

Assembly Planner

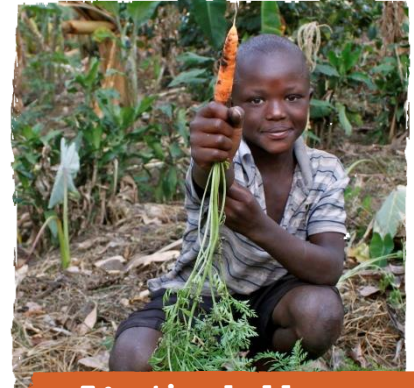
Learning Outcome

Understand that in many parts of the world, farmers and their families rely on their harvests to survive.

Opening questions

Ask the pupils some of the following questions:

- What is a harvest?
- What do we/farmers celebrate at Harvest? Why?
- Has anyone got a vegetable patch or allotment?
- Has anyone here ever grown anything?
- Has anyone picked their own food?
- What is it like to grow your own food?



Ignatius holds up a carrot he has grown

Imagine

Imagine you went to the supermarket one day and there was no food.

- What would it mean?
- How would your parent or carer feel? What might they say?

If there was no food in the supermarket, it could mean that you might not eat that day.

- How would you feel about this?

Talk

Re-tell one of the stories on pages 4-6, such as that of Brian and Ignatius (pictured), in a way that helps the children understand the problems facing many families around the world.

- or -

Talk about how unpredictable weather can mean harvests fail. For many farming families this can mean they will not have enough food to eat and they might not have enough money to buy more. As a result they might have to miss a meal every day for several months or parents might have to miss two meals a day so that their children can still eat.

What can we do to help?

Ask the children what we can do to help. (You might need to plant some ideas e.g. collect money for them.)

Wrap up

Remind children of some of the things they can do to help and to be thankful for what they have.

Prayer

Dear God,
Help us to be thankful for what we have
And to look after those that don't have as much.
Amen.

(See p.2 of the booklet for more prayers.)

Take away

Next time you visit a supermarket think about what you can be thankful for.

KS1 Follow-up Activity

Learning Outcome

Understand about what it means to be fair.

Introduction

Ask the children some questions to get them talking about fairness.
For example:

- What is being fair?
- Who has ever been treated unfairly?
- Do you think things should be fair, and if so why?

Activity

Divide the children into two groups. Give each of the children in the first group three stickers, but only give each child in the second group one sticker each. Tell the children not to stick on their stickers yet.

Ask the first group if how they feel about their stickers. Is it fair?

Ask the second group if they think it's fair and how they feel about it.

Ask those in the first group what they could do to make things fair.

(If the children don't suggest it themselves you might need to nudge them to realise that that it would be fair if each of group 1 gave a sticker to a child in group 2.)

Plenary

Life is not always fair. For some people, life is more unfair than others but we can do things to help them.

KS2 Follow-up Activity

Learning Outcome

Understand that our food comes from all around the world and investigate some of the places from where our food comes.

Introduction

Ask the pupils some questions to get them talking about the kind of food they eat.
For example:

- What did you have for breakfast this morning?
- What is your favourite food?
- Who knows something they have eaten that was not grown in this country?

Activity

Either ask all the children to bring in some packets of food, or bring in several types of food yourself from around the world.

Split the children into groups. Give each group several items of food and an atlas. Ask them to use their atlas to locate the countries which produced each item of food.

Plenary

Our food comes from many different countries around the world. Farmers in other countries grow food to feed their own families and to sell any extra sometimes to countries such as ours.

