then she sets the banana seeds.

The banana tree grows as tall as a house and when the bananas are very ripe the farmer's children come along and cut them down. The farmer piles up all of the dead leaves and takes them to the dump. The children put the bananas into boxes and then they put the boxes onto the back of their bicycles. Off to town they go and they deliver the bananas through people's letter boxes. What a nice surprise to wake up in the morning to find a hand full of nice ripe bananas on the floor in the hall.

### The Flight of the Banana

Do you know how bananas get to your local shop? Well I am going to tell you. At the week-end when your local shop is closed, the shopkeeper and her husband go off to Jamaica to buy fresh supplies of bananas and other fruit.

They take the early plane at the airport and when they arrive at the banana factory, they meet the local owner. He takes them to the room where all of the factory workers are busily packing nice ripe banana fruit into tight yellow skins. Sometimes they have to squash the fruit into the skins and that is why you might often get a banana bursting out of its skin. The two shopkeepers buy two full suit cases of bananas and fly back to Ireland the following day, in time to open the shop and sell you some nice fresh fruit.





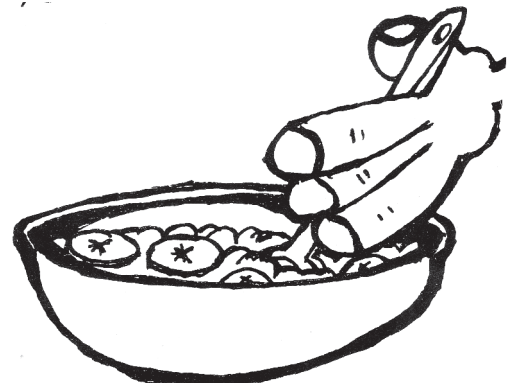
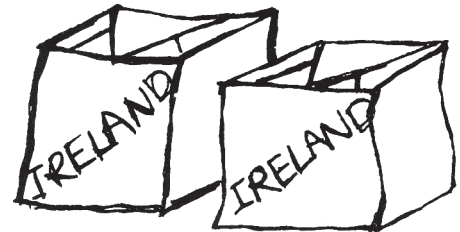
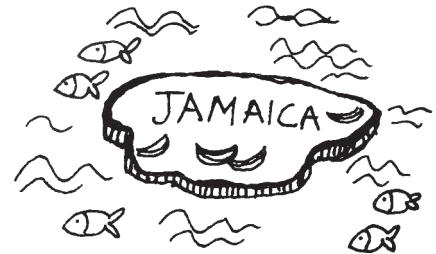
## ACTIVITY 8 (Continued)

### Bernie the Banana

Hi! My name is Bernie the Banana and I come from a warm, sunny country called Jamaica. I grew up on a huge farm in Jamaica called a plantation. My mother grew from the shoots of an old banana plant. At the top of my mother's plant a bunch of enormous green leaves began to grow.

After ten months a flower appeared and I grew out of this flower. While I was still very green along came the cutter with a knife at the end of a long pole. He used the pole to pull me down onto the shoulders of the backer. Then he chopped me away from the stem of the plant with his very sharp knife. The backer took me to the mule person who packed all of us onto the back of his mule and carried us to the railway station.

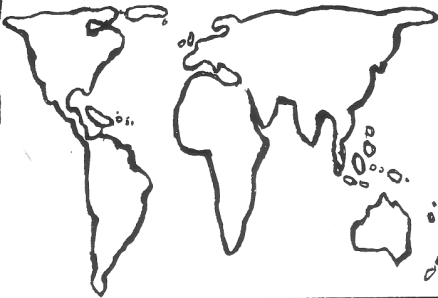
I was very excited about travelling by train. The train carriages were nice and cool to keep us fresh. The train driver drove us carefully to the port where he handed us over to the ship's captain who transported us to Ireland. When we got to Ireland we were unloaded by the dockers and we were sold to the van drivers. The van drivers went around the country selling us to the shopkeepers. When your parents went shopping last week they bought me, and that is how I ended up in your fruit bowl!





**Read about Bernie the Banana's journey to Ireland.  
Make a list of all the people who help bring Bernie to us.**

**1. Bananas grow in warm countries.**



**2. Plenty of rain and sunshine helps the banana plant to grow.**



**3. After about 10 months the bananas are fully grown.**



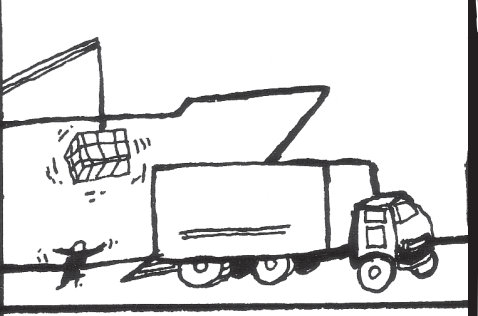
**4. The green bananas are cut and packed in boxes.**



**5. They travel by boat to Ireland.**



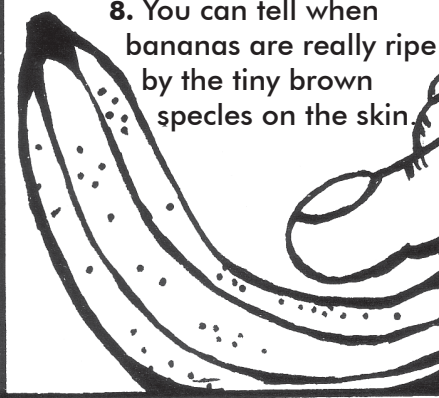
**6. The bananas are unloaded and taken to stores to ripen.**



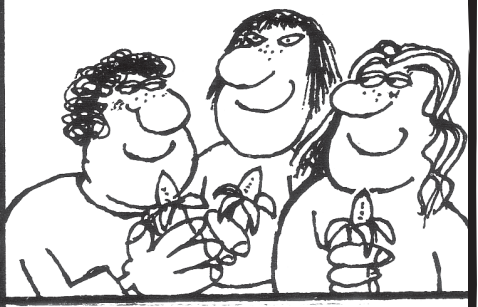
**7. Soon the bananas turn yellow and are sent to the stores all over Ireland.**



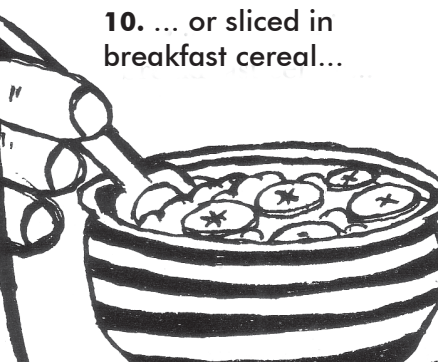
**8. You can tell when bananas are really ripe by the tiny brown specks on the skin.**



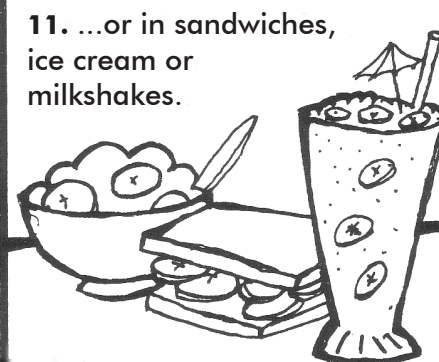
**9. Bananas taste great on their own...**



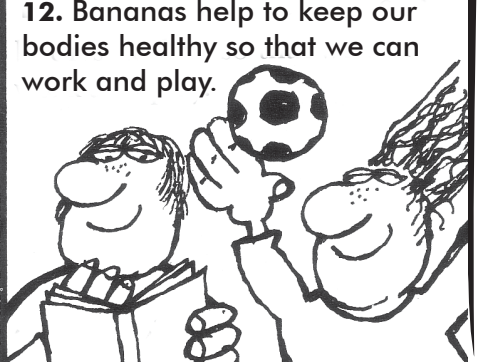
**10. ... or sliced in breakfast cereal...**



**11. ...or in sandwiches, ice cream or milkshakes.**



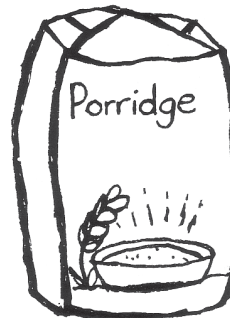
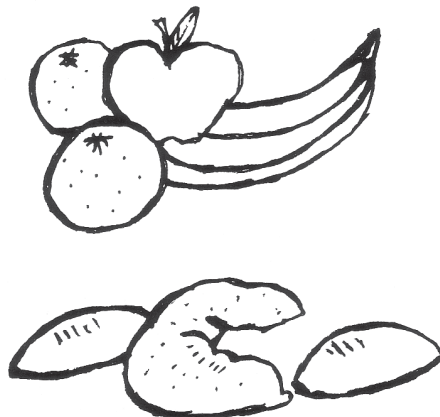
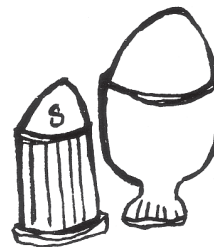
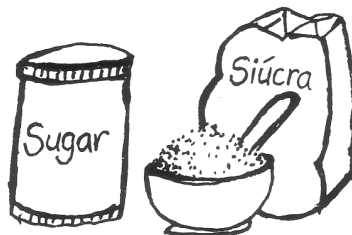
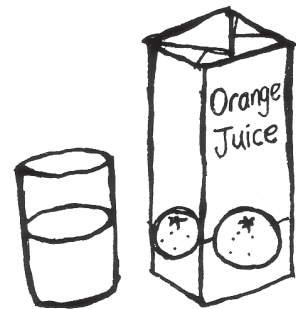
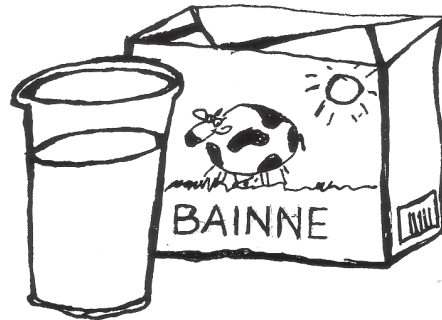
**12. Bananas help to keep our bodies healthy so that we can work and play.**







Put a red circle around the items which come from Ireland.  
Put a blue circle around the items that come from abroad.





## WHAT IS THIS STRANGE DRINK?

### Activity 11

"Come on! Hurry up! The spaceship is about to leave". The two aliens, Agent Zip and Agent Zap hurried into the spaceship and headed for the planet Earth. They had a special mission from their leader. They were ordered to find out the name of the strange brown drink which earthlings enjoy so much. They were also to find out where this drink comes from and how it is made. After a long and tiring journey, they landed in the playground of \_\_\_\_\_ Primary School and waited. They could hear voices from within the school and their voiceometer told them that these were the voices of Earth Children.

"When will the Earth children be going home?" asked Zap. "According to my calculations, it will be very shortly now", answered Zip. "Then we will follow them back to their base", he added. Suddenly, the aliens heard the sound of a bell and then the clamour of hundreds of Earth children rushing to be first to reach the school gate. The aliens hopped into the school bag of one of the girls as she passed by. She never noticed a thing. Inside the bag were many books and copybooks, a pencil, two conkers and a half-eaten muesli bar. "Ah ha!", said Zap, "I know what this Earthling is called. Her name is 'Emma'. Look it is written on all of these documents".

Emma ran inside her home and dropped her schoolbag on the floor "I'm home", she called. "We're in the kitchen", said her father. "Come in and have a cuppa". "This is our big chance", said Zip. The two aliens hopped out of Emma's school bag on the table where they hid beneath a saucer. Watching very carefully, they noticed Emma's Dad putting a spoonful of brown powder into a cup. Then he poured in some clear steaming liquid and added a spoonful of tiny crystals. Finally, he added more liquid, but this time it was white in colour. When Emma and her family went out to the sitting room, the two

aliens hopped over to the spoon her Dad had left on the sink. "This is strong stuff", said Zap. "Yes it is", said Zip, "it makes me feel wide awake". The aliens drank what was left on the spoon and they decided that they must get more information on this drink. The kitchen door opened suddenly and Zip and Zap had to find cover in the shopping basket behind the door. Little did they know that Emma was coming into the kitchen to get the shopping basket because she was heading off to the shop with her parents.

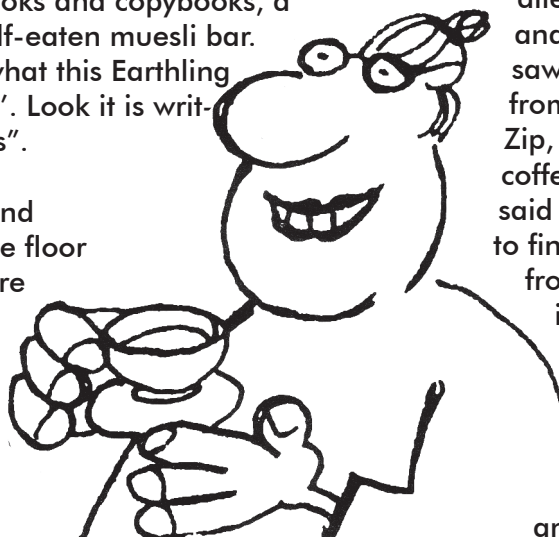
"I wonder where we are going now", said Zap. "Let's keep quiet and we will find out", said Zip. When they arrived in the supermarket, Zap noticed that Emma was holding a jar of the brown powder her father had made the drink from earlier. "Is this the right coffee, Mum?" asked Emma. Her mother nodded. "It's called coffee, it's called coffee!", shouted Zap at the top of his voice. "Quiet or we will be discovered", hissed Zip. "We still have to find out where it comes from".

When the basket was full, the family went to the shopkeeper and paid for their groceries. The

aliens wandered around the shop and went out the back door. They saw two people unloading boxes from a truck. "Look at this", said Zip, "these boxes are full of jars of coffee". "If we stay in this truck", said Zap, "maybe we will be able to find out where the coffee comes from". The two people got back into the truck and drove for a while. When the truck stopped, the aliens found themselves in a huge factory where many people were working. Zip and Zap scurried into the factory and hid behind some boxes. It was their lucky day because the owner of the

factory was showing a group of school children around.

"These coffee beans come from many places around the world", he said, "mostly from South American countries like Colombia and Brazil". The





## WHAT IS THIS STRANGE DRINK? (Continued)

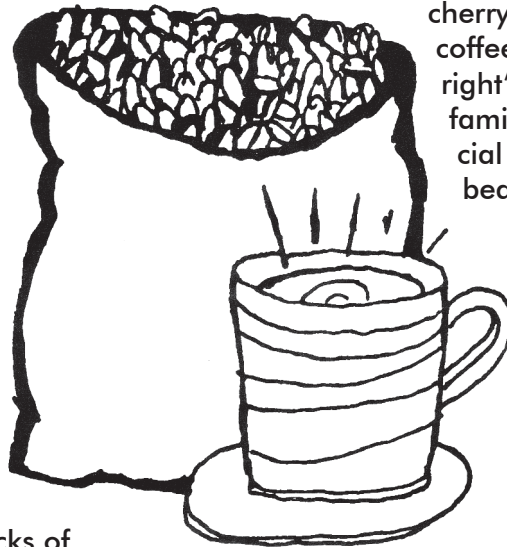
aliens were fascinated. They couldn't understand how these beans were related to the brown powder that was sold in the jars. The manager of the factory soon solved their problem. He showed the school children that specially trained factory workers put the beans into a grinding machine which makes them into powder. The aliens decided that they would have to go to Colombia or Brazil to find out more about these beans. They hurried back to their spaceship which was still parked behind the big rubbish bin in the school yard.

They zipped across the ocean and in no time at all they were hovering over a port in Brazil. There they saw many dock workers loading great sacks of beans on to huge ships. The dock workers were unloading sacks of beans from a train and when the train was empty, it headed back to the high, hilly countryside. Zip and Zap had no trouble keeping up with the train as it sped along the track.

Finally, the train stopped outside a large building. "Maybe now we will find out exactly where coffee comes from", said Zip. "I hope so", said Zap, "our leader will be wondering what's keeping us so long". The aliens scurried into the building where they saw many people sorting the raw coffee beans and putting them into various sacks. They wandered around the factory looking at the people doing different jobs. They heard a strange noise and went out to investigate. The sound was the clatter of hooves. A farmer who owned a small coffee plantation was coming to sell his coffee beans at the mill. The beans were in big sacks which were slung over the backs of two mules.

Zip and Zap followed the farmer back to the plantation where they saw the farmer and his family picking cherries from the branches of small trees. "We must be in the wrong place", said Zap, "this is a fruit plantation!". "Hold on a minute", said Zip,

"the farmer is opening one of the cherries". The farmer threw the open cherry on the ground. Zip and Zap hurried over to examine what was inside. To their astonishment they saw two coffee beans lying snugly together protected by the rest of the cherry. "Now I get it", said Zip. "This is a coffee cherry not a fruit cherry". "That's right", said Zap. "The farmer and his family strip off the outside using a special machine and then they send the beans to the factory we visited earlier".



The aliens investigated the rest of the plantation before they left. They saw the farmer's eldest son planting coffee seeds in special nursery beds and they saw his eldest daughter carefully transferring the young coffee plants to the plantation. Zip and Zap wrote all of this information into their pocket computers and they even

managed to find a few seeds to take back to their own planet. "I wonder if coffee will grow on planet Zapo", said Zip thoughtfully as they sped home in their space ship. "I'm not sure", said Zap, "it needs a lot of sunshine and a lot of people to look after it properly".

"Yes", said Zip, "I wonder if the Earth people realize just how many people are involved in bringing one cup of coffee to them".

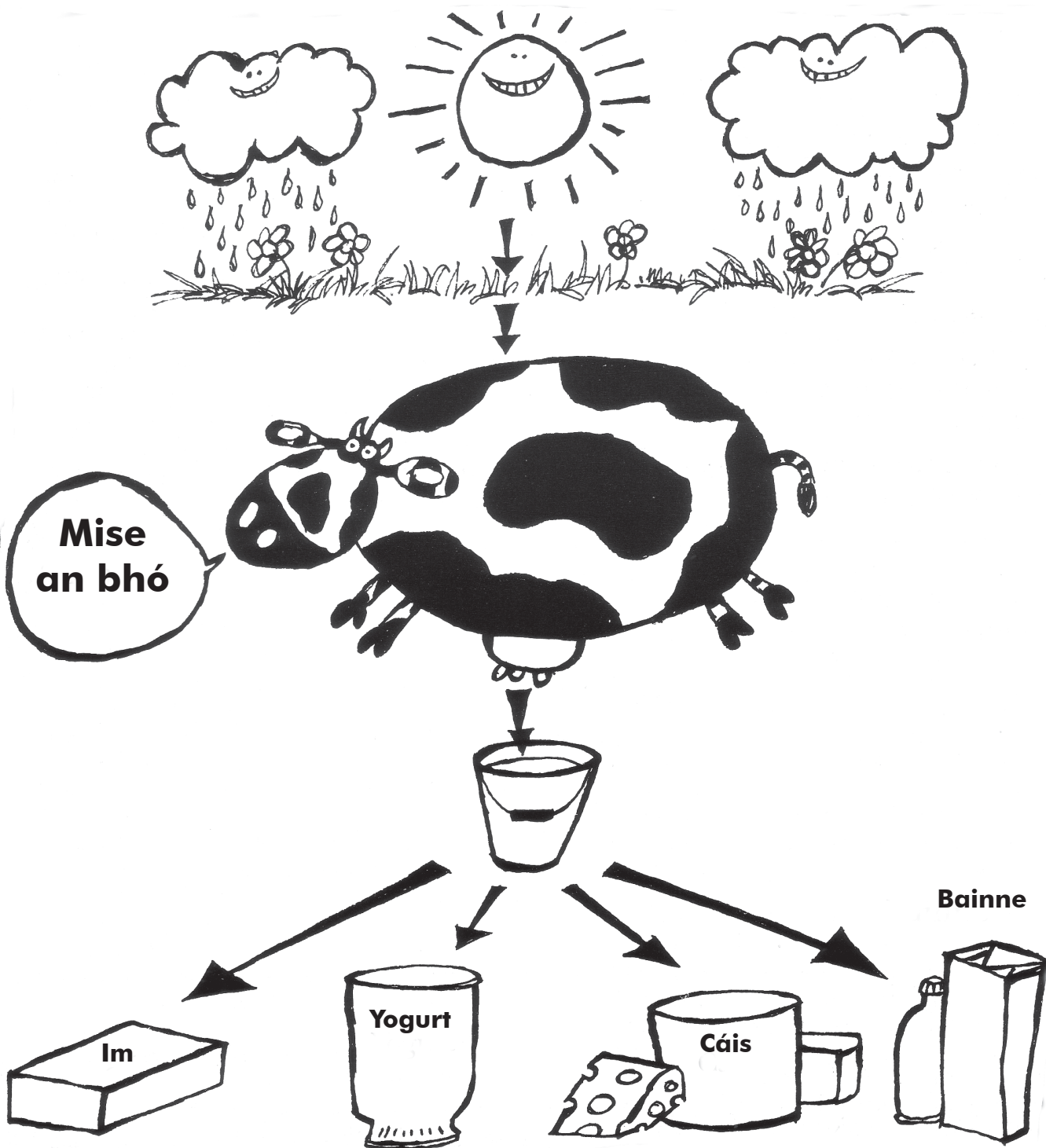
### Suggested follow up activities

1. Allow the children to work in groups of three to imagine the scene when Zip and Zap report to their leader when they go home to Zapo.
2. Invite the children to isolate one aspect of the story and to paint a picture of it. Encourage them to talk about their pictures.
3. Class drama: Involve the entire class in a drama which shows Zip and Zap telling the population of Zapo how to grow coffee. Zip and Zap select groups of children to take on the various jobs involved in bringing coffee from the plantation to the coffee cup.





Talk about this food line with your partners.  
Draw and colour the people who belong in this food line.





Cut out the boxes along the dotted lines.  
Arrange them in the correct order to tell the story of tea.

I am a shopkeeper, I can sell you tea bags and boxes of tea in my shop.



I work in a tea estate in India. I roll the leaves and spread them out to dry.



I drive the van that delivers the tea to your local shopkeeper and supermarket.



I drive a truck from the port to the factory.



I work as a farmer on a tea plantation in India. My job is to set young tea plants and look after them.



I work all day long picking tea leaves and putting them into the basket on my back.



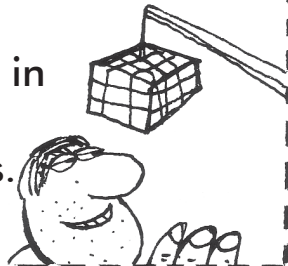
I am the captain of a huge ship. I bring big boxes of tea to Ireland.



I put the mixed tea into the tea bags and boxes that you buy in your shop.



I work at the port. When a ship comes in I use my big crane to unload the boxes.



I taste all of the tea and mix lots of teas together.

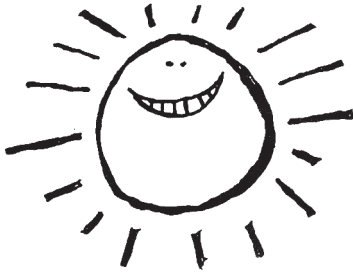


Can you think of interesting names for the people involved in the tea line?



## SHARING THE WORLD?

### Activity 13



In our story today, we are going to imagine that millions and millions of years ago the countries of the world were not separate, as they are today, but were joined together so that the world was, in fact, one large family.

The people of the world lived together in peace and harmony. The sun shone and warmed the people. It filled them with life and love. They sang and danced and thanked God for the gift of life he had given them.

So thankful were they for all of God's gifts, that they decided, in return, to devote their lives to caring for one another and for all the creature of the Earth.

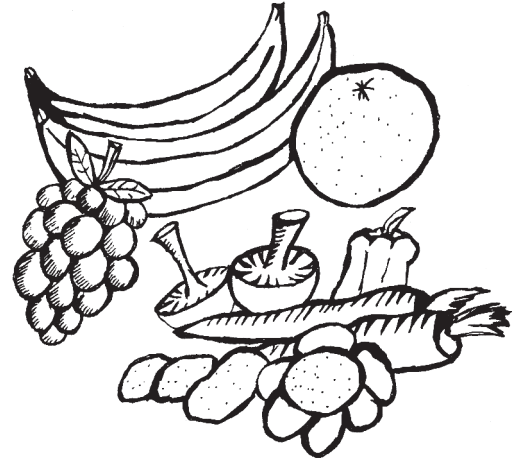
As the people began taking care of their world, they found that some were particularly good at tending to animals, others to birds,

others to insects and fish, while others still were gifted at growing all kinds of delicious vegetables and fruits. So much did the people love caring for their chosen creatures, that groups of people, who shared an interest in particular creatures, decided to meet to discuss the best and most efficient way of pleasing God through their work.

The members of each group decided to wear a sign on their foreheads to show the world that they shared this special interest. Those

who cared for the animals chose animals as their signs, those who cared for the birds chose to wear birds, others chose to wear vegetables or fruits and others still

chose insects and fish. There was an abundance of food of every variety imaginable and each

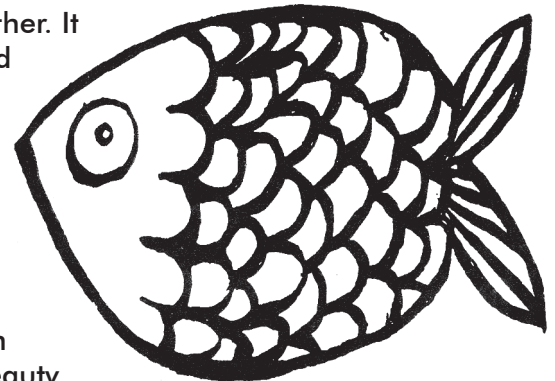
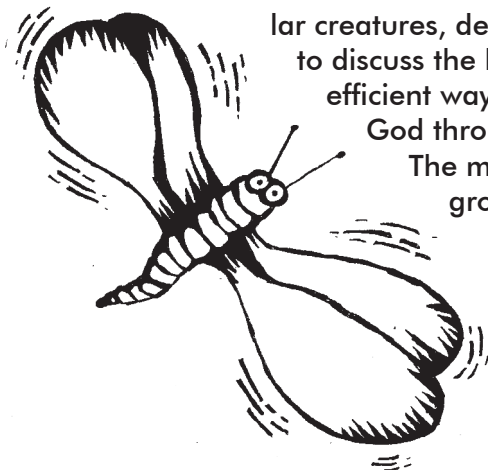


evening the people of the world would come together to share their food. Fresh milk, butter and cheese were brought in enormous containers; eggs of every conceivable shape and colour were placed in the center of the crowd for everybody to enjoy; freshly caught fish were arranged tastefully on the ground and finally, the vegetables and fruits formed

the most spectacular display of all.

For several years, the people of the world lived in this way, at one with each other. Then it happened, one day, that those who cared for the flowering plants called a meeting together. It

was suggested that, because the flowers were capable of cheering people up, by filling the world with colour and beauty, that they were the most precious of God's gifts. "It follows, there-

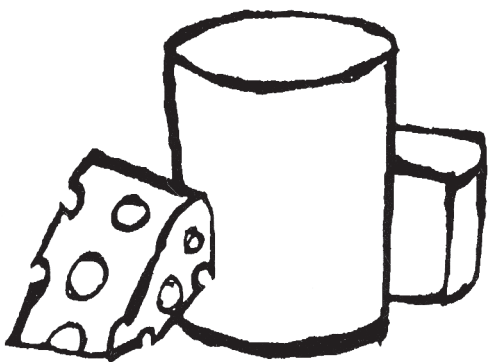




## SHARING THE WORLD? (Continued)

fore”, they said, “that we, the plant carers, are the most important group of all”. Not surprisingly, the other groups were angry. Soon, meetings were held all over the world. Each group maintained that their work was the most important. The different groups, who previously had shared everything together, suddenly became suspicious of each other and were reluctant to talk to, or meet with, people whose forehead symbols were different to their own. No longer did people meet together at evening time to share the fruits of their labour. Instead the groups stayed far away from one another and thought that they were different.

God looked on and was saddened by what he saw. Realizing that the people wished to separate themselves from one another, He said: “Let it be so”. Suddenly, the land began to shake and tremble. The people were terrified and all those who shared similar symbols huddled together for safety. The land continued shaking and trembling and then the strangest thing happened – cracks began to form on the Earth’s surface, around the various groups. The ocean gushed in to fill the cracks so that countries and seas were formed. Like the people, the countries too began to drift apart.



So it came to pass that each country contained only people who shared exactly the same skills. All those who knew how to care

for plants lived in one country; all those who knew how to care for animals lived in another; all those who knew how to care for birds lived in another and so on. Unlike in the past, mealtimes were no longer the highlight of the day and food became a very boring affair indeed. In one country, people only knew how to grow vegetables for breakfast, dinner and supper. The people in another country only knew how to catch fish and therefore ate only fish. In another country, they lived on milk, butter

and cheese. The diet of another country consisted only of eggs. Very soon, the people of each country became dissatisfied with their new way of life and began to long for the life



that they once enjoyed. Interestingly, the group of people who were the most badly off were the group who caused the change in the first place. They didn’t know how to produce any food at all – only flowers!

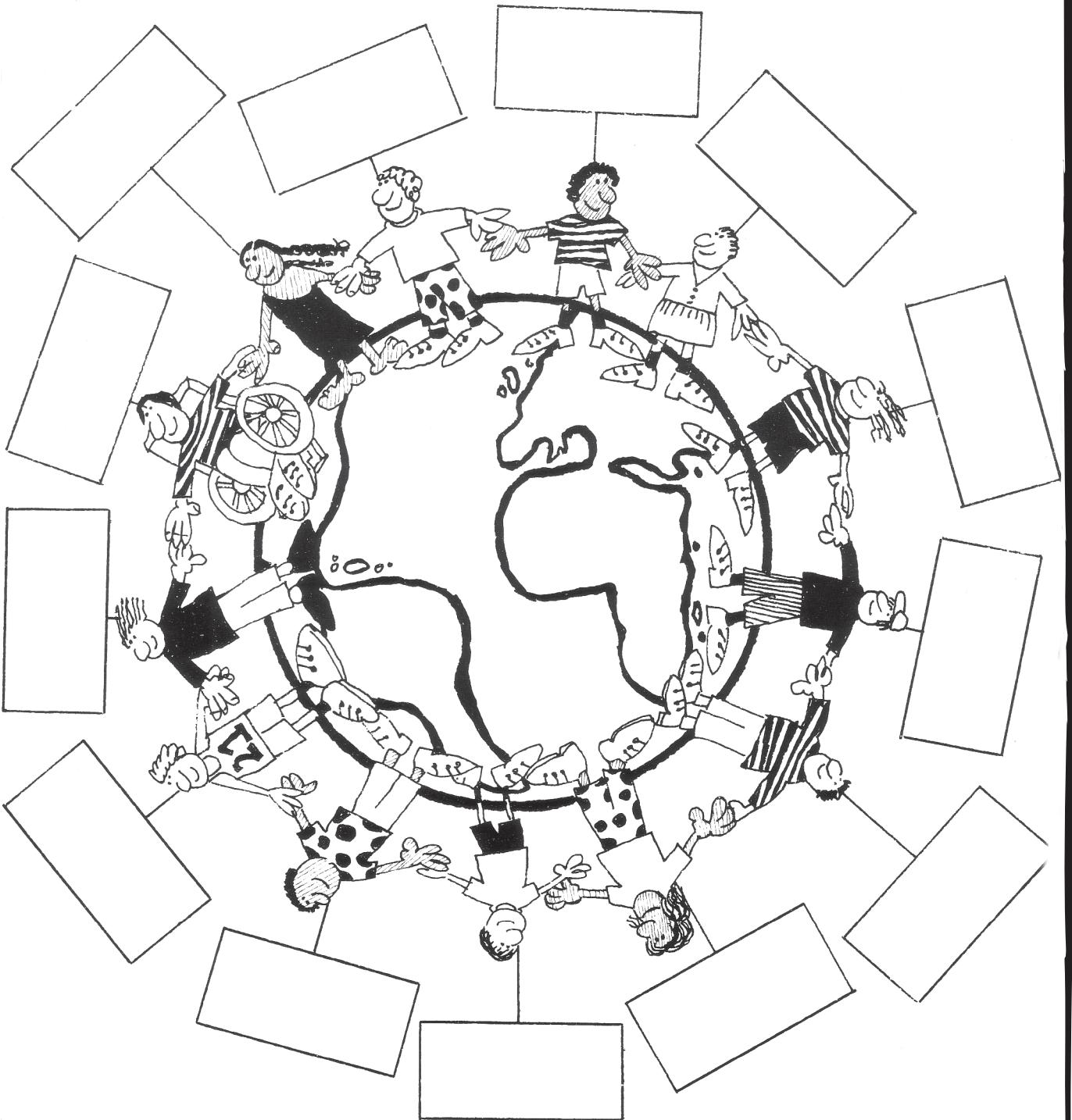
### Follow up activities:

1. Ask the children to imagine what would have happened if the groups did not become suspicious of one another.
2. Ask the children to make up a suitable title for the story.
3. Give each group an opportunity to draw a picture (one picture per group) to represent the part of the story which they agree is most interesting.
4. Challenge the children to make up names for the countries which feature in the story, e.g. “Birdonia”.
5. Through questioning, help children to see the connections between the theme of the story (i.e. interdependence, caring for each other, sharing the world) and the Webs of Dependence of which we are part.
6. Sometimes walls of suspicion and mistrust can be built between different groups of people. Ask the children to tell stories of times when they felt let down by a friend or when they had a disagreement with somebody. How did they feel? How was the disagreement resolved?





In the boxes write the names of the people who help bring food to us.



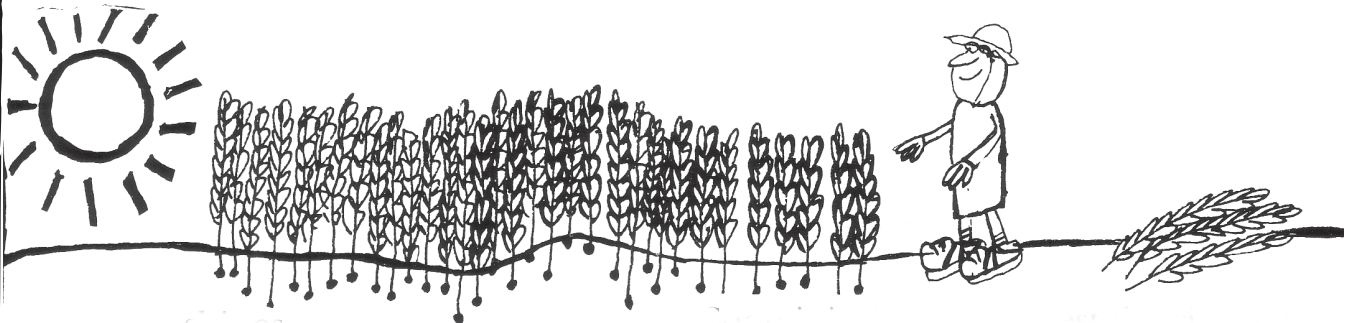


Read the story of Azis Sacker and colour the pictures.



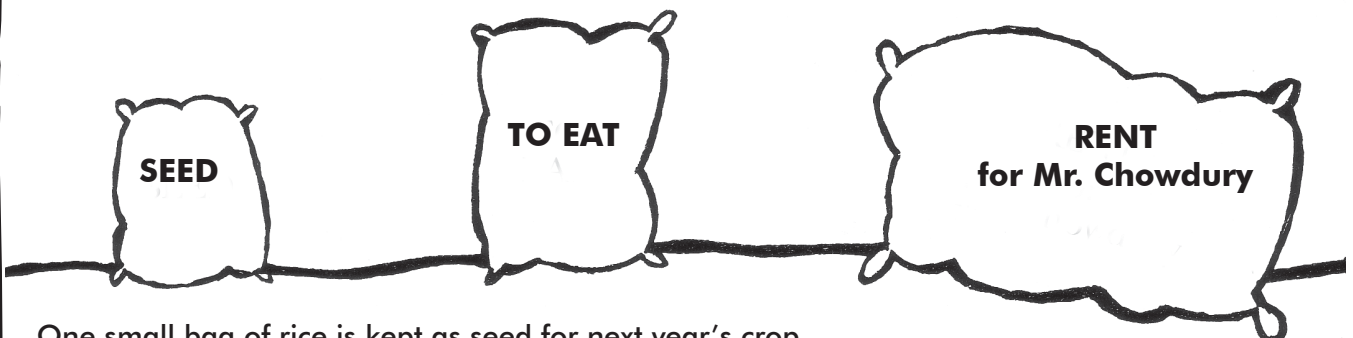
Azis Sacker is a farmer. He lives in a beautiful green country called Bangladesh. Azis sows his rice seeds in the paddy field.

The rain pours down.



The sun shines.

Soon it is time to harvest the rice. Azis is happy because there is a very big crop.



One small bag of rice is kept as seed for next year's crop. Another bag is for Azis and his family to eat. But the biggest bag of all is given to Mr. Chowdury. He owns the land and Azis gives him rice to pay the rent.



This year Azis and his family have plenty to eat.

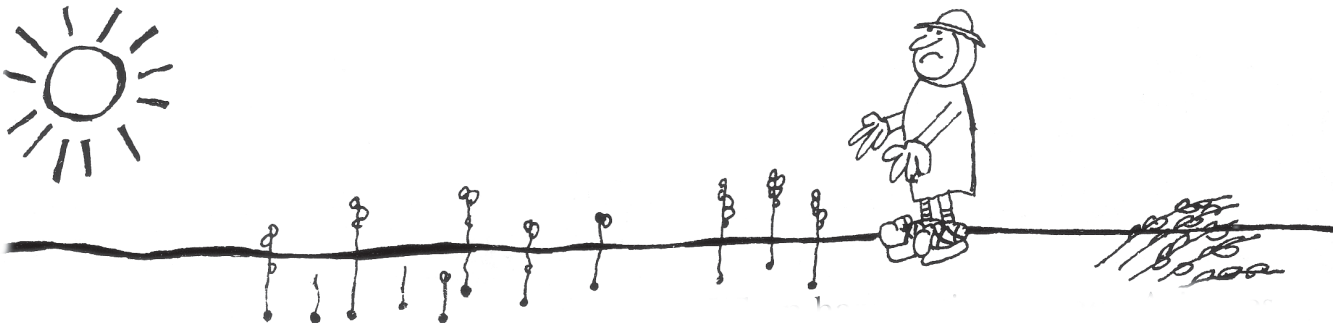


Look what happened to Azis the second year.



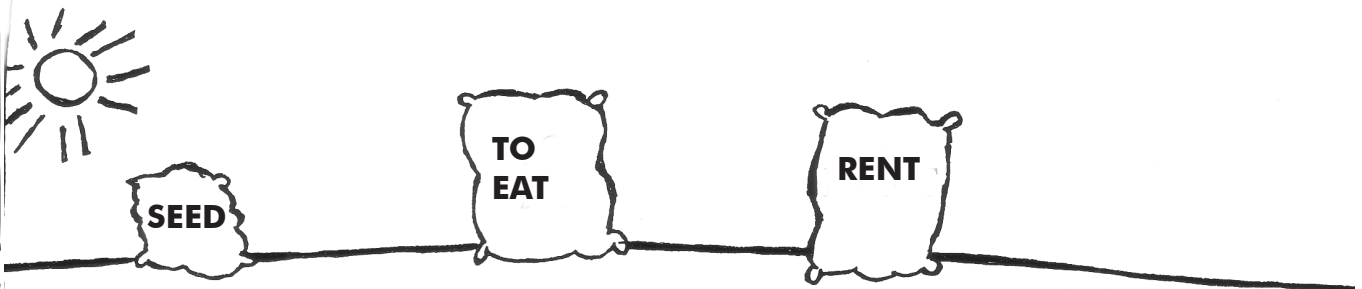
The next year, Azis sows the seeds he saved from last year's crop.

But there is not enough rain to help the seeds to grow.



The sun shines and shines but there is no rain.

When the harvest comes, Azis sees that there is not enough rice for his family to eat.



But he still has to give half of his crop to Mr. Chowdury. Very little seed is left for next year's crop.



Azis and his family have barely enough to eat.

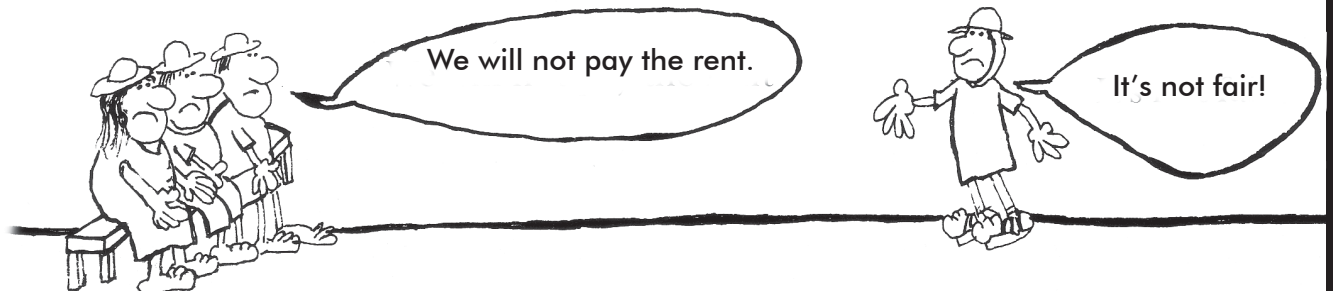




**How did Azis and his neighbours solve their problem?**



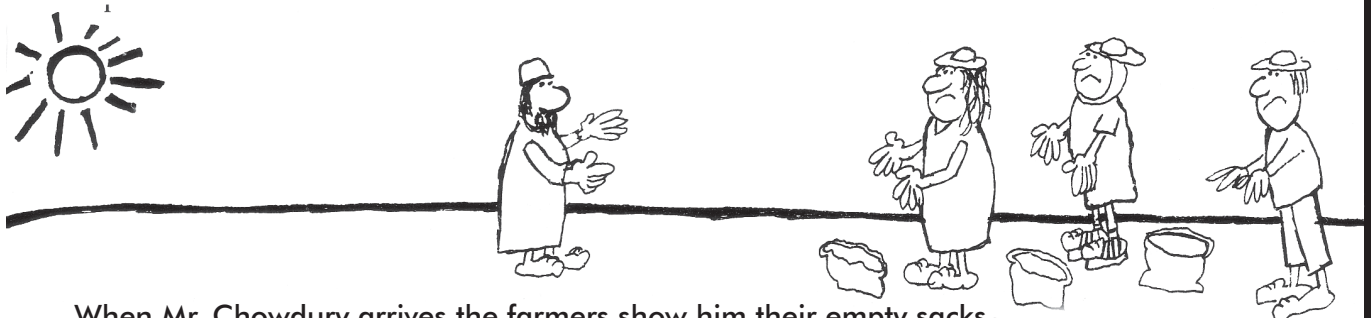
Azis and his family are very worried. There is not enough food and they do not have enough seed.



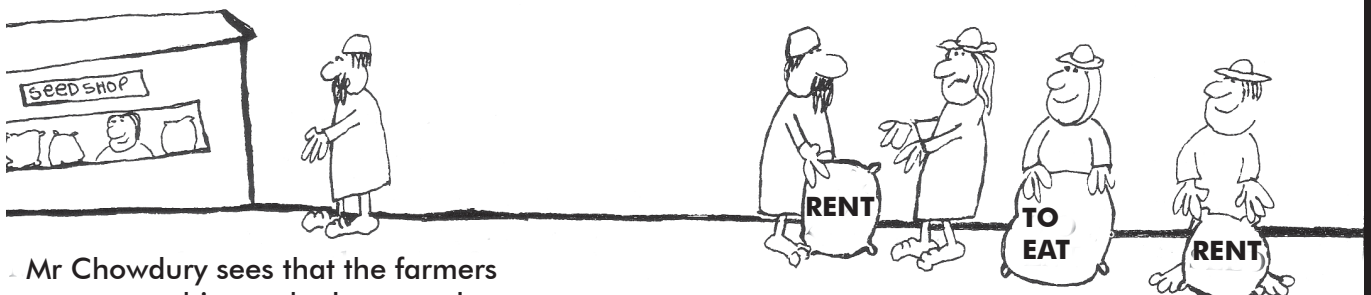
We will not pay the rent.

It's not fair!

They meet with other farmers in the village who have the same problem. "It's not fair!", said Azis, "Mr. Chowdury is getting richer while we are getting poorer and poorer". So the farmers decide not to pay the rent.



When Mr. Chowdury arrives the farmers show him their empty sacks. They say they need his help to feed their families.



Mr Chowdury sees that the farmers cannot pay him, so he buys seed for a new rice crop.

The farmers are very happy because Mr. Chowdury promises to take less rent in the future.