

6 Food

Food plays a central role in children's daily routine. They have a very clear idea of what they like and dislike: not only what they eat, but when. Chocolate cookies for breakfast? Cornflakes for dinner? In addition, there is the whole issue of how people eat: fork, knife, spoon? Chopsticks, with your fingers, in a banana leaf? Where a child eats also plays a role: in a restaurant, on a table, on the floor, or in a car.

Food is an excellent theme for multi-cultural classes. Nowhere are cultural and regional variations as readily visible to children as in the area of food. Food is probably one of the first contacts a child will make with a foreign culture.

Games in this chapter concentrate on expressing likes and dislikes, classifying food, and polite requests (as in a restaurant).

6.1 Fruit and prepositions relay

GAME TYPE

Movement and team game

AIMS

Language: Prepositions (*in, on, under, over*).

AGE

4+

GROUP SIZE

8–16

TIME

15–30 minutes

MATERIALS

Two identical sets of familiar fruits, for example, apples, oranges, pears, bananas, peaches; a whistle.

PROCEDURE

- 1 Clear a space in the classroom and divide the children into two teams. They stand in lines at one end of the room. At the other end of the room set up two tables facing the two teams. Place the fruit on the tables.
- 2 Stand between the first two children and say, for example, *Put the apple on a chair*, or *Put the banana under the table*. Blow the whistle to start.
- 3 The children run to the other end of the room, carry out your instructions, and run back to their lines. The first child to get back to the line earns a point for his or her team.
- 4 If a child chooses the wrong fruit or puts it in the wrong place, the team gets no points.

5 Play one or two rounds and add up the points.

VARIATION 1

Make the game more difficult by calling out more complicated tasks, for example: *Put the apple in the bookshelf and the pear under the teacher's desk*, or *Give the teacher a banana and put a peach next to the door*.

VARIATION 2

Instead of putting the fruit on a table, tell the children to get an object from anywhere in the room, for example, *Get a book. Find a pencil*. You can also use Variation 1 with *Put* and *Give*.

COMMENTS

If you have uneven numbers or a reluctant child, he or she could call out the commands. With younger children you will need to prompt them by whispering to them or repeating the command after them so that the others understand.

6.2 The *Do you like ...?* game

GAME TYPE

Board game

AIMS

Language: *Do you like ...? Yes, I do/No, I don't. Can you ...? Yes, I can/No, I can't* (Variation 1).

Other: Counting.

AGE

4+ (7+ for Variations 3 and 4)

GROUP SIZE

6–10

TIME

20–30 minutes

MATERIALS

One game board for each group with counters and dice; 7–8 cards with pictures of food; 50 red and 50 blue cards; marker pen; (for variations) cards with pictures of actions, body parts, etc.

PREPARATION

Make a simple game board (see the example on page 78) with pictures of food on a few spaces across it. With a magic marker draw either smiling or frowning faces on the back of the cards. There can be up to six faces per card but all the faces on any one card must be the same. Shuffle the cards thoroughly, but do not mix the two colours together. Then place the two piles of cards in the centre of the board.

PROCEDURE

- 1 The first child rolls the dice and moves his or her counter. The other children can count the numbers out loud.
- 2 If the child lands on an empty space, he or she passes the dice to the next child.
- 3 If the child lands on a space with a food picture the whole group says in chorus *Do you like ... (carrots/apples/chips)?*