



Age 7-11 – Enough Bread Lesson Plan

Based on “Enough Apples” on page 7 of **Your Reach** – Autumn 2017.



Outline

This Lesson plan aims to help the class understand how different levels of food are available to people depending on where they live in the world. It encourages them to think about how someone would feel if they had less food and how fair this situation is. It aims to provoke a response from the children and examine why they will most likely react more vocally when they don't get a fair amount of food.

It will also help children understand population levels around the world and how a statistic is reflected in the real world.

Things you will need:

- Enough slices of bread for one per child – either real slices or you can print off the slices of bread on the last page of this lesson plan.
- 6 pieces of paper each one with a continent on it: Asia, Africa, Australia, Europe, North America, South America
- 20 meters of String
- 6 plates

Preparation:

Cut 6 pieces of string:

- | | |
|--------------------|------------|
| 1 - Asia: | 580cm long |
| 2 - Africa: | 400cm long |
| 3 - Australia: | 120cm long |
| 4 - Europe: | 140cm long |
| 5 - North America: | 320cm long |
| 6 - South America: | 240cm long |

You may want to label the string or put a certain number of lines on each one so you know which piece of string is which.

For each piece of string tie the 2 ends together to make a circle.

Put the continent signs up in the classroom – you could try to put them in places which mimic where the continents would be on a map.

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Before the lesson starts, use the table below to work out how many children should go to each continent based on the number of children in the class

Children in the Class	27	28	29	30	31	32	33
Asia	17	17	18	18	18	19	19
Africa	4	5	5	5	5	5	5
Europe	3	3	3	3	3	3	3
North America	2	2	2	2	3	3	3
South America	1	1	1	2	2	2	2
Australia	0	0	0	0	0	0	1

Lesson

Show the children a map of the world with each continent on it.

<https://www.countries-ofthe-world.com/img/continents-map.png>

Explain to the children that you are going to be looking at how many people are in each continent, how big each continent is and how much food each continent has.

The number of children in each continent will represent the population in each continent.

One by one ask each child to go and stand next to a certain continent sign until you have the correct number of children by each sign – based on the table above. They will notice immediately that Asia has more people in it than any other continent.

As they can see on the map of the world, each continent is a different size and so you have 6 pieces of string to represent the size of each continent. Hand out the correct bit of string to each continent and ask the children to place the string on the floor in a circle and see how easy or difficult it is for all the children to stand inside the circle. This will help the children understand the density of people in each continent. Again they should notice that the biggest “squeeze” is Asia. If this turns into mayhem it may be best to take the string back once they have tried this.

Hand out a plate of bread to each continent with the following number of slices – again based on the number of children in the class:

Children in the Class	27	28	29	30	31	32	33
Asia	8	9	9	9	10	10	10
Africa	2	2	2	2	2	2	2
Europe	6	6	7	7	7	7	8

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North America	7	7	7	8	8	8	8
South America	2	2	2	2	2	3	3
Australia	2	2	2	2	2	2	2

The children should be able to see straight away that in some continents there is going to be more than one slice of bread per person and in other continents there will be a lot less per person.

Ask the children to work together to estimate how much bread each person in their continent will get. When they have an answer ask them all to put up their hands. If the answer is close enough ask them to cut up the bread so it can be shared out equally. When they have done this compare the amount of bread per person in each continent. Write down on the board how much bread per person per continent.

Explain to the children that this is a statistic: Knowing how much bread is given to each continent and knowing the number of people in each continent they have worked out how much each person will get on average.

This statistic shows that the amount of food each person gets is not fair – but at least everyone is getting some food – nobody is getting nothing.

Ask one person per continent to hold onto the plate of bread. Tell them that they are the Ruler of this continent. They have to divide up the bread between the people in their continent. They have to think about the number of slices per person – but also they have to think how much they deserve as they are the Ruler. Some may take more than their fair share. Once they do this ask them to pass the plate onto someone else in their continent and tell them that they aren't the Ruler but they are very important. And ask them to take what they want and pass the plate on. At some point particularly in Asia, you will probably find that they run out of bread before you get to the last person.

You can explain that while the statistic showed that on average each person will get something – the reality is that the food is not always shared out equally – and some people do end up getting nothing at all.

Ask the children to sit back down and start a discussion about whether they think it is fair that depending which continent you are on decides how much food you get.

Get them to focus on **how** unfair they **feel** this is. Do they just understand that this is unfair or do they really feel how unfair it is?



OPTIONAL – Do you want to get a reaction out of the children?

Tell the children that you are going to give them all a badge which will show which continent they are in.

They will wear this badge for the next two weeks.

Then tell them that for the next two weeks the lunches will be divided up between them based on which continent they are from. Therefore, those in Africa will get less than half of their lunch each day and those in North America will get about 2 and a half lunches.

See how they react...

Hopefully there will be a big outcry. Then you can examine not only how they feel but you can compare it to how they reacted when they were just statistics on a page and when it was happening to someone else.

NB Obviously tell them that this isn't going to happen and you just wanted to get their reaction!!

FURTHER OPTION...

If you want to take it one stage further – and you are feeling brave. You could ask the children to go home and tell their parents about the lesson and say that the lunches are going to be divided up to represent which continent they are in. Therefore, for the next 2 weeks they are only going to receive half a lunch each day because they were in Africa (even if they weren't) and other people in the class will get 2 lunches. Get the children to see what their parents' reaction is.

Tell the children to tell their parents that it is not really going to happen!

The children could then talk to their parents about how they reacted when they were told this in class and how they reacted more when they were only going to get half a lunch rather than someone in Africa.

Doing a Class Assembly

You can easily adapt this lesson into an Assembly – either yourselves or you can use the Enough Apples Assembly Plan on the website – www.CathComReach.com/teachers

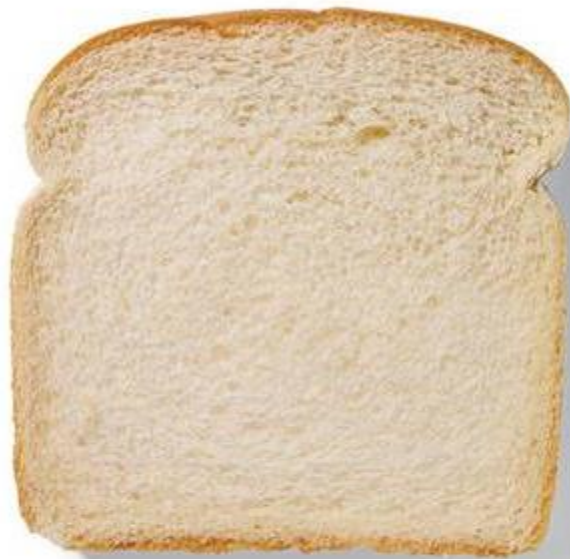
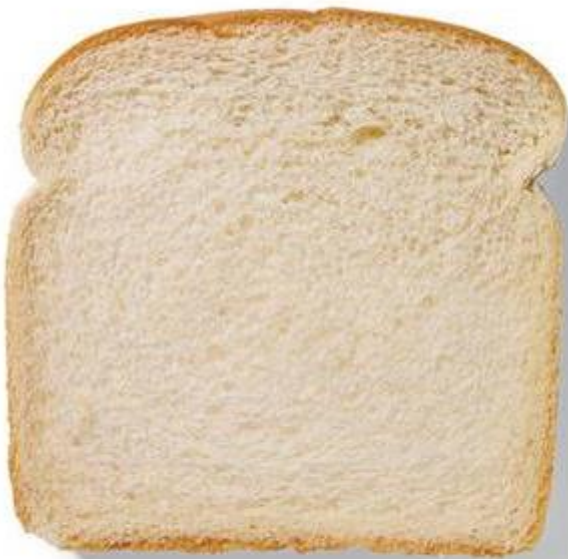
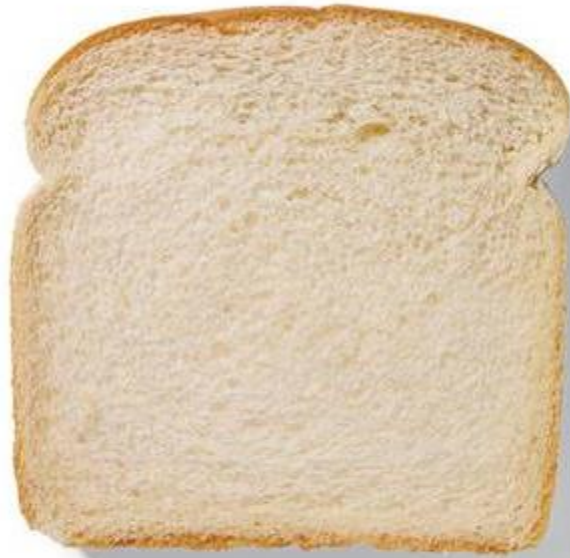
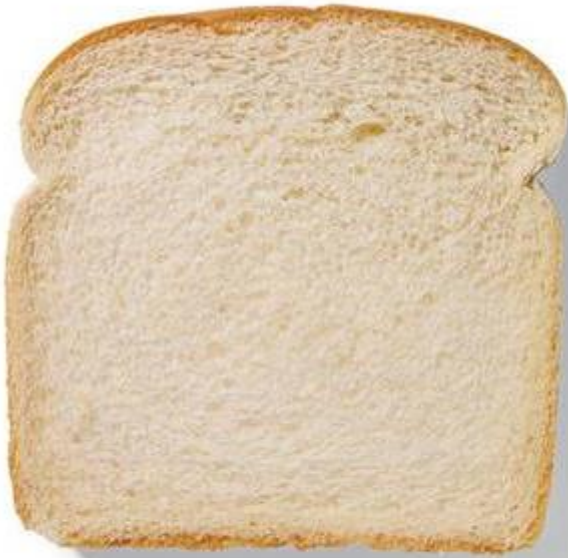
If you have done the lesson – you can ask some of the children to tell the school what you had discussed in the lesson.

Notes: the figures used for the size and population of the continents have been checked against various sources. However, the figures for the amount of food per continent, whilst being checked against a small number of different sources did vary significantly. We have taken an average of these figures and having checked sources of similar but different information we do feel these figures at the very least reflect how food is distributed across the continents even if the figures are not exact. Furthermore, given that these percentages are being split across approximately 30 people or 30 pieces of bread the percentage they are inevitably being rounded up or down significantly so the aim is to bring to life a situation rather than outline details statistics.

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