



## **Ages 7 – 11 General Lesson Plan**

Mary's Meals is administered through Scottish International Relief a company limited by guarantee  
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## AGES 7-11

### Success Criteria:

All children take part in the game in Task 2, and consider the correlation between work and food.

### Lesson Aim:

To think critically about whether there is an obligation to help other people. To appreciate what some children must go through simply to survive

**Additional resource:** Morality Discussion PowerPoint

### Task 1

Read with the children the central African fable of The Tortoise and the Eagle (see [www.afro.com/children/myths/myths.html](http://www.afro.com/children/myths/myths.html)). Discuss with the children:

1. Would they have invited the eagle into their home?
2. If the eagle had been starving, would they have shared what food they had?
3. Is it right that we should share what we have with those that lack even the most basic of things?
4. How much should we give up of our own money, goods and time, in order to help those who are less fortunate?

### Extension:

Group work –act out this story, or other fables from the website above.

Individual work – re-tell the story as a storyboard with captions (use the template below).

### Task 2

Consider the lives of those children who must earn money in order to eat, by using simple household goods to simulate jobs that children around the world may have to carry out. After 30minutes, “pay” the children for how much they have done. 1 marble equates to 2MK, or 2 Malawi Kwacha, the currency in Malawi

Split the class in to groups, and assign each group one of the following jobs, which they will carry out for 30mins:

1. Simulate the job of sorting husks from grains of rice: sort brown rice from white rice (or use e.g. macaroni/ cous cous/ etc). For each 100g (vary the weight depending on what materials you are using, cous cous and rice will take longer and weigh less than different pasta shapes!), pay the group 1 marble.
2. Imagine life in a clothing factory by giving the children lengths of wool, and ask them to plait them in to one long piece of ‘rope’. For every 50cm they make, pay them 1 marble.
3. Many people around the world must walk a long way to fetch water. Set a bucket some distance from a tap (the playground might be best for this one!). Using only a cup, each child in the group must

carry the water to the bucket. After 30mins, the children are paid 1 marble for every 1litre they managed to transport.

For each exercise, whether doing it in a group or individually, pupils should find they are paid roughly 10 marbles for their 30 minutes of work.

Now, calculate how much they would be paid if they did this for a whole day. Consider how many hours they would work for, and calculate the difference in how much they would be paid if they worked a long or a short day. Would they play with friends or go to school, or rather would they use the day to work if they knew that was the only way they would eat? Remember that there is no other source of food, other than that which they provide for themselves.

Using the price list below, discuss with the children what they would spend their "money" on.

#### LOCAL MARKET PRICE LIST

T-shirt - 250 MK  
Toothbrush - 50 MK  
Bar of Soap - 50 MK  
Kilo of rice - 160 MK  
Pen - 75 MK  
Notepad - 140 MK  
Kilo of maize flour - 150MK  
2l veg. oil - 900MK  
Kilo oranges - 200 MK  
Backpack - 1300MK

(These are the actual prices found in markets in Malawi. The average weekly income for parents in Malawi is 470MK).

#### **Further Activities**

- Create a topic web: choose one of the countries in which Mary's Meals works, and write the name of that country in the centre of a piece of paper. Get suggestions of topics to research e.g. language, food, sport. Using the internet, library and Mary's Meals leaflets, to research these topics. Pupils research a topic each, and present their findings to the class.

- Write your own fable to tell a moral story about why we should help others. Illustrate with your own drawings.
- Watch “Feeding the Future” (downloadable from the website), and collect as much information as possible from it, either with or without the prompt questions below:

| <b>Questions</b>  | <b>Answers</b>  |
|---|---|
| How many children did not go to school today, because of poverty? | 150 million   |
| How old is the boy who lives on a railway station in India?       | 6 years old   |
| Where does Rose live? Does she live alone?                        | She lives in Rwanda, and looks after her baby sister  |
| How is an education important to a child’s future?                | It allows them to free the poverty trap   |
| How does receiving a daily school meal help their education?      | It helps their concentration, performance and results. It means that they are in school longer, with full stomachs, and they don’t need to worry about food |
| Why do people in Malawi volunteer to produce the meals?           | Because they see how important it is for their child’s education  |
| How often did Joseph have food at home?                           | Rarely  |
| How many children will die today due to hunger related causes?    | 16,000  |

Using the information you have gathered, write a news article about the situation in the countries in which Mary’s Meals works. Alternatively, make posters advertising Mary’s Meals.

- If you are running a Mary’s Meals fundraiser or Backpack Project, why not use these posters to advertise your appeal around the school and in the community?

NAME: ..... CLASS: ..... STORY: .....

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