

## GLU 4.2 Food around the world

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<b>COUNTRY</b>	Malta
<b>AGE GROUP</b>	8 - 11 years
<b>SUBJECTS</b>	English   social studies   science
<b>DURATION</b>	2 lessons (50 and 60 minutes, respectively) + extra time for supplementary activities
<b>TOPICS</b>	<ul style="list-style-type: none"> <li>▪ Responsible consumption</li> <li>▪ Equity</li> <li>▪ Diversity</li> <li>▪ Access to food</li> </ul>
<b>SDGs</b>	SDG 2: Zero hunger SDG 10: Reduced inequalities

### Competences required

- Communication skills and knowledge of English
- Sequential thinking
- Social and civic skills
- Cultural awareness and expression
- A sense of initiative
- Listening skills
- The ability to work in groups
- Observing pictures and commenting on them
- Identifying similarities and differences
- The ability to work in groups

### Learning objectives

- To become interested in, and be open to, new experiences involving different cultures.
- To explore the wide range of eating customs around the world.
- To become aware that our diet is influenced by our environment and economic situation.
- To start thinking critically about the nutritional value of food.
- To become aware about how our food choices affect the environment in terms of carbon footprint.



## Materials and equipment

- Interactive whiteboard, whiteboard, flipchart or other screening and writing equipment / material
- Flipchart sheets or A2 cardboard + markers (to create posters)
- Pictures or photos of items of food and drink, requested by the teacher in advance and brought by the students from home (to create posters)

## Teaching tools

- Video clip: *What Does the World Eat for Breakfast*
- Photos and pictures: “The Eatwell Plate” | “Hungry Planet: What the World Eats” (set of images in slideshow format)
- Other resources: “Syrian Breakfast – Tumblr.com” | “Typical Syrian Breakfast”

## Questions/points to discuss

- What do you eat for breakfast?
- What do people in other parts of the world eat for breakfast?
- What kind of food does your family buy/consume most often or in greater quantities?
- Were you aware of the diversity of eating habits around the world?
- What kind of food does your family buy/consumes most often or in greater quantities?
- Diversity of eating habits around the world.
- Which foods are healthy? What does a healthy diet involve?
- What are the disadvantages of packaged food?

## Suggested evaluation tools

- **Home assignment:** Invite students to prepare one of the breakfast dishes they have learnt about – with the help of their parent(s) or guardian(s) – and to bring it to school or show photos of the preparation and final product to the class.
- **Class discussion:** What is the most interesting thing you have learnt today? What is the most interesting thing you have learnt about food today?
- **Homework (essay):** What would your favourite breakfast look like?
- **Homework (essay):** In your opinion, which is the world’s most interesting dish, and why?

## GLU 4.2 Lesson plans

### GLU 4.2 Lesson Plan 1 (50 minutes)



## Learning objectives

- To explore the wide range of eating customs around the world (with a focus on breakfast).
- To learn how to follow a recipe.
- To become interested in, and be open to, new experiences involving different cultures.

## Materials and equipment

- Interactive whiteboard, whiteboard, flipchart or other screening and writing equipment / material

## Teaching tools

- Video clip: *What Does the World Eat for Breakfast*
- Photos and pictures: "The Eatwell Plate" | "Hungry Planet: What the World Eats" (set of images in slideshow format)
- Other resources: "Syrian Breakfast – Tumblr.com" | "Typical Syrian Breakfast"

## Questions to discuss

- What do you eat for breakfast?
- What do people in other parts of the world eat for breakfast?
- What kind of food does your family buy/consume most often, or in greater quantities?
- Were you aware about the diversity of eating habits around the world?

## Suggested evaluation tools

- **Home assignment:** research and making a foreign breakfast (with the help of an adult).

## Activities

Time	Activity description	Additional tips
5 minutes	<u>Introduction:</u> The teacher asks the students what they usually eat for breakfast. The answers could be jotted down individually on little cards – these will then form the basis for a chart that the class would put together, following the teacher's instructions.	
5 minutes	<u>Development:</u> The teacher shows the <i>What does the world eat for breakfast?</i> video clip and asks for some comments after the first viewing.	<u>Suggested guiding questions:</u> Any breakfast they would like to try? Anything that looks strange to them?



15 minutes	<p>Second screening of the clip. At this point, the teacher should also elicit/highlight that different cultures have a number of basic ingredients in common: cereals, fruit and vegetables, meat, fish or cheese, fats, and water.</p> <p>The video could then be used as a basis for introducing the food pyramid, and to reflect on this.</p>	A picture of the Eatwell Plate could be used, here.
5 minutes	<p>The teacher asks the students:</p> <ul style="list-style-type: none"> <li>▪ Why is it that almost all breakfasts include a grain-based item or an item found at the lower level of the pyramid?</li> <li>▪ What is so special about these food items? Do they have some special properties?</li> </ul> <p>The students could carry out a 'starch spotting' investigation, based on what they remember from the clip.</p>	
20 minutes	<p>The teacher takes the items mentioned in the clip that are found at the lower pyramid level in one batch, and creates another batch with other food items, such as fruit and vegetables (excluding bananas).</p> <p>The teacher then proceeds to drop liquid iodine solution on all the food items for the class to observe any changes in colour. Starchy foods (found at the lower pyramid level) will turn black because iodine reacts with starch. So, the obvious question is: <b>Why do most people stack up on starch at breakfast?</b></p> <p>(The reason is that starch is perceived to be filling, and that it provides us with enough subsistence and energy until lunchtime).</p> <p>Students take note and record their observations from the experiment.</p> <p>This part of the lesson could be developed into a research question for independent learning about the choice of starchy food for breakfast in different cultures.</p>	
<b>Home assignment</b>	Following some further research into the food eaten at breakfast around the world, the students are to make an 'international' breakfast at home (with the help of an adult) and present their research findings and experience of a foreign breakfast at the next lesson.	
<b>Supplementary activity</b> (if extra time is available)	<p><b>A Syrian breakfast</b></p> <p>This activity should ideally be carried out with a Syrian parent or cultural mediator. Pictures of the typical Syrian breakfast are shown and explained in class, the meal is discussed, including nutritional value, using the Eatwell Plate or the Healthy Food Plate</p> <p>The students are then divided into group and each group will</p>	<p>Parents or pupils from other classes could be invited to this activity.</p> <p>For added inspiration, to consult these pages: 1) <a href="http://www.orangeblos">http://www.orangeblos</a></p>



	bring a number of the ingredients to school to make the breakfast as a class effort.	<a href="http://somwater.net/index.php/2009/11/10/typical-syrian-breakfast/2">somwater.net/index.php/2009/11/10/typical-syrian-breakfast/2)</a> <a href="https://www.tumblr.com/search/syrian%20breakfast">https://www.tumblr.com/search/syrian%20breakfast</a>
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## GLU 4.2 Lesson Plan 2 (60 minutes)

### Learning objectives

- To explore the wide range of eating customs around the world.
- To become aware of different family sizes.
- To become aware that diet is influenced by our environment and economic situation.
- To start thinking critically about the nutritional value of food.
- To become aware about how our food choices affect the environment in terms of carbon footprint.

### Materials and equipment

- Interactive whiteboard, PC + projector, or print-out of pictures
- Flipchart sheets or A2 cardboard + markers (to create posters)
- Pictures / photos of food and drink, requested by the teacher in advance and brought by the students from home, (to create posters)

### Teaching tools

- Photos and pictures: “The Eatwell Plate” | “Hungry Planet: What the World Eats” (set of images in slideshow format)

### Questions/points to discuss

- What kind of food does your family buy/consume most often, or in greater quantities?
- Diversity of eating customs around the world.
- Which foods are healthy? What does a healthy diet involve?
- What are the disadvantages of packaged or pre-packed food?

### Suggested evaluation tools

- **Class discussion:** What is the most interesting thing you have learnt about food today?



- **Homework (essay):** In your opinion, which is the world's most interesting dish, and why?

## Activities

Time	Activity description
20 minutes	<p>As an introduction to this lesson, the teacher asks the students to take a few minutes to write down what their family consumes (in weight or units) over a typical week.</p> <p>They would then compare their findings and take averages to come up with a consumption bar chart that represents typical local consumption.</p> <p>The students review the food pyramid once again as a form of group / individual assessment for pyramid skills acquired in the previous lesson. They will have an empty food pyramid into which they are to place pictures of different food items.</p>
15 minutes	<p>The pictures from the “Hungry Planet: What the World Eats” slideshow are shown (projected or as print-outs) to the class, and discussed from the point of view of a healthy diet, using the food pyramid or the healthy food plate diagram (the Eatwell Plate) for support.</p> <p>The teacher should highlight the fact that most countries import and export food: this is trade. Nevertheless, people living in developing countries tend to eat more local food. At this point, it could be pointed out that the specific diets originate from the products a country or region is able to produce by itself. If production is low, food needs to be imported (consider discussing: food miles, packaging). Wealthy countries are more able to import food from all over the world (food miles) while poor countries are often confined to what they can plant and produce themselves or locally.</p> <p>As part of the discussion, the teacher encourages some research in class at the computer lab or at home about <b>staple foods</b>. In addition, research can also provide insight on the advantage and disadvantage of pre-packed foods.</p>
5 minutes	<p>In groups, the students discuss which picture is closest to their eating customs at home. Their conclusions could then be discussed in class.</p>
5 minutes	<p>The teacher asks about the disadvantages of packaged / pre-packed foods. Possible answers to be elicited from the class are:</p> <ul style="list-style-type: none"> <li>▪ It is not fresh.</li> <li>▪ It is not local (does not help the local economy).</li> <li>▪ It generates more waste.</li> <li>▪ It is often less healthy, it contains lots of hidden sugars, salt and artificial ingredients.</li> </ul>



	<ul style="list-style-type: none"> <li>It has a larger carbon footprint, due to the significant number of food miles required to deliver it (in some cases).</li> </ul>
15 minutes	<p>Each group creates a poster with the pictures of food and drinks brought from home, <u>as requested by the teacher in advance</u>. The groups should focus on the difference between fresh and packaged food. Slogans could be added, focusing on a preference for fresh food, based on reasons mentioned during the above discussion.</p> <p>The children from different cultural backgrounds could present the typical eating customs followed by their respective cultures, maybe with the help of a parent.</p>

