

My Travelling Breakfast

Age Range: Grades 4-6, Ages 10-12

Subject: Language Arts

Adapted from "Fighting Hunger the Rights Way" - CBU Children's Rights Centre

Overview

Creative writing, poetry

Students will write a fictional, illustrated story in the first or third person, or an illustrated poem animating (personifying) their food's journey from where it began to where it ended and reflecting on articles of the United Nations Convention on the Rights of the Child.

This activity can be used as a follow up to "How'd that get on my plate?"

Aims & Objectives

- To encourage students to create original texts
- To allow students to experiment with different styles of writing
- To listen and respond to ideas, information and opinions expressed by others
- To encourage students to consider access to food as part of their rights as children

Preparation

- "How'd that get on my plate?" activity (optional)
- Review the "Little Book of Children's Rights & Responsibilities" with your class, specifically looking at Articles 6, 24, 27 & 28. (http://www.unicef.org/rightsite/files/little_book_rights.pdf)
- Talk to students about where the food they eat might come from, the obstacles it might have to overcome during such a journey, and how access to nutritional food applies to their rights as children.
- Talk to students about various forms of transport used in the global food supply chain (ships, air transport, trucks, etc.) and ensure that they include these in their writing.

Instructions

1. Provide your students with the following opening lines, or provide your own:
"Every morning I meet with amazing food. My breakfast has travelled to many places around the world and has had many adventures..."
"How did I get here? Let me tell you my story..."
"Just like every morning, I woke up with the sunshine. It was a beautiful day - when suddenly, a giant hand came out of nowhere, picked me, and dropped me in a box with all my friends..."
2. Students should complete this story, or write a poem about the journey of how the food they chose gets to their table.
3. Ask students to think about and include any problems this food might have had to overcome and how this food helps meet their rights as children.
4. When students complete their story, they may read it aloud to their classmates, and/or submit their work to: WFP.Youth@wfp.org for publication.

