

Lesson 6: Food around the world

Children will learn to: recognize that people from different countries eat different food; identify and describe a typical dish from their country; understand basic issues related to world hunger

Main outcome: Children design a poster to draw attention to world hunger

Cognitive skills: predicting, ordering, describing, explaining, comparing, creating

Main language: *A typical dish is ... It's made from / by ... You eat it with ... This is ... / These are ... I'd like to try ... I think people are hungry because ...*

Main vocabulary: names of countries, names of food, *dish, takeaway, roasted, fried, grilled, grated, mashed, blend, soup, raw, refreshing, summer, tasty, typical, herbs, spices, cocoa powder, batter, vinegar, garlic, stew, hunger, malnutrition, poverty, poor, women, children, natural disasters, drought, food, war, disease, nutrients, calories, proteins, carbohydrates, vitamins, minerals, healthy, school, underweight, economy*

Materials: Worksheet 1: Typical, tasty dishes (copy for each child); Worksheet 2: World hunger (copy for each child)

Revision activity

- Ask *What's the difference between processed food and natural food?* and listen to the children's response.
- Divide the class in half. Assign processed foods to one half and natural foods to the other. Name different foods in turn, e.g. *Crisps! / Apples!* Explain and demonstrate that children should respond by waving their hands in the air and saying *It's a processed food!* or *It's a natural food!* depending on whether the food belongs to their group.

Introduction and setting objectives

- Ask *Do people eat the same food in different countries around the world? Does everyone in the world have enough food?* and listen to the children's response.
- Say *In this lesson we're going to learn about typical dishes from different countries and draw a picture and write about a typical dish from (y)our country. We're also going to learn about people in the world who are hungry and design a poster to draw attention to world hunger for our e-zines (or magazines).*

Suggested lesson procedure

Activity 1

- Explain that when we talk about dishes from other countries we often use the original name rather than translate the name into English. Give an example from the children's country to demonstrate this, e.g. 'paella' for Spain, 'risotto' for Italy.

- Ask children *Can you name any typical dishes from your country? Can you describe them?* Listen to the children's suggestions. Be ready to help with vocabulary to describe the dishes and re-cast in English as necessary. Use this as an opportunity to introduce or remind children of vocabulary on worksheet 1, e.g. *sauce, spices, herbs, blend, fried, grilled.*
- Give a copy of Worksheet 1 to each child. (Please note there are two pages to Worksheet 1).
- Ask the children to look at the pictures of the children and to say their names and the countries they are from (Karen is from the UK; Pedro is from Spain; Amba is from India; Rodrigo is from Mexico; Makena is from Kenya; Sarawong is from Thailand).
- Ask the children to read the descriptions of typical dishes by the children from each country and number them in the order they think they would like to try them. Make it clear that there are no correct answers and the activity is based on their personal opinions.
- Briefly revise ordinal numbers to six, if necessary, and introduce the word 'last'.
- Demonstrate the activity by giving an example, e.g. *I'd like to try Sarawong's dish first because I love noodles (pretend to write a '1' in the box by the text). / I'd like to try Karen's dish last because I don't like fish (pretend to write a '6' in the box by the text).*
- Children work individually and number the descriptions of typical dishes in the order they would like to try them.

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- Children compare and explain their choices in pairs, e.g. *I'd like to try fish and chips first because I love chips and I'd like to try them with vinegar. / Oh, no. I don't like vinegar. It's sour! I'd like to try fish and chips fourth.*
- Ask different pairs to take turns to report back on their choices and explain the reasons for them. Be ready to help with vocabulary and re-cast or expand their answers as they do this. Use this as an opportunity to find out the most popular and least popular dish to try in the class if there is one. Make the point that all countries and cultures have different food habits and typical dishes. It's good to have an open attitude about trying different food as it's a new experience and the food may taste good. It's also a way of being polite and showing respect to people from other countries and cultures if we're willing to try their food.

Activity 2

- Divide the class into pairs. Ask the children to choose a typical, tasty dish from their country and to draw a picture and write a description of it in the same way as the children on the worksheet.
- If you like, build up a description of one typical dish with the whole class first and write this on the board before the children begin. Draw the children's attention to phrases in the descriptions on the worksheet which may be useful, e.g. *... is made from / by ... You eat it with ...* and encourage them to use these as a model for their own.
- Children work with their partner and draw a picture and write a description of a typical dish from their country.
- At the end, ask different pairs to report back on the dishes they have described and/or circulate the worksheets round the class so that the children can look at each other's work.

Activity 3

- Explain that although every country and culture has typical, tasty dishes there are millions of people around the world who are hungry.
- Create a discussion by asking the questions on Worksheet 2 to the whole class in turn (*1 What is hunger? 2 What is malnutrition? 3 How many people are hungry? 4 Where are people hungry? 5 Who is hungry? 6 What are the causes of hunger? 7 What are the effects of hunger?*). Listen to the children's ideas and suggestions.

Use the discussion as an opportunity to introduce vocabulary which is on Worksheet 2, e.g. *poverty, disease, developing world, mortality rate*. Be ready to accept children's contributions in their first language and expand and re-cast these in English as necessary.

Activity 4

- Give a copy of Worksheet 2 to each child.
- Read the questions at the top of the sheet. Explain that these are the questions that the children discussed in the previous activity.
- Ask the children to read the article and to write the correct question before each paragraph. As they read, ask them to think about and compare the answers in the text with their discussion in activity 3.
- Children work individually, read the text and write the questions before each paragraph.
- When they are ready, ask children to compare their answers in pairs and to identify any similarities or differences in the text compared to their previous class discussion.
- Check the answers with the whole class. Ask children to comment on any similarities or differences between the text and their discussion. Be ready to help in identifying and commenting on these.
- At the end ask the children *What can we do about world hunger?* Listen to their ideas re-casting them in English as necessary, e.g. *We can give money to charities that help reduce world hunger; We can tell our friends and family about world hunger; We can find out more about world hunger on the internet; We can make sure that we don't waste or eat too much food ourselves; We can eat more natural food rather than processed food; We can buy local rather than imported food.*

Key:

1. What is hunger?
2. What is malnutrition?
3. How many people are hungry?
4. Where are people hungry?
5. Who is hungry?
6. What are the causes of hunger?
7. What are the effects of hunger?

Activity 5

- Divide the class into their project groups, and within each group, into pairs. Ask children to design a poster

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to draw people's attention to world hunger.

- Either give out paper for children to do this or they can work at their computers. Monitor and be ready to help as necessary. The posters can be completed either as homework or in a follow-up lesson as necessary.

Activity 6

- Explain that children have almost come to the end of the project on the 'Amazing world of food'. Ask the children to identify everything they have produced for their e-zine (or magazine) with their project groups. They should then select what they want to include in the e-zine (or magazine), decide the order and add page numbers and a Contents list. They should then put this together in an electronic or paper file. The e-zines (or magazines) should include a poster of food imported to their country (Lesson 1), a picture and description of a healthy picnic (Lesson 2), a leaflet to promote eating fruit and vegetables (Lesson 3), a report of the tasting experiment (Lesson 4), a flow chart to show how a particular food is processed (Lesson 5) and a poster to draw attention to world hunger (Lesson 6).
- Ask children to work with their groups and design a cover for their e-zine (or magazine) with the title *Amazing world of food* and their names (*by ...*). Children can either draw pictures or use photos and create the cover of their e-zine (or magazine) either by hand or using computers. Depending on time, the e-zines (or magazines) can be completed in a follow-up lesson.
- Children create a PDF file of their e-zine (and optionally print this out) or staple the pages together to make a paper magazine.
- Circulate or display the magazines, or children look at these on computer, and compare, admire and give feedback on each other's work, e.g. *I like ... / The ... is great / very interesting / surprising, etc.*

Learning review

- Briefly review learning by asking the children *What have we done today? What have you learnt? How did the typical dishes help you learn about food around the world? How did the questions and reading text help you learn about world hunger? What did you enjoy most / find most interesting / difficult?*

Optional extra

Ask each group to prepare 2-4 questions on the content of their own e-zine (or magazine). Collate the questions into a quiz, make copies and give these out to children in the next lesson. Children read each other's e-zines and work with their groups to find the answers to the questions in the quiz.

If appropriate, you may also like to organize a class competition with independent judges (e.g. other staffroom colleagues) and award small prizes or certificates for the three best e-zines (or magazines) according to a set of criteria, e.g. interest, presentation, use of language. If the e-zines have been produced electronically, you may also like to send copies home to parents or put them up on the class or school website.

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1. Read and number the dishes in the order you'd like to try them.
Be ready to explain your choices.

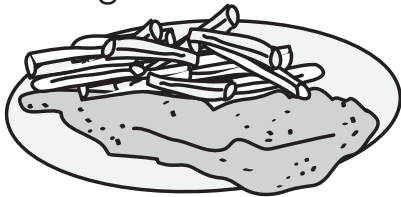


Karen

I'm from the UK. A typical dish from my country is fish and chips. Fish and chips is often a takeaway dish.

You buy it in fish and chip shops. The fish is usually cod. The fish is fried in batter and you put vinegar on the chips.

Karen

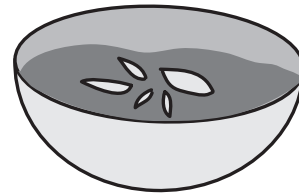


Pedro

I'm from Spain. A typical dish from my country is 'gazpacho'. 'Gazpacho' is a cold soup.

It's made by blending raw tomatoes, peppers, cucumbers and garlic with bread, olive oil and vinegar. It's very refreshing in the summer.

Pedro

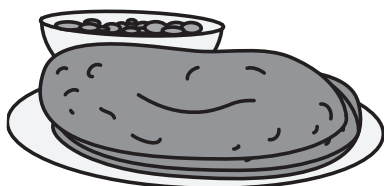


Amba

I'm from north India. A typical dish from my region of India is 'parathas'. These are a type of pancake.

'Parathas' are made from wheat and filled with mashed vegetables. You usually eat 'parathas' with lentils and beans.

Amba



Rodrigo

I'm from Mexico. A typical dish from my country is chicken with 'mole'. 'Mole' is a sauce. 'Mole' is made from cocoa

powder, hot peppers, garlic, herbs and spices. It can be red or green depending on the ingredients and the region of Mexico it's from.

Rodrigo



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Read and write the questions before each paragraph.

- What are the causes of hunger? Who is hungry? ~~What is hunger?~~
How many people are hungry? What is malnutrition?
Where are people hungry? What are the effects of hunger?

World hunger

1 What is hunger? _____?

Hunger means not having enough food to eat every day. Hunger causes discomfort and pain. Hunger makes people feel weak, exhausted and vulnerable to disease. Children who live with hunger have no energy or desire to play or learn.

2 _____?

Malnutrition means not having food with the nutrients, such as proteins, carbohydrates, vitamins and minerals, that the human body needs to stay healthy. Malnutrition causes disease. Malnutrition also affects children's physical and mental development and how well they are able to do at school.

3 _____?

There are more than one billion people in the world who are hungry. This means that they do not receive the minimum number of calories and nutrients they need in order to be able to grow and develop normally and stay healthy.

4 _____?

Most people who are hungry live in developing countries in Asia, Africa, Latin America and the Caribbean.

Approximately three-quarters of these people live in rural areas and a quarter in cities.

5 _____?

Poor families suffer from hunger and malnutrition. Within poor families, women and children are often the main victims. Undernourished women give birth to underweight children. Many children are still underweight by the age of 5 and millions die from disease.

6 _____?

Although the world produces enough food for everyone, there are many causes of hunger. These include poverty, wars and natural disasters, such as floods or droughts. They also include the lack of agricultural infrastructure such as irrigation, roads and transport.

7 _____?

There are many effects of hunger. These include disease and high infant mortality rates. Hunger means that many children do not grow and develop normally. This means they don't go to school and can't work as adults. In this way, hunger can affect the people and economy of a whole country for generations.