



# Lower Primary School Activities and Resources

***“Give us today the food we need...”***

***Matthew 6:11***

If a resource sheet is **Bold, Italics and Underlined** (***Stories From the Field***), you will need to download it from the ALWS Website—

<http://www.alws.org.au/awareness-week-2012---food-matters.html>.

If a resource sheet is in **Bold and Italics** (***Stories From the Field***) you will find it in this document.





# Contents

## Teaching Ideas

- Page 3 Lower Primary Activities #1**
- Food Matters DVD
  - Food Matters—From Hunger to Harvest
  - Placemats / Posters
  - When Children Are Hungry ...
- Page 4 Lower Primary Activities #2**
- Stories From the Field
  - Drought and Hunger
  - Ration Foods Matter
  - Food Matters Word Find
  - Food Matters Food Groups
- Page 5 Lower Primary Activities #3**
- Farmers First
  - Animals Matter for Good Food
  - Write a Letter
  - Food Day
  - Photos and Questions
- Page 6 Lower Primary Activities #4**
- Write a Story
  - Poverty
  - Country Profiles—Burundi, South Sudan, Kenya, Mozambique, Nepal, Cambodia, Indonesia, PNG
  - Question: Why Don't We Just Give Money?

## Resource Sheets

- Page 7** When Children Are Hungry ...
- Page 8** Stories From the Field
- Page 9** Drought and Hunger
- Page 10** Ration Foods Matter
- Page 11** Food Matters Word Find
- Page 12** Food Matters Food Groups
- Page 13** Farmers First
- Page 14** Animals Matter for Good Food
- Page 15** Country Profile—Burundi
- Page 16** Country Profile—South Sudan
- Page 17** Country Profile—Kenya
- Page 18** Country Profile—Mozambique
- Page 19** Country Profile—Nepal
- Page 20** Country Profile—Cambodia
- Page 21** Country Profile—Indonesia
- Page 22** Country Profile—PNG





## Lower Primary Activities #1

### Food Matters (DVD)

Links to Life Skills, Literacy, Numeracy

**Purpose:** For students to learn about how much food matters to the developing world.

**Preparation:** Download the Food Matters DVD. Select questions from Food Matters Questions that are age appropriate.

**Procedure:** Show your class the DVD. Ask the questions that are age appropriate, or just talk to the class about each of the sections.



### Food Matters—From Hunger to Harvest (Photo Story)

Links to Life Skills, Literacy

**Purpose:** For students to consider what happens when an aid agency helps a community as opposed to communities who are not taught long-term development strategies.

**Preparation:** Download the Food Matters—from Hunger Harvest Photo Story onto your computer.

**Procedure:** Show the Photo Story to your students. Ask them to consider the two different villages, and how having plans in place to help people is a great thing for all people.

### Placemats / Posters

Links to The Arts, Literacy, Numeracy, Life Skills

**Purpose:** For students to consider some statistics about hunger in the world, while creating either a poster or placemat.

**Preparation:** Download the Placemats / Posters. Have colouring materials ready.

**Procedure:** Talk about each of the posters to the students, and what each of them mean. Give one poster to each student, and allow time for them to colour / decorate the picture. If you can laminate, this can become their placemats, or put them on the wall as posters.

### When Children Are Hungry ...

Links to Literacy, Life Skills

**Purpose:** For students to understand what happens to children when they are hungry for a prolonged period of time, and for them to compare these consequences to their own lives.

**Preparation:** Photocopy When Children Are Hungry ....

**Procedure:** Talk to the class about what happens when children are hungry for a prolonged period. Talk about how it is much more than just 'feeling hungry'. Discuss what is written in each of the circles, and get the students to circle the three effects of prolonged hunger that they would find the hardest to cope with. Let the class discuss what they have circled and why.

### Why Are People Hungry?

Links to The Arts, Literacy, SOSE

**Purpose:** To have students consider why there are poor, hungry people in the world.

**Preparation:** Read 'Some Causes of Hunger' for your own preparation. Depending on the age of your class, you may want to print this out for the students, or choose to write some ideas simply on the board.

**Procedure:** Ask students why some people are hungry in the world. Write responses on the board. Ask students to draw their response that answers the question 'why are people hungry?' This should include as many reasons for hunger as they can.





## Lower Primary Activities #2

### Stories from the Field

#### Links to Literacy, SOSE

**Purpose:** To encourage students to think of how lives might be improved.

**Preparation:** Download [Stories From the Field](#). Print *Stories From the Field* Worksheet.

**Procedure:** Read each 'story from the field' to the students. After each one, ask students how they think the lives of the children can be improved. Allow them time to draw a picture of the child in a better situation.



### Drought and Hunger

#### Links to Literacy, SOSE

**Purpose:** For students to consider what happens in a drought that leads to hunger in millions of people around the world.

**Preparation:** Print the *Drought and Hunger* worksheet for each student in the class.

**Procedure:** Talk to the students about drought, especially focussing on the East African drought and famine currently happening. Ask the students to think about how drought leads to hunger. Have them write (or draw) the reasons why drought leads to hunger.

### Ration Foods Matter

#### Links to Life Skills, Literacy

**Purpose:** For students to learn about the rations given to people in refugee camps, and for them to appreciate how blessed they are in Australia to have access to many good foods.

**Preparation:** Print *Ration Foods Matter*, and have the ration as a teaching tool.

**Procedure:** Work through the handout, asking students to draw all the things they would eat in a day, and then discuss what refugees are given in a day. Having the rations for the class to see will make it more of a learnable experience for the students.

### Food Matters Word Find

#### Links to Literacy and SOSE

**Purpose:** For students to challenge themselves to find words related to hunger and food.

**Preparation:** Photocopy the *Food Matters Word Find* for all students in the class. Each student needs a highlighter or pencil.

**Procedure:** Discuss with the students the value of food in poor countries in the world. After a discussion of the words in the word find, allow students time to find the words in the puzzle.

### Food Matters Food Groups

#### Links to Literacy, Life Skills

**Purpose:** For students to learn that most foods eaten in poor countries are cereals or fruit/vegetables.

**Preparation:** Photocopy the worksheet *Food Matters for Food Groups*.

**Procedure:** Discuss with students the importance of a healthy diet. Ask them to complete the worksheet. Further discussion about the diet of Australians compared to the diets of people in the developing world should occur.





## Lower Primary Activities #3

### Farmers First!

Links to The Arts (or Literacy), SOSE

**Purpose:** To learn the importance of teaching better farming methods to farmers in poor countries so that food security improves.

**Preparation:** Photocopy the worksheet *Farmers First* for each student in the class.

**Procedure:** Teach the students about farmers in poor countries, including the way that they are being taught better farming methods to improve their crops. Discuss why farmers need to be taught (lacking in knowledge), while always respecting the immense knowledge passed on from generations. On the Farmers First worksheet, have them draw farmers at work in different ways. Write the name of the crops that the farmers are working on in the drawings.



### Animals Matter for Good Food

Links to The Arts, SOSE

**Purpose:** For students to understand how important animals are to poor farmers in the developing world.

**Preparation:** Photocopy the worksheet *Animals Matter for Good Food*.

**Procedure:** In poor countries around the world, animals are REALLY important for food production (because farmers can use their manure on crops), for selling at the markets and occasionally for eating during a celebration. The four most common animals that help poor people are cows, chickens, goats and pigs. Ask students to draw a picture of these in the boxes below.

### Write a Letter

Links to Literacy, SOSE, Christian Studies

**Purpose:** To respond to a story from a person with a very different life experience.

**Preparation:** Download *Stories From the Field* and photocopy so that each person in the class has one. Teach students how to write a letter.

**Procedure:** Have students choose a story to read carefully. They are to then write a letter to that person, explaining what they have learned about life in a poor country, and perhaps how they have been inspired by the story.

### Food Day

Links to Life Skills, Literacy

**Purpose:** For students to try food from a different country, and to experience making something different from what they may make at home.

**Preparation:** Choose a couple of recipes to try (download from ALWS Awareness Week materials) and get the ingredients and parent helpers organised.

**Procedure:** Cook one or more recipes from a developing country and enjoy a taste test!

### Photos and Questions

Links to Visual Literacy, Literacy, SOSE

**Purpose:** To allow students to view photos and answer questions on life in the developing world.

**Preparation:** Download and copy *Photos and Questions* (best printed in colour and laminated if possible).

**Procedure:** Give out different photos to the class. Have them look closely at the photos, and thoughtfully answer the questions on the back of the photos. If the students are young, you can talk about the photo and ask the questions for them to answer and discuss.





## Lower Primary Activities #4

### Write a Story

#### Links to Literacy and SOSE

**Purpose:** To imagine life in a very different country.

**Preparation:** Work with the different materials provided to learn about life in poor countries.

**Procedure:** Let the students write a story set in a poor country. It should contain a theme of food security and sustainability for the members of the community.

### Poverty

#### Links to Literacy and SOSE

**Purpose:** To have students consider the effects of poverty on communities and peoples, and the effect of hunger due to poverty.

**Preparation:** Divide the class into small groups. Using large pieces of art paper, draw the outline of the human body.

**Procedure:** On the various parts of the body, label some of the impacts of being poor (e.g. the impact of lack of access to clean water, causing disease). What do you think are the worse effects of poverty?

Have you seen or experienced poverty? In pairs, make a list of the images of poverty you have seen personally or on television and film. How are poor people portrayed? Why do you think people are poor? Why are there so many poor people in the world? What can we do to help?

### Country Profiles—Burundi, South Sudan, Kenya, Mozambique, Nepal, Cambodia, Indonesia, Papua New Guinea

#### Links to Literacy, The Arts, SOSE

**Purpose:** For students to learn about each of the countries where ALWS works to give them an understanding of what life is like in developing countries.

**Preparation:** Print off the **Country Profile** sheets required for your class.

**Procedure:** Put students into small groups, and have them work together to research about one of the countries where ALWS works. Later, have each group share with the class about what they have learned so a better understanding of all countries might take place.

### Question: Why Don't We Just Give Money?

#### Links to Literacy, SOSE, Geography

**Purpose:** To have students think deeply about what aid organisations do in poor countries.

**Preparation:** For your own understanding, read **Sustainable Development**.

**Procedure:** Discuss with students the meaning of sustainable development (write definition on board). They may want to ask questions or challenge some of the ideas. As the question, "Why don't aid organisations just give out money and let the people choose how to spend it themselves?" Discuss their ideas. Reinforce the need for teaching, the problem of access to resources and walking a journey together for it to be sustainable.





# When Children are Hungry...

Have you ever thought about what it is like for children who do not have enough food? Do you think you would be able to do all the things you love to do if you were hungry most of the time?

The health and well-being of children gets worse over time, as their body is damaged by not getting the nutrients it needs to grow strong and healthy.

Here are nine common problems that children face when they are hungry over a long period of time. Circle the three that you would most not want to have happen to you.

**Low energy levels**  
– children can't run and jump and play like you do, because they don't have energy that your body gets from good food.

**Problems learning**  
– if children are able to go to school, they may not be able to learn very well if their brain has been damaged from not getting enough food.

**Swollen stomachs**  
– when children do not get the right foods, their kidneys don't work properly, and it makes their stomachs swell up.

**Very low weight** – children who don't get enough food to eat don't weigh very much. Sometimes their bones even stick out from their skin.

**Swollen and bleeding gums** – children who don't get the right food to eat often have trouble with their gums, and sometimes their teeth.

**Poor growth** – children who do not get enough nutrients do not grow to the size they otherwise would have.

**Dry, scaly skin** – when children don't get the right food to eat, their skin becomes dry and scaly, and often has sores that don't heal quickly.

**Bones that break easily** – when children do not get enough good food, their bones break more easily.

**Increased risk of infection** – when children don't get the right food to eat, their bodies can't fight infection very well, so they get sick more often.





# Stories from the Field

Listen to stories from around the world. In each box draw what you hope could happen for these children so they can lead better lives.

**Amanda**

**Mutufeji**

**Bimalu**

**Emile**

**Omar**

**Loue**

**Rosa**

**Oredi**



# Drought and Hunger

**What happens in a drought that leads to hunger?**

**List all the reasons you can think of on this dry, cracked ground.**



**Australian  
Lutheran**  
World Service

For further information contact

Email: [alws@alws.org.au](mailto:alws@alws.org.au)

Ph: 1300 763 407

Web: [www.alws.org.au](http://www.alws.org.au)

Australian Lutheran World Service

Awareness Week

Food Matters

Focus on food in the developing world

*Dare to  
Dream a  
Different World*



# Ration Foods Matter

Think about what you eat each day.  
Draw or write all the food that you would eat in a day.

In Refugee Camps in Africa, poor people are given food rations that keep them alive.

Look at the picture. This is the ration that is given per person each day to refugees.

- Rice (or another cereal)
- Beans (or other pulses)
- Oil and
- Salt



Imagine if that was all the food that you had to eat ALL day.  
What would you do with it? How would you cook it?  
Do you think you would very quickly get sick of the same rations?

What food would you miss most if you were a refugee?

How lucky do you think you are to live in Australia where most people have access to good, healthy food all year round?





# Food Matters Word Find

t i u r f m s s s e s b  
 s e l b a t e g e v g a  
 b r b e a n s r o p g n  
 m o e o f l f i t m e a  
 a a g b u i c c a b s n  
 t r n m m e s e m e r a  
 o a e g r u b h o e p s  
 z a e e o b c t t z i r  
 t z a h k e a u i i g r  
 k l i m w t s x c a s f  
 s o y e o c o w s m l w  
 f d m p c h i c k e n s

bananas  
 beans  
 cereals  
 chickens  
 cows  
 cucumbers  
 eggs  
 fish  
 fruit  
 goats

maize  
 mangoes  
 meat  
 milk  
 pigs  
 potatoes  
 rice  
 tomatoes  
 vegetables  
 wheat

Food really matters in poor countries around the world. Find the types of foods in the puzzle that are commonly found in poor countries.





# Food Matters Food Groups

Food really matters in poor countries around the world. Look at the common foods found in poor countries around the world, and then put each name into the table according to the five food groups.

bananas  
beans  
cereals  
chicken  
cow  
cucumber  
eggs  
fish  
fruit  
goat

maize  
mangoes  
meat  
milk  
pig  
potatoes  
rice  
tomatoes  
vegetables  
wheat

Meat and Protein Foods	Grains and Cereals	Fruit and Vegetables	Dairy Products	Fats, Oils and Sweets

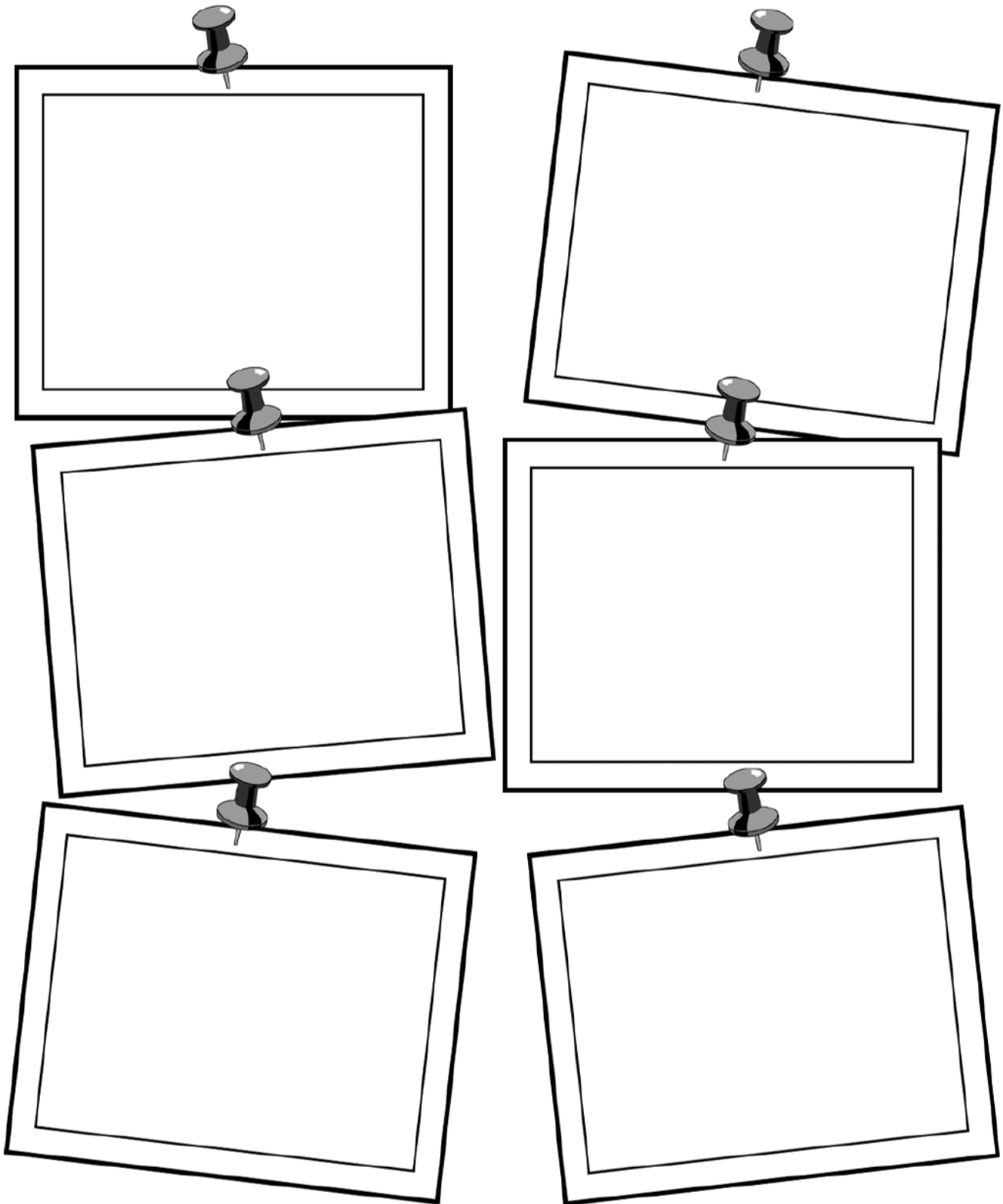
Write down two things you notice about your table.

- \_\_\_\_\_
- \_\_\_\_\_





# Farmers First!



Learn about farmers in poor countries, including the way that they are being taught better farming methods to improve their crops. Draw farmers at work in different ways overseas. Write the name of the crops that the farmers are working on.



**Australian  
Lutheran  
World Service**

For further information contact  
Email: [alws@alws.org.au](mailto:alws@alws.org.au)  
Ph: 1300 763 407  
Web: [www.alws.org.au](http://www.alws.org.au)

Australian Lutheran World Service  
Awareness Week  
Food Matters  
Focus on food in the developing world

*Dare to  
Dream a  
Different World*



# Animals Matter for Good Food

In poor countries around the world, animals are REALLY important for food production (because farmers can use their manure on crops), for selling at the markets and occasionally for eating during a celebration.

The four most common animals that help poor people are cows, chickens, goats and pigs. Draw a picture of these in the boxes below.

<b>Cows</b>	<b>Chickens</b>
<b>Goats</b>	<b>Pigs</b>

**What is your favourite animal from this list?**

**Why do you think a poor family would like to own this animal?**

**What is the added benefit of having chickens?**

**What is the added benefit of owning cows and goats?**





# Country Profile—Burundi

1. Draw and colour the flag of Burundi below.

2. a) Use an atlas to draw a map of Burundi in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is Burundi listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about Burundi, write what you think would be the best two things about living in Burundi.

---

6. What would be the worst thing about living in Burundi?

---

7. What do you think is the greatest challenge that Burundi faces? Why?

---

---





# Country Profile—South Sudan

1. Draw and colour the flag of South Sudan below.

2. a) Use an atlas to draw a map of South Sudan in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is South Sudan listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about South Sudan, write what you think would be the best two things about living in South Sudan.

---

6. What would be the worst thing about living in South Sudan?

---

7. What do you think is the greatest challenge that South Sudan faces? Why?

---

---





# Country Profile—Kenya

1. Draw and colour the flag of Kenya below.

2. a) Use an atlas to draw a map of Kenya in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is Kenya listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about Kenya, write what you think would be the best two things about living in Kenya.

---

6. What would be the worst thing about living in Kenya?

---

7. What do you think is the greatest challenge that Kenya faces? Why?

---

---





# Country Profile—Mozambique

1. Draw and colour the flag of Mozambique below.

2. a) Use an atlas to draw a map of Mozambique in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is Mozambique listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about Mozambique, write what you think would be the best two things about living in Mozambique.

---

6. What would be the worst thing about living in Mozambique?

---

7. What do you think is the greatest challenge that Mozambique faces? Why?

---

---





# Country Profile—Nepal

1. Draw and colour the flag of Nepal below.

2. a) Use an atlas to draw a map of Nepal in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is Nepal listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about Nepal, write what you think would be the best two things about living in Nepal.

---

6. What would be the worst thing about living in Nepal?

---

7. What do you think is the greatest challenge that Nepal faces? Why?

---

---





# Country Profile—Cambodia

1. Draw and colour the flag of Cambodia below.

2. a) Use an atlas to draw a map of Cambodia in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is Cambodia listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about Cambodia, write what you think would be the best two things about living in Cambodia.

---

6. What would be the worst thing about living in Cambodia?

---

7. What do you think is the greatest challenge that Cambodia faces? Why?

---

---





# Country Profile—Indonesia

1. Draw and colour the flag of Indonesia below.

2. a) Use an atlas to draw a map of Indonesia in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is Indonesia listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about Indonesia, write what you think would be the best two things about living in Indonesia.

---

6. What would be the worst thing about living in Indonesia?

---

7. What do you think is the greatest challenge that Indonesia faces? Why?

---

---





# Country Profile—PNG

1. Draw and colour the flag of Papua New Guinea below.

2. a) Use an atlas to draw a map of PNG in the box to the right.  
b) Label its capital city.  
c) Name two of its closest neighbours.

3. What number is PNG listed on the Human Development Index?

---

4. In your own words, what does this mean?

---

---

5. After you have researched about PNG, write what you think would be the best two things about living in PNG.

---

6. What would be the worst thing about living in PNG?

---

7. What do you think is the greatest challenge that PNG faces? Why?

---

---

