

FLYING THE KITE FOR FOOD

Age range: 8-14

Time: 3 hours

Outline

This is an Art and Design and Geography project through which young people make and decorate kites around themes of hunger and food injustice. The project can tie into a local 'Fly In' or kite festival and where pupils can go to fly their kite - details of National and International kite events can be found [here](#). Pictures of young people with their completed kites can be sent to jwitcombe@oxfam.org.uk and added to an online album of people participating in the project. As a follow up you could potentially display the kites in the [nearest Oxfam shop](#).

Learning Objectives

- Understand the injustice of global hunger
- Feel inspired to create a public message on the theme of global hunger
- Learn how to make and decorate a kite

Resources

- Cake (Swiss Roll)
- Pens and paper
- PowerPoint presentation
- Video
- Worksheets
- 1 piece of thin wooden doweling or bamboo cane (around 80cm) per person
- Fabric and coloured paper
- Light string
- Scissors
- Glue (PVA works best)
- Scissors
- A camera

Curricular links

Arts and Design – Represent observations, ideas and feelings, and design to make images and artefacts.

Geography – Express their own views about people, places and the environment

Keywords

Kites, arts, craft, wishes, hunger, injustice.



Workshop Name	Main activity	Resources	Page number
Workshop 1 (1 hour) Inspiration Session	To learn about inequality and food injustice and create the 'wish' they would like to decorate their kite with.	<ul style="list-style-type: none">• Cake (Swiss Roll)• Pens and paper• PowerPoint presentation• Video• Worksheets	3-7
Workshop 2 (1 hour) Make kites	Make kites	<ul style="list-style-type: none">• 1 piece of thin wooden doweling or bamboo cane (around 80cm) per person• Fabric and coloured paper• String• Scissors• Glue (PVA works best)	8-9
Workshop 3 (1 hour) Decorate kites	Decorate kites and take pictures	<ul style="list-style-type: none">• Glue, paper and scissors• A camera	10

Workshop 1 – Inspiration session

Overall Aims

- To learn about the main issues that cause inequality and food injustice.
- To recognise the challenges facing individuals around the world.

Resources

- Cake
- Pens and plain paper
- PowerPoint presentation / Video

Overall session outline

- Share the Cake
- Video
- Images from Around the World
- Expressing Wishes

Activity 1: Share the Cake

Aim To demonstrate injustice, access the existing levels of knowledge and set the scene for future learning.

Time 15 minutes

You will need Cake and PowerPoint

Time	Description	Outcome	Resources
13 minutes The share the cake activity is reproduced with thanks to, and permission from http://www.cdpc.ie	<p>At the beginning of the lesson bring a cake (a Swiss-roll might be easiest) and tell the pupils you're in the mood for celebrating.</p> <p>Randomly ask individual pupils if they would like some and if yes how much? (At this point try to avoid the first pupil asking for it all by framing your question more pointed e.g. "is this enough?", "will I cut here?", giving no more than half of what remains to any pupil).</p> <p>Very quickly the cake will disappear: some will get none and some will have taken huge slices.</p>	<p>Opportunity for pupils to develop what they think about fairness.</p> <p>Pupils become more personally engaged with the injustice of sharing the planet's resources unequally.</p>	<p>Swiss roll, knife, paper plates, napkins Slides 3-8</p>



	<p>It is important to remember the comments that fly around the class during this time. If possible record them yourself or have a pupil pre-warned to write them down.</p> <p>Those pupils who got nothing may be angry. Remind them of some of their remarks or read out some quotes. Record what you think is significant on the whiteboard. Stimulate further reaction by asking questions like;</p> <ul style="list-style-type: none"> • Why do you feel you should have received some? • Why do you deserve cake? • Was there a standard by which those who got cake were selected? • Did any of the pupils who got cake offer to share? <p>Use slide 5-6 to highlight the reality of injustice further.</p> <p>Now introduce the main theme of the workshop – hunger - using slides 7-8.</p>	Speaking, listening and discussion	
2 minutes	Using slide 9-11 give a brief overview of what you will be doing with the class (i.e. learning about hunger and using that learning to create kites with messages on them).	Pupils know who you are and what to expect over the two workshops.	Slides 9-11



Activity 2: Video

Aim To explore what pupils and Oxfam believe everyone should have in order to lead a fulfilling and healthy life. Introduce why some people are hungry.

Time 15 minutes

You will need Video and PowerPoint.

Time	Description	Outcome	Resources
2 minutes	Ask the class to think about a few things they need to SURVIVE and a few things they need in life to THRIVE. Feedback. Do they believe everyone has the RIGHT to these things?	Speaking, listening and discussion	Pen and paper if you want pupils to note down their ideas
5 minutes	Show this 1 minute 14 second film: http://vimeo.com/52675051	Watching film	Capacity to show videos. Slide 12
3 minutes	Ask the class to reflect on the video and state some of the key things Oxfam believes everybody has the RIGHT to. How did these compare with the things they had brainstormed?	Class discussion	
5 minutes	Ask the pupils if they think everyone has enough food to eat? If not why not? Give them a few minutes to work in pairs to note their ideas as to why pupils and young people might not have enough food. Feedback as a class and compare answers. Using slides 13-14 from the PowerPoint explore and further highlight the reasons why lots of people are hungry. Then ask the pupils whether they think this is fair?	Opportunity for pupils to develop an understanding of inequality around the world and the challenge faced by individuals around the world.	Slides 13-14



Activity 3: Images from Around the World

Aim To explore the lives of pupils who lack basic rights.

Time 10 minutes

You will need Worksheets, PowerPoint, pens and paper.

Time	Description	Outcome	Resources
10 minutes	<p>Introduce Sulmana from West Africa, (using slide 15).</p> <p>Give every child a case study (print a few of each). Allow the pupils to look at the worksheet and give them time to discuss the image and the text with other pupils.</p> <p>Then give them time to complete the worksheet, getting them to draw one thing that they think the individual in the case study might want.</p> <p>Ask the pupils to share what they have drawn and for them to tell the class why they have drawn what they have.</p>	Pupils reflect on what it might be like not to have enough food through the use of case studies.	Worksheets (pg 11-14) Pens and paper Slide 15

Activity 4: Expressing Wishes

Aim To recap on what the pupils have learnt and to respond by expressing wishes about what is needed to make the world a fairer place.

Time 15 – 20 minutes

You will need Pens, kite worksheet and PowerPoint.

Time	Description	Outcome	Resources
5 minutes	<p>Ask the pupils to think about what they have learnt. Having thought about it, is there anything they would wish for in an ideal world? Ask them to write the wish down. Select one or two wishes and read them out aloud to the class.</p> <p>Now challenge the class to rewrite their wish in 5 words or less.</p> <p>Their wish will be the basis for their kite design (they may choose to write it on their kite or depict their wish as a picture).</p>	Pupils reflect on and respond to what they have learnt.	Pens and paper



<p>10-15 minutes</p>	<p>Remind the pupils about what they will be doing in the next workshop.</p> <p>Using slide 16 explain to them that kites are used around the world by pupils to raise awareness and it would be great if the kite that they will make were to be decorated with their own wishes.</p> <p>Then allow them the remainder of the time to sketch the designs for their kite based on their wish (this could be set for homework) using the kite worksheet.</p>	<p>Pupils begin designing their kites.</p>	<p>Pens Worksheet (pg 14) Slide 16</p>
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Workshop 2 – Make a Kite

Overall Aims

- To reflect about the main issues that cause inequality and food injustice.
- To make a kite

Resources

- 1 piece of thin wooden doweling or bamboo cane (around 80cm) per person
- Fabric and coloured paper
- String
- Scissors
- Glue (PVA works best)
- PowerPoint



Overall session outline

- Reflection
- Making a kite

Activity 1: Reflection

Aim To recap on what the pupils have learnt in the previous workshop.			
Time 5 minutes			
Time	Description	Outcome	Resources
5 minutes	Ask the pupils to think about what they had learnt in the last workshop, and allow a few pupils to share their learning with the class.	A chance to reflect on what has been learnt.	

Activity 2: Make a Kite

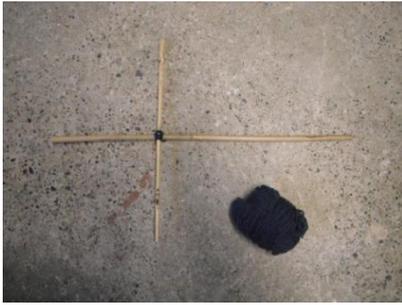
What to do

1



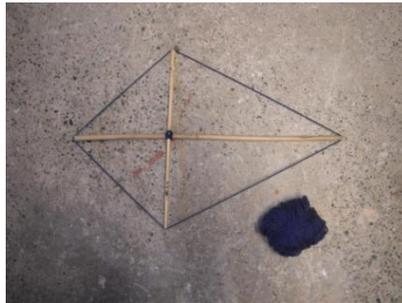
Show slide 19. Cut the doweling into two pieces one measuring 35cm and the other 45cm and place notches into ends of both the pieces of doweling.

2



Show slide 20 and 21. Place smaller dowel on top of larger dowel, forming a cross shape and tie together with string.

3



Show slide 22. Thread the string through all the notches, creating a diamond shape.

4



Show slide 23. Cut your fabric, paper or recycled plastic bags slightly larger than the kite frame.

5



Show slide 24. Fold the fabric, paper or recycled plastic bags over the string frame and glue down. If you feel that the kite needs a little reinforcement, add tape to the corners.

6



Show slide 25. Tie string from top to bottom and then attach flying string about third of the way down.

Workshop 3 – Decorate a Kite and take photographs (1 hour)

Overall Aims

- To reflect about the main issues that cause inequality and food injustice
- To decorate a kite

Resources

- Paper
- Scissors
- Glue (PVA works best)
- Camera

Overall session outline

- Decorate and photograph a kite

Decorate a Kite

What to do

7.



Show slide 27-29. Remind pupils of the wishes they came up with in Workshop 1 and the preparations they made. Using these ideas decorate the kite using coloured papered.

8.



Show slide 30. All done! Remember to photograph pupils with kites and email them to jwitcombe@oxfam.or.uk along with the photo consent form on page 10. Oxfam will share these in an online gallery along with other pupils' kites. Remind the pupils of any [local flying events](#) happening in their local area. Send any photos of pupils and their kites to along with the photo consent form on page 16.

Hello, my name is Sulemana,
I'm 13 and from Ghana in
West Africa



Christian Aid/Antoinette Powell for the IF
Campaign

What do you think Sulemana wants?
Draw your answer.

I get up in the morning and come to the farm. I want to be in school but my family say that if I don't come to help my father, where will they get enough food? When there is no food, I go and ask other people for food. It makes me feel very bad having to ask people for help in this way.

What do you think Keya wants?
Draw your answer.

When there are floods crops are destroyed and Keya and her family often have to go without food.

There was so much water; it was up to our knees. We couldn't get out. I don't feel good about the floods. I can't study, I can't play, I can't go to school. I just have to sit at home.



Hello my name is Keya, I'm 11 and I live in Bangladesh.



Gilvan Barreto/Oxfam

Hello my name is Luadson, I'm 6 and I live in Brazil – I go to crèche. I really like it here because I want to learn how to read and write.

What do you think Luadson wants?
Draw your answer.

At crèche Luadson receives a free meal. This is maybe the only meal that he will eat all day. For a lot of parents it is very difficult to find a job, and families have to live on very little money. It means that families are often not able to buy enough food to feed their families.



Isabel Ortigosa / Christian Aid for the IF Campaign

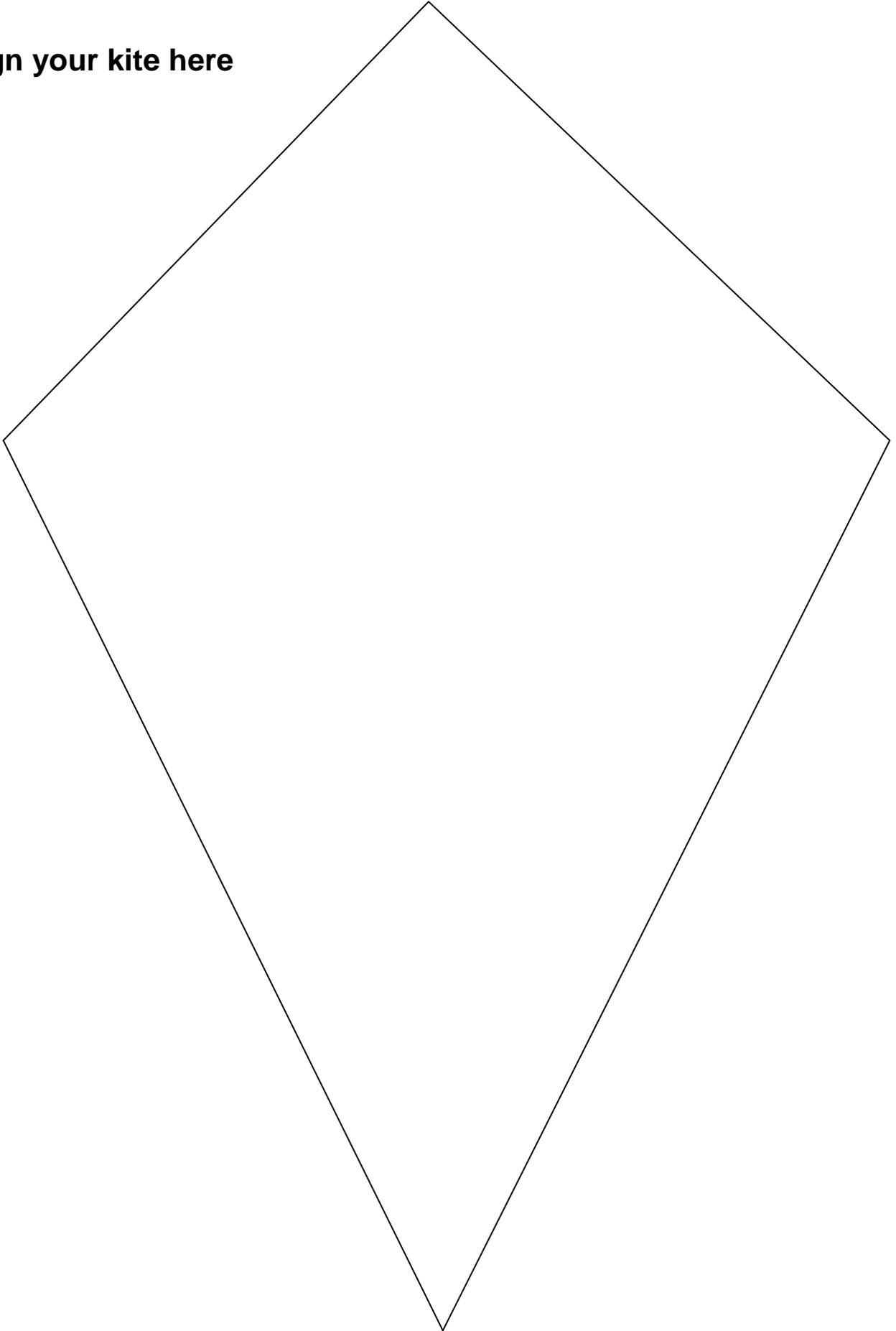
This is Carmen, she's 52 and from Colombia in South America. Carmen and her community were rounded up and forced to leave their land where they were growing food.

What do you think Carmen wants?
Draw your answer.

During that time we suffered a lot and struggled to survive. There were days where we only ate a bit of white rice because we did not have anything else.

After a time, we joined forces and decided with the rest of the community to return and cultivate our land... The companies want us all to abandon our land, but we are not going to give them the pleasure. All we ask of the State is a small piece of land so that we can survive.

Design your kite here



Photographic Consent Form

Oxfam would like to use photographs taken at your school/youth group. This form serves as written consent from you to Oxfam to use photographs of students taken at a school or youth group at which you are employed and authorised to give such consent.

It is Oxfam's policy not to identify any child featured in their photographs by his or her full name.

Please indicate in the form below how Oxfam may use any photographs taken of young people in the school/youth group at which you work.

Ways Oxfam may use photographs	May Oxfam use photos of your students for these purposes? (DELETE AS APPROPRIATE).
Reproduce them on the Oxfam website	YES / NO
Upload them to other Oxfam controlled domains (e.g. flickr / facebook /Twitter)	YES / NO
In Oxfam printed materials	YES / NO
In press releases to local and/or national newspapers	YES / NO
Store them on their internal database so that they are able to use them again in the future if they need to.	YES / NO

Please sign this form to indicate that you have read and understood this form and that you agree for Oxfam to use photos of young people in the ways outlined above.

Name and address of school: Signed Position within school	Date
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Thank you very much for your co-operation. If you have any queries or would like to discuss this further, please contact Jo-Anne Witcombe at Oxfam on 01612342793. Please return to Jo-Anne Witcombe on jwitcombe@oxfam.org.uk or by post to the address below.

Oxfam Campaigns, Green Fish Resource Centre, 46-50 Oldham Street, Manchester, M4 1LE

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