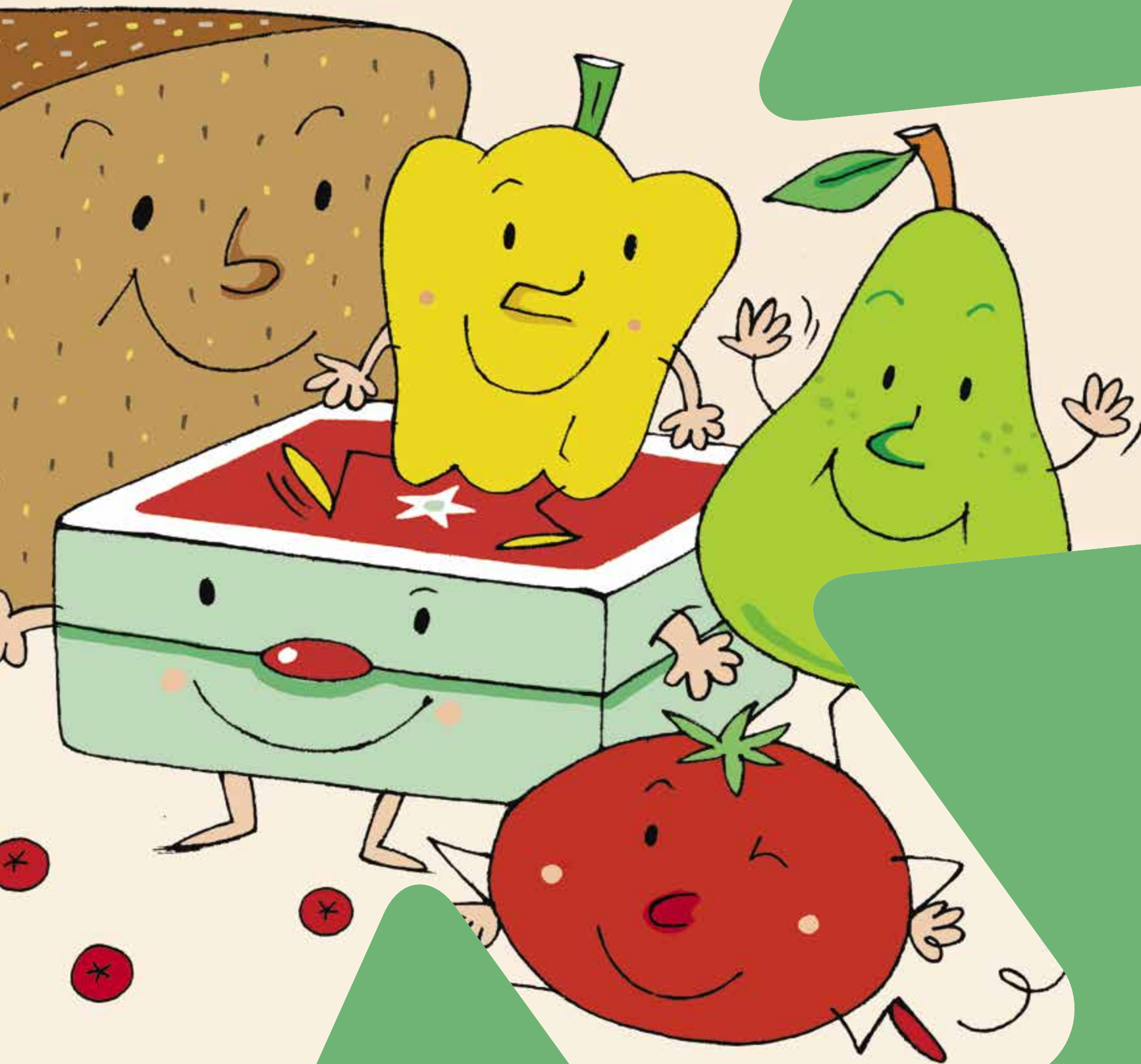




RED THE LUNCHBOX



It is dark.

“Now that’s what I call a good night’s sleep!” Waking up, Red yawns and stretches contentedly. “I wonder what food I’m going to carry today. It’s going to be something tasty, I’m sure.”

Red has an important job. Together with her brothers and sisters she carries the lunches of the Wilson family.

You’ll have guessed it by now: Red is a beautiful lunchbox.

Key questions: some suggestions

- Which one of you owns a lunchbox? Of what colour?
- Do you use your lunchbox often/sometimes/(almost) never? Why is that?
- Does your own lunchbox have brothers and sisters?
What is their colour? Who uses them?





Hush now! Harry and Jessica run into the kitchen, in a cloud of happy noise. They are full of life and enthusiasm.

Red waits eagerly for them to remove her from the kitchen cupboard.

But things don't work out that way.





“Hap-py birth-day to you! Hap-py birth-day to you!
Three cheers for Harry! Hip, hip, hooray!”

“Hey, what’s going on?” shouts Red. “Hello? Hello?
Could I join in?”

But there’s no one to hear her.

Key questions: some suggestions

- What could be going on in Harry’s and Jessica’s house?
- Have you ever been thrown a (birthday) party? Have you ever been to a (birthday) party? What do you think about that kind of party?
- Poor Red isn’t allowed to join the party. How does that make you feel?





“Many happy returns, my sweet,” says Mother, as she gives Harry a kiss and a great big hug. “And because it’s your birthday, you can choose the lunch you’re taking to school today.”

Harry glows with pride. What is he going to pick – one of the pre-packaged chocolate rolls they sell at the supermarket? Or is he going to choose that gourmet sandwich from the sandwich shop?

Key questions: some suggestions

- What would you choose? The chocolate roll or the gourmet sandwich? Why?
- Which one of you would prefer something else? What is it?
- Is there a food you really, really dislike? Why?
- Do you know how much one of these gourmet sandwiches costs? For the older children: try to create a link with a price expressed in money.
- Do you think that’s cheap/expensive? Why?





Red feels sad. It is clear that Harry didn't choose her. "Boohoo. Now I have to remain in this dark cupboard, the whole day long. Boohoo."

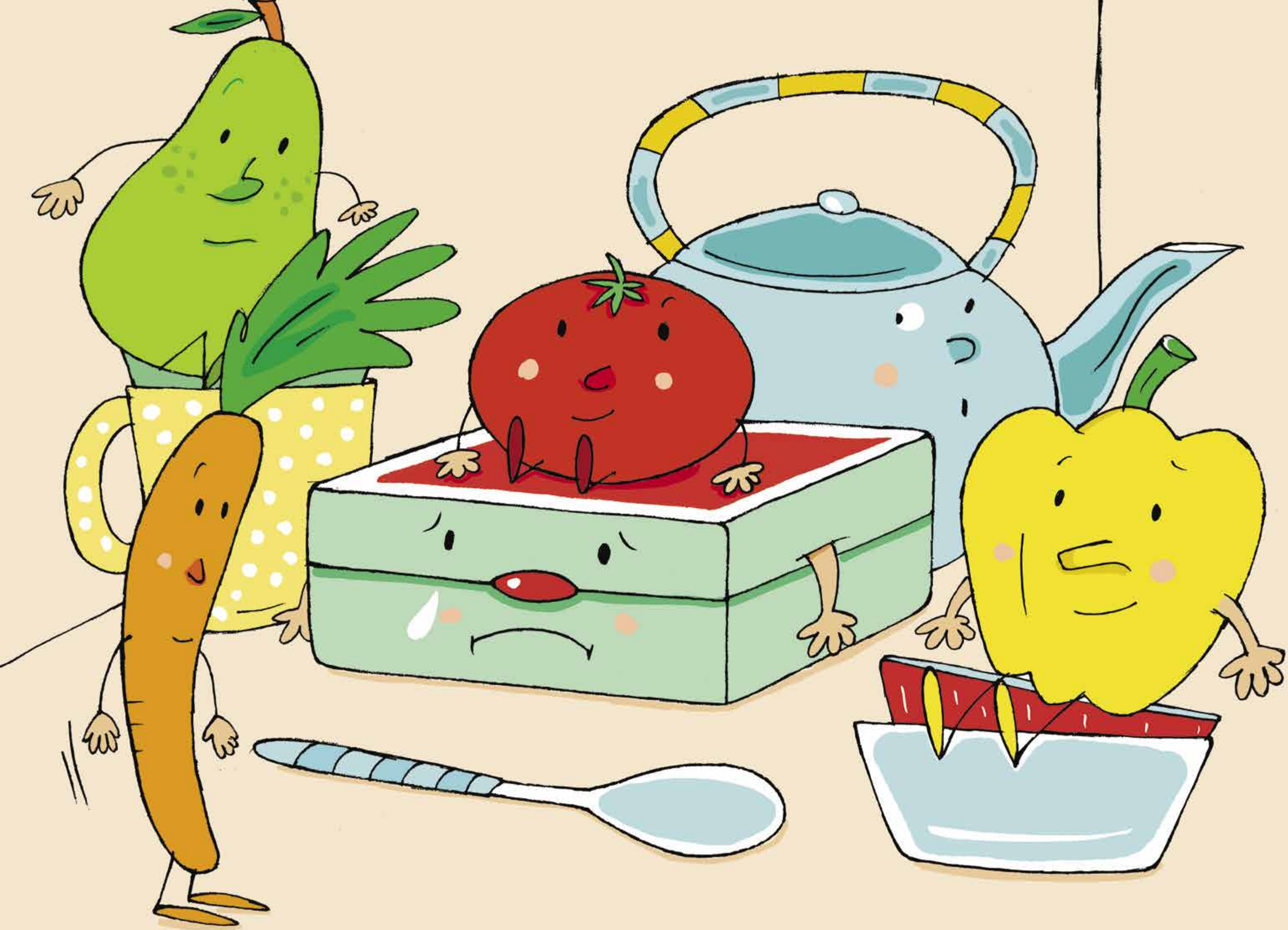
"Psst, Red! Reee-ed! Psst!"

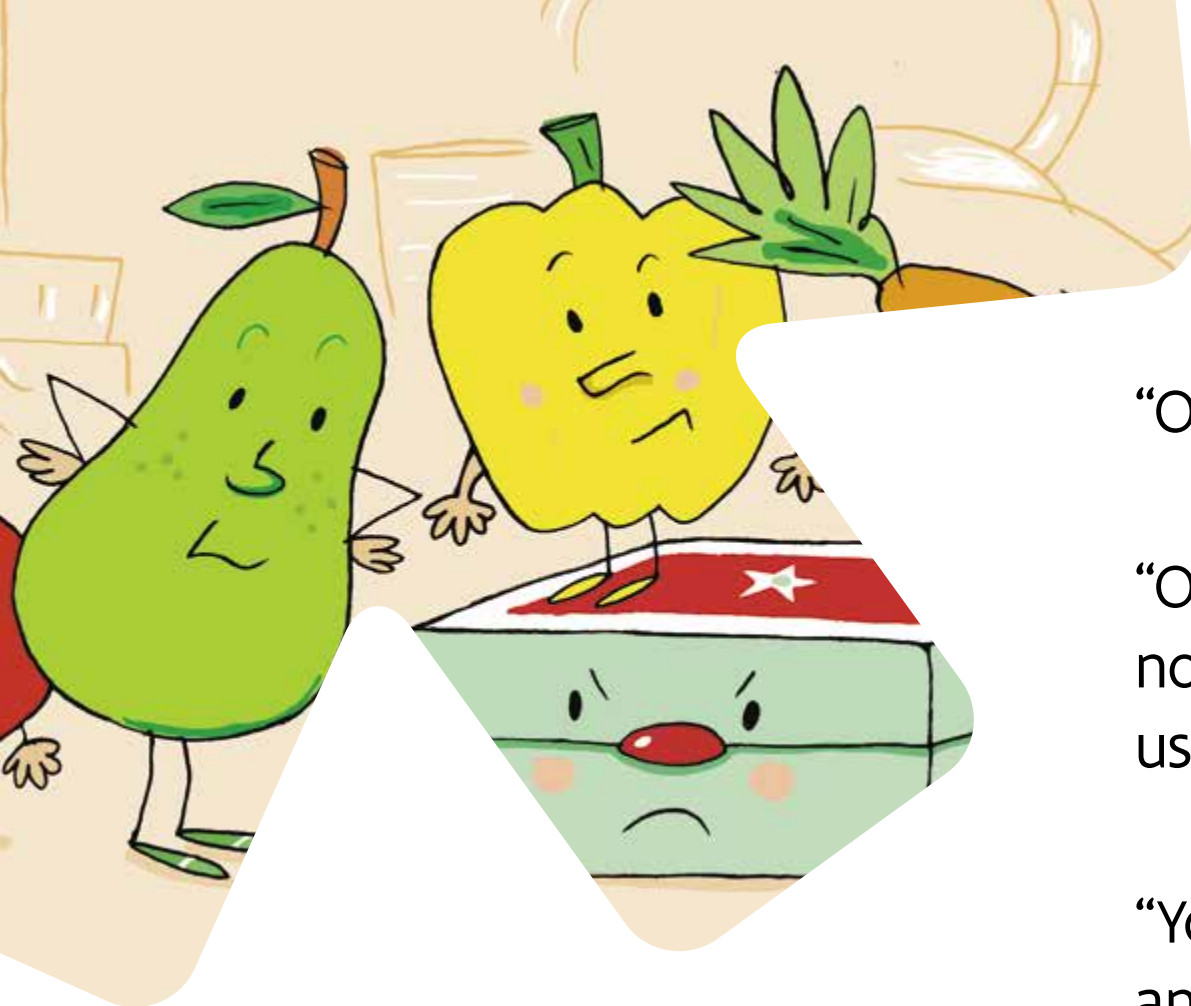
"Who's calling my name?" asks Red curiously.

Bouncing or rolling, a little pear, a little carrot, a little tomato and a little bell pepper approach.

Key questions: some suggestions

- So Red has to spend yet another day in the darkness of the cupboard. How does that make you feel?
- Does your own lunchbox spend a lot of time in the cupboard? Or do you take the lunchbox with you when you go to school? Every day?
- Have you already tried a pear, a carrot, a tomato, a bell pepper? Did you like it - or not?
- What's the colour of a pear, a carrot, a ...? (Red/orange/yellow/green/...) Which one of you can name all of these colours? Do you recognize these colours somewhere in our classroom?





“Oh, it’s you guys,” sighs Red.

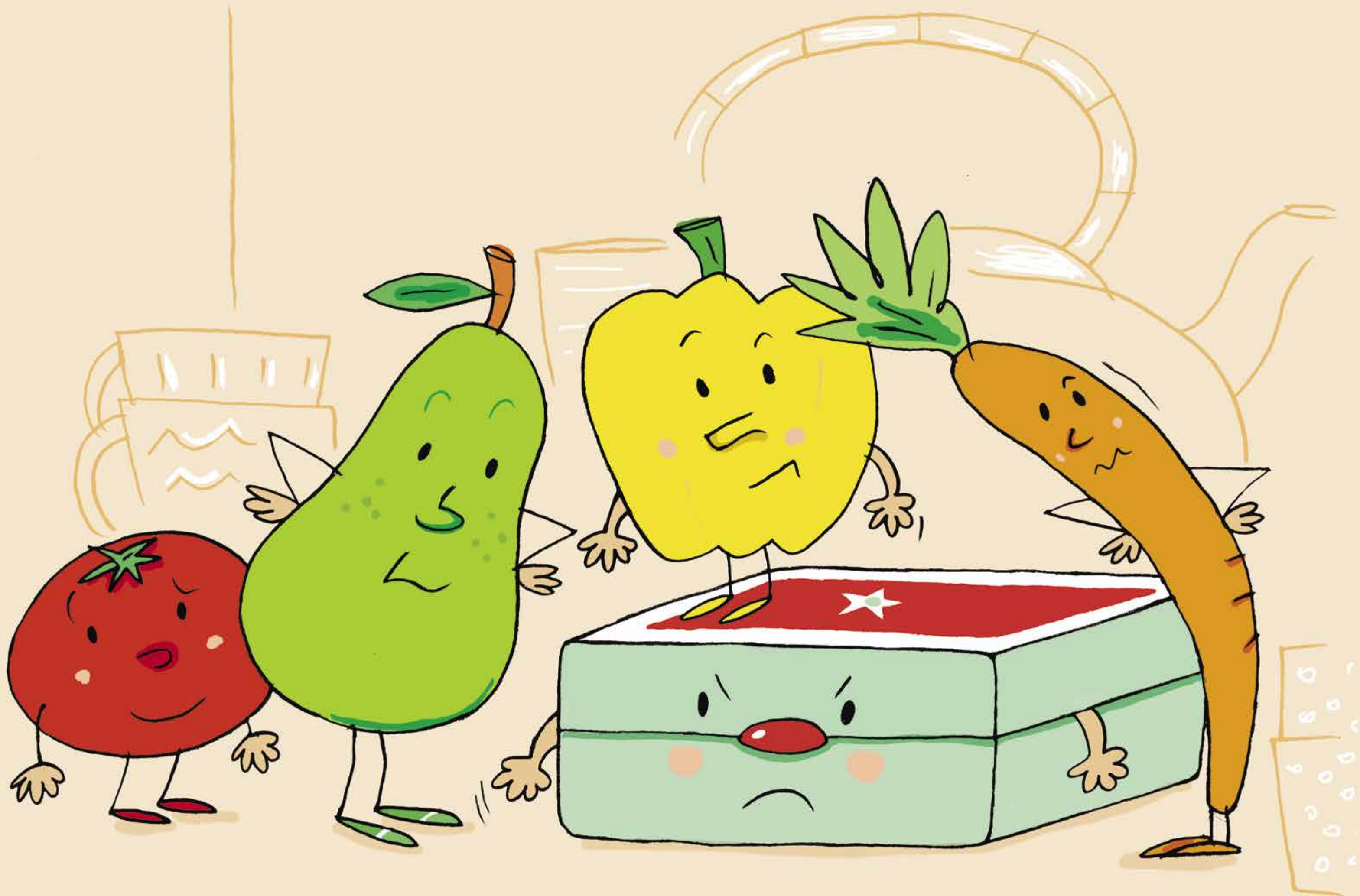
“Of course it’s us,” giggles the little carrot. “Who else? You’re not the only one to be left behind. The Wilsons don’t expect us to discover the world, you know.”

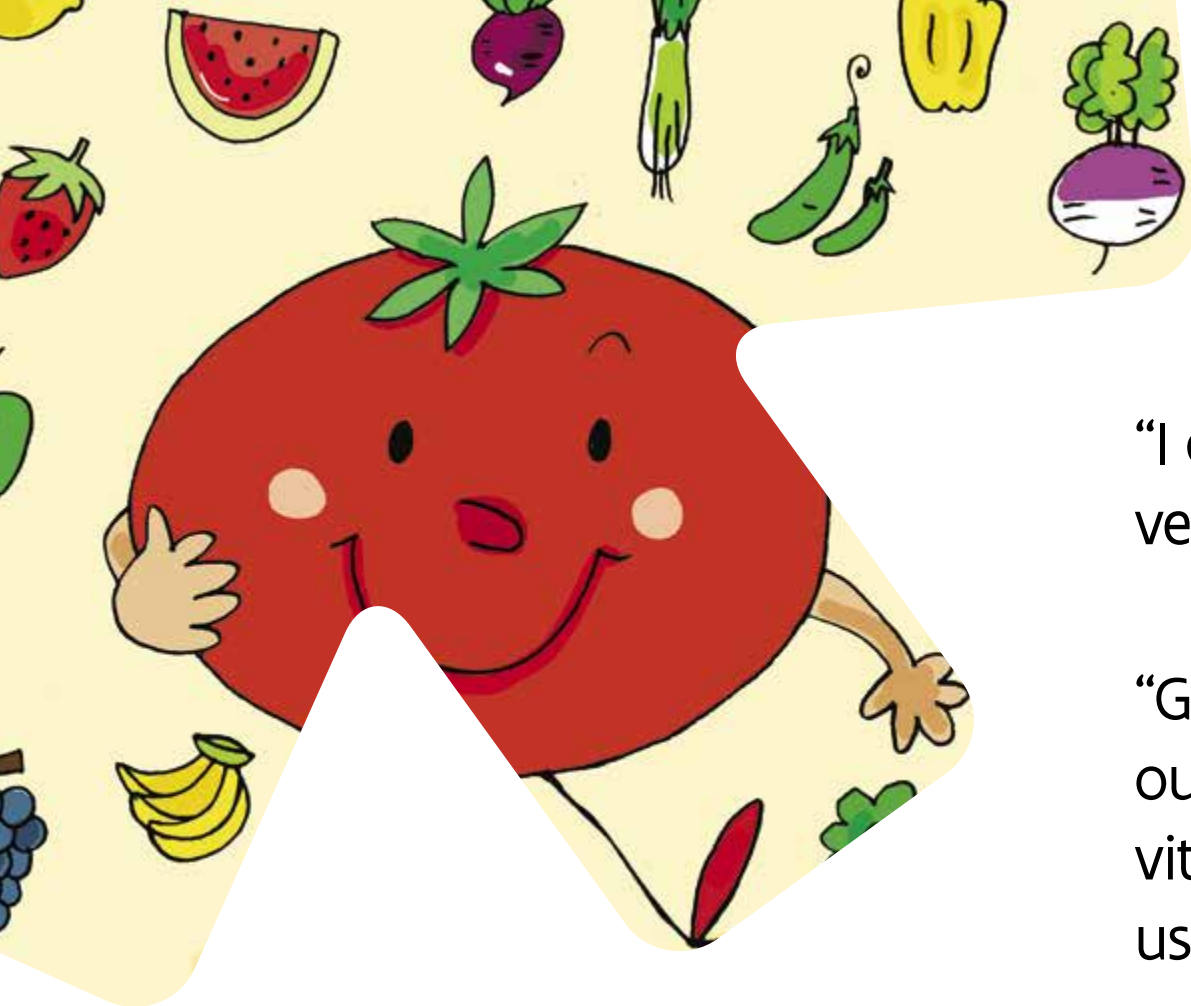
“You don’t seem to mind,” says Red. She’s becoming a little bit angry.

“Of course we care,” says the little pear sadly. “But what can we do about it? We’ll never be as good as that sweet chocolate roll, or as that fancy sandwich they sell in the shop.”

Key questions: some suggestions

- What do you think about the little pear’s answer?
- What would you prefer if you were free to choose : a sweet chocolate roll, a nice crunchy apple, a beautiful pear with a golden skin? Why?
- Redd’s friends are fruits or vegetables. They’ve all got lovely colours. Could you name all of these colours? (Red/orange/yellow/green/...)
- Do you recognize these colours somewhere in our classroom?
- Is there such a thing as a yellow tomato/a green bell pepper? (Of course!)





“I don’t agree!” states the little tomato, intervening in the conversation.

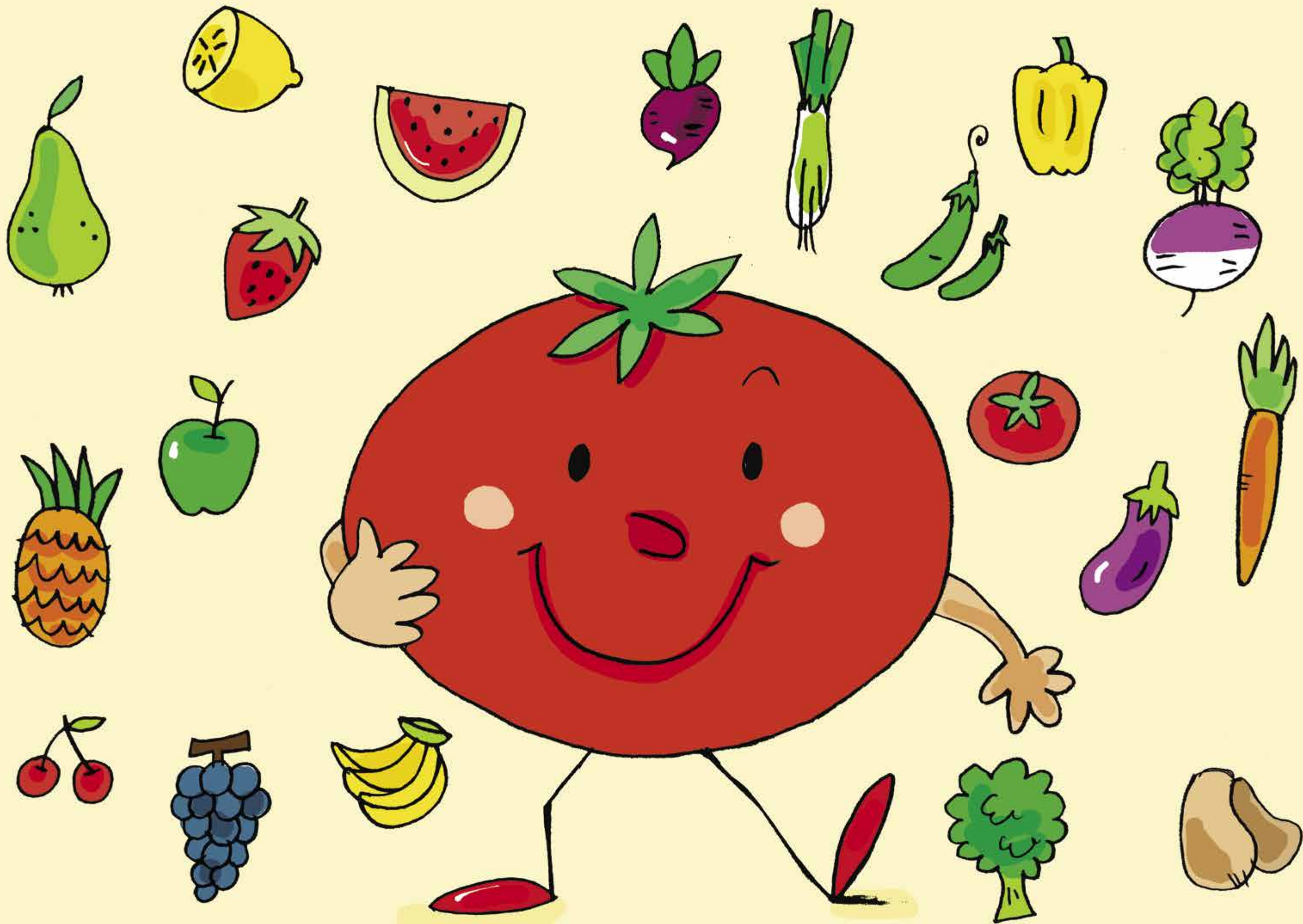
“Guys, gals, we should all be more proud of ourselves! Look at our beautiful shapes, look at our fine colours. We burst with vitamins! We glow with health! No chocolate roll can equal us!”

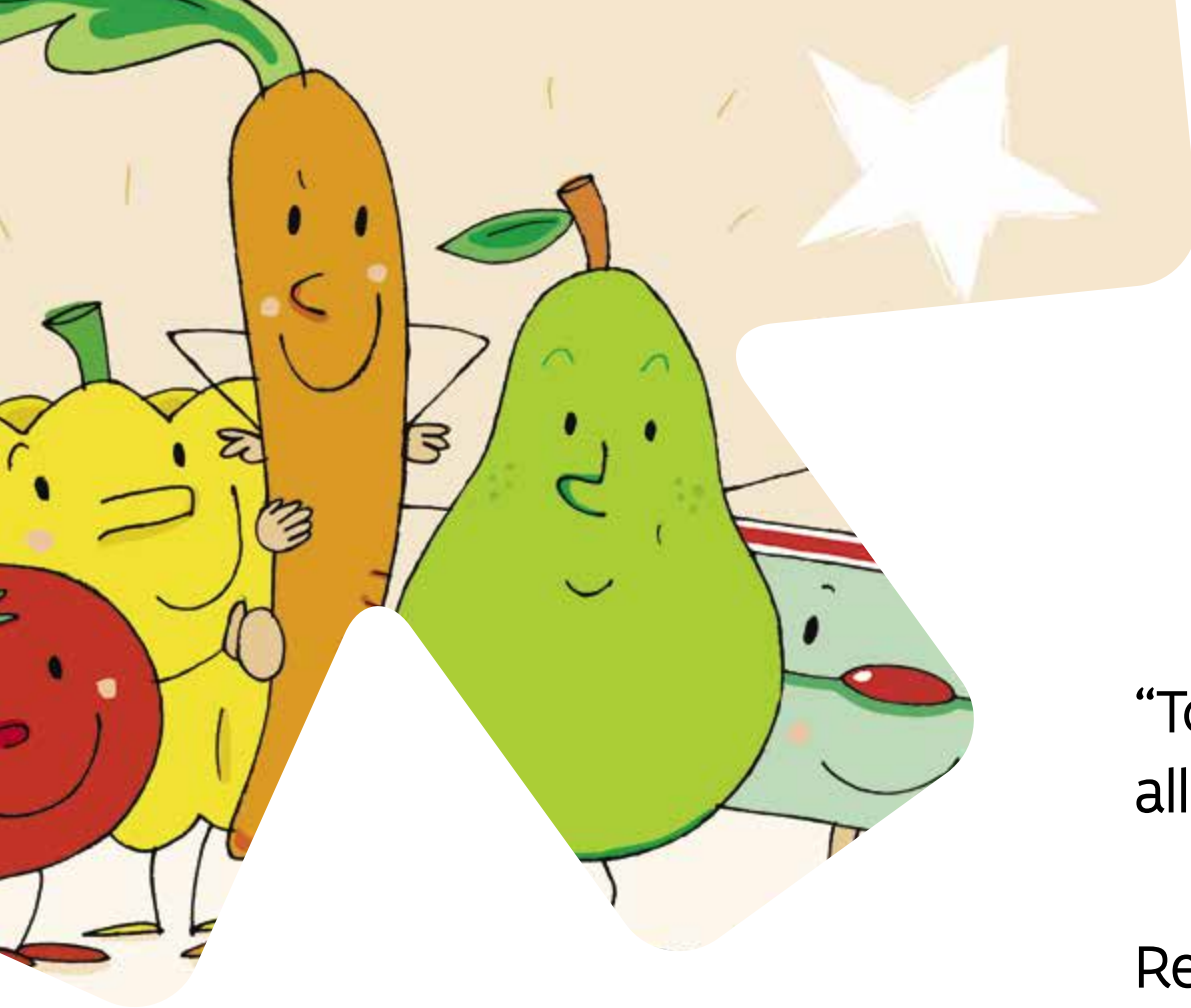
Key questions: some suggestions

- Where do fruits and vegetables get these vitamins?
- Why are vitamins so important? Could we try to find out? How?
- Does a chocolate roll contain vitamins? What does a chocolate roll contain? (Flour, sugar, fat,...)
- Where do fruits and vegetables come from? What do they need in order to grow?
- Where does a banana come from? Or a pineapple? Can we find these countries on a map of the world? Shall we try?
- How does a banana or a pineapple reach our country? (By boat, by plane) How do you feel about that?

TIPS

Another story in the series, “The pineapple ship”, deals with a related subject, to wit the link between food and climate (food miles).

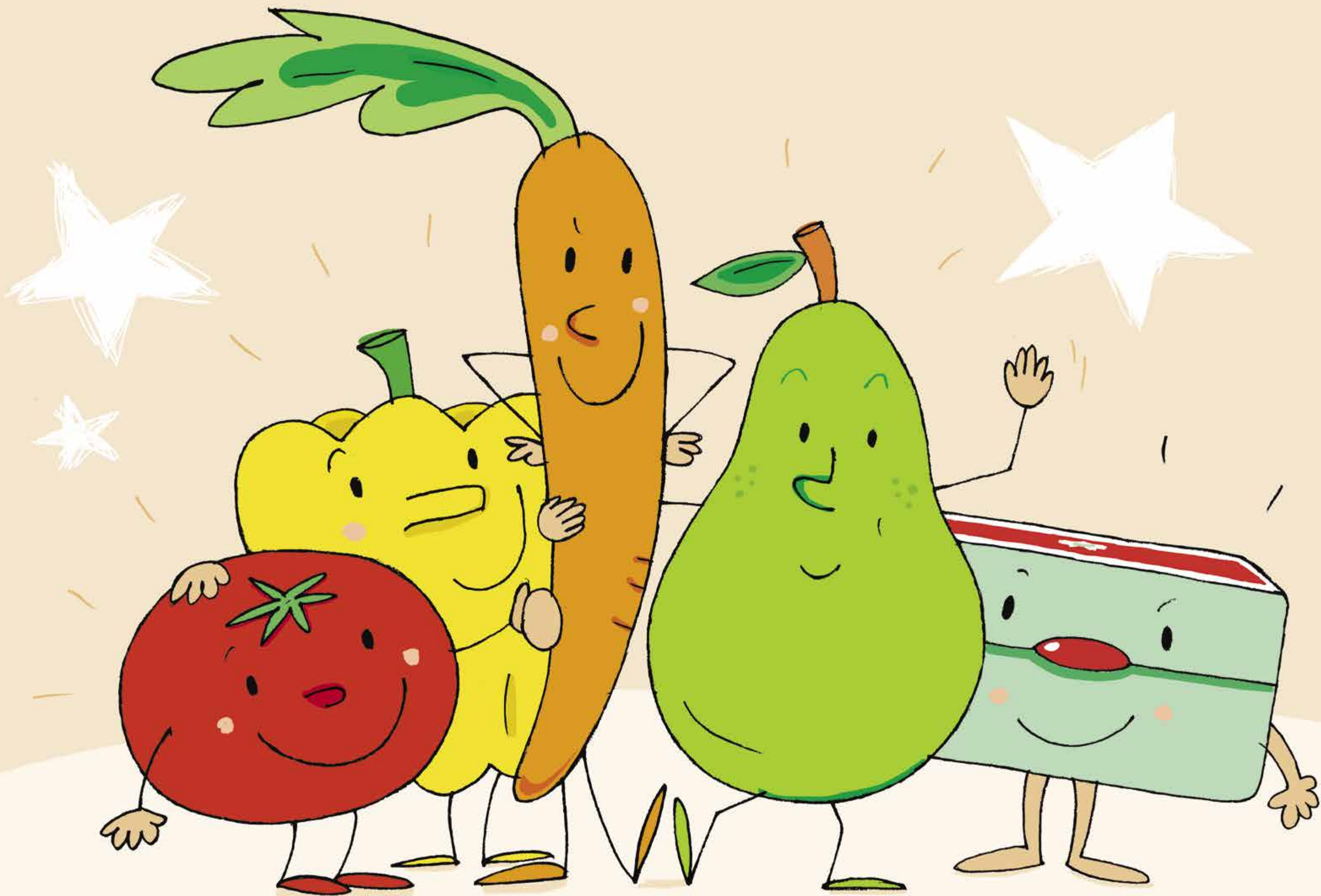




“Tomato is right,” grumbles the little bell pepper. “We should all become more visible. It is important that people notice us.”

Red sighs. “True enough, but how could people see us, now that we’re stuck here in the dark?”

“The solution is clear,” says the little carrot valiantly. “Let’s leave the cupboard! All of us!”





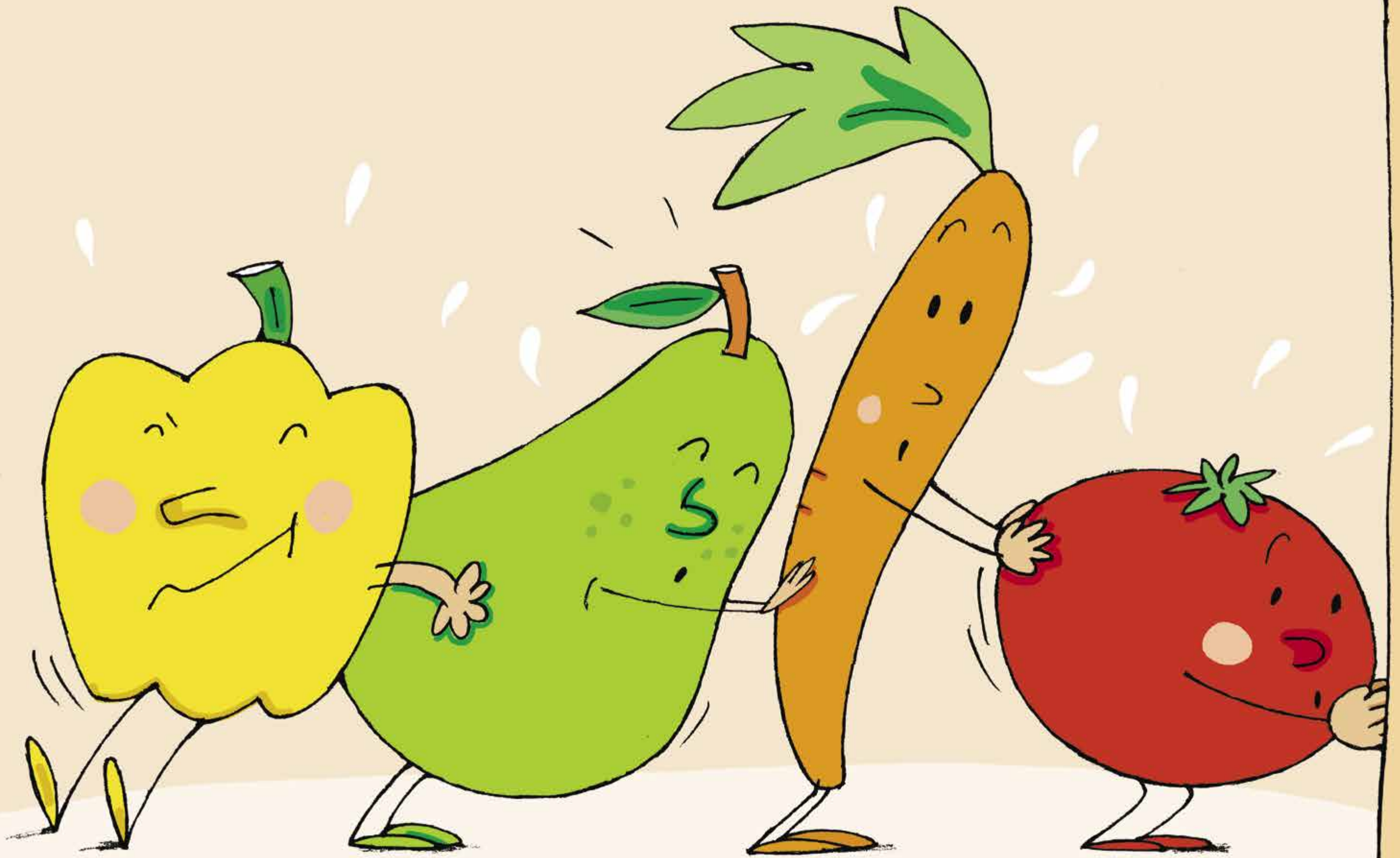
“What a good idea!” shouts the little pear. “I’m in!” “Me too!”
“Count on me, I’ll help you!”

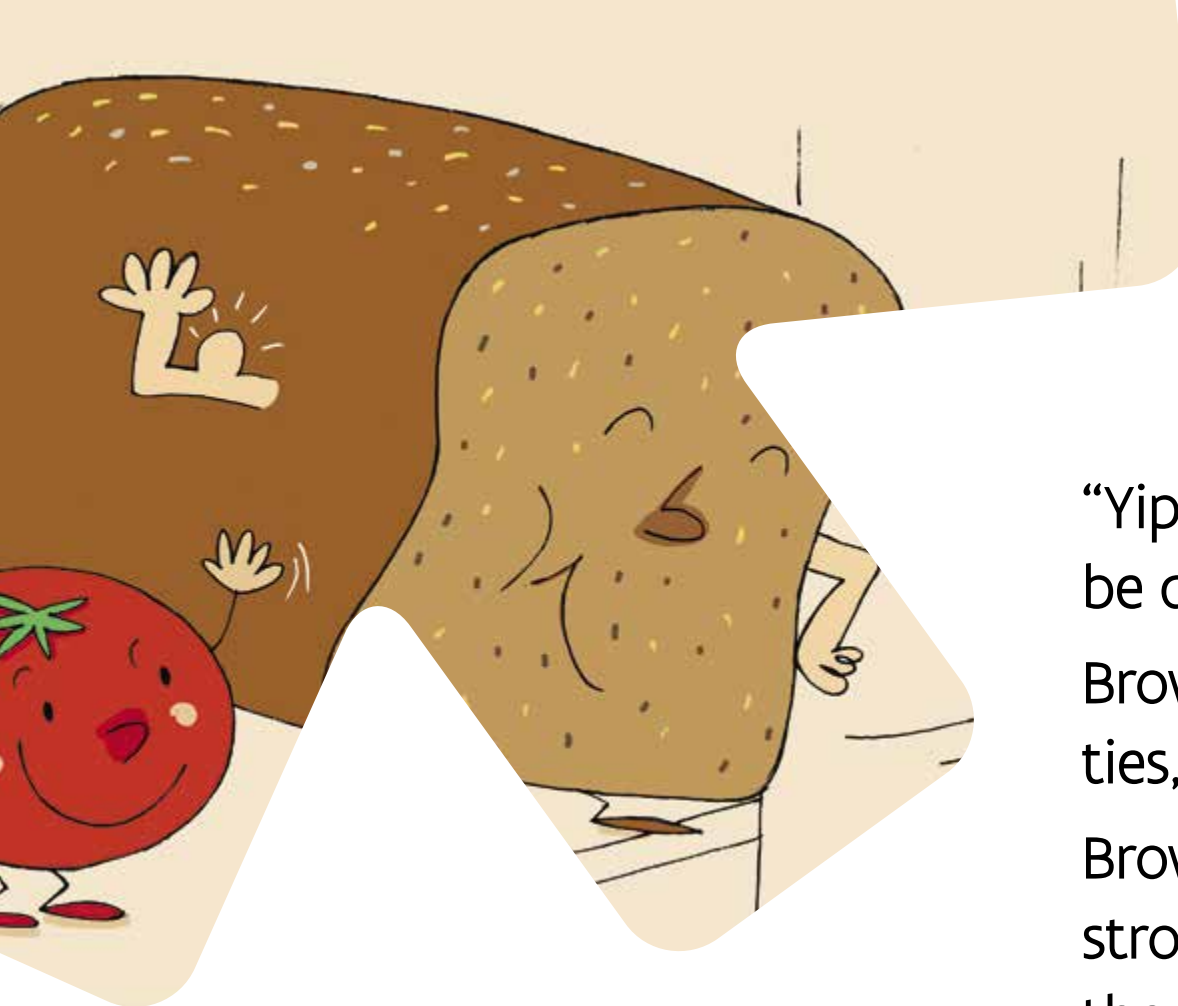
Together, the friends push against the cupboard door. They use all of their strength. However, their hard work doesn’t get the desired result. The door doesn’t budge – not even for an inch.

Just when they’re about to lose heart, they hear a sound behind them. A deep voice asks: “Do you need any help?”

Key questions: some suggestions

- What’s an inch? How could we find out?
- How long is an inch/a foot/a yard/a metre/a...? Who can show me an inch/a foot/a yard/a metre/a...? Try to draw one, for instance on the ground.
- That deep voice is pretty mysterious. Who could be the owner of the voice?





“Yippee!” shouts Red “With the help of Brown Bread the job will be done in no time.”

Brown Bread is a fine loaf: a perfect mix of several grain varieties, crowned with a thin crust of sunflower seeds. Yum! Tasty! Brown Bread doesn’t just have a rich, deep tan, he’s also as strong as an ox. He places his heavily muscled shoulder against the cupboard door. In a jiffy, the door opens.

Key questions: some suggestions

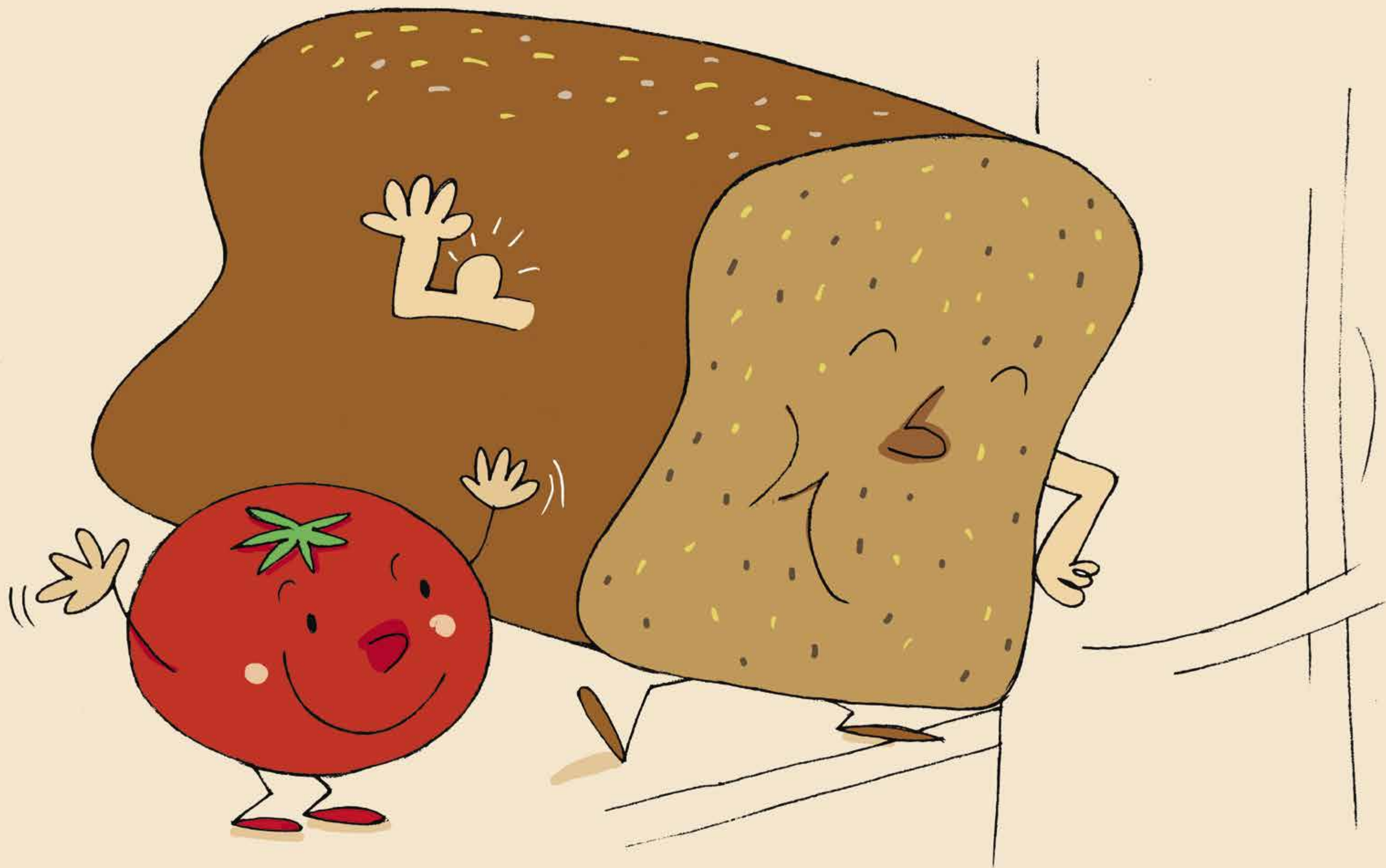
- Who likes bread/sandwiches? Which kind do you prefer? (White, wholemeal, seeded,... or not) Why?
- How is bread made? Who does the baking? What does it take to divide a loaf into slices?
- What do you like in the way of filling or spread? Where do these foodstuffs come from? (E.g. slices of meat and poultry = animals such as cows and chickens).
- Who prepares the filling or the spread for you? In what fashion?

TIP

Blindfold the children and let them taste different kinds of bread (just simple bread, cut into pieces). Let them describe their impressions and preferences.

CHALLENGE

In a lot of countries there exist organisations promoting healthy AND environmentally friendly food. Let’s see if we can discover a reliable website and find mouth-watering recipes for sandwich spreads and fillings. And then it’s off to the kitchen!





“And now?” asks Brown Bread.

“Just follow me,” replies the little bell pepper. “I’ve got a plan. Brown Bread, you should stand up. You can carry Red and Red can carry me. I’ll carry our pal the tomato – and so on.”

Like circus acrobats, the friends begin to jump, lift and support. Pretty soon a tower appears, near the table. The little carrot is the first to reach the table top. Like a real super-carrot, he drags and pulls his friends in his direction.

“Okay! And now to work!” says the little bell pepper.

Key questions: some suggestions

- Why are the friends so supple and strong? Vitamins, fibres,...
- Which one of you has visited a circus? What did you see?
- What does it take to become a circus acrobat? Could we try a few of these exercises?





Mother returns, together with Jessica and Harry.

“What’s been happening HERE?!” exclaims Mother. On the table lies a magnificent lunchbox, filled with tasty bread, fruits and vegetables in all the colours of the rainbow.

“Wow!” shout Jessica and Harry with one voice. “How beautiful! It looks delicious!” says Jessica.

“It makes that fancy sandwich from the sandwich shop look boring,” says Harry. “Me, I already know what I’m going to take to school tomorrow.” And Red? She’s glowing with pleasure.

Mogelijke MOS-acties

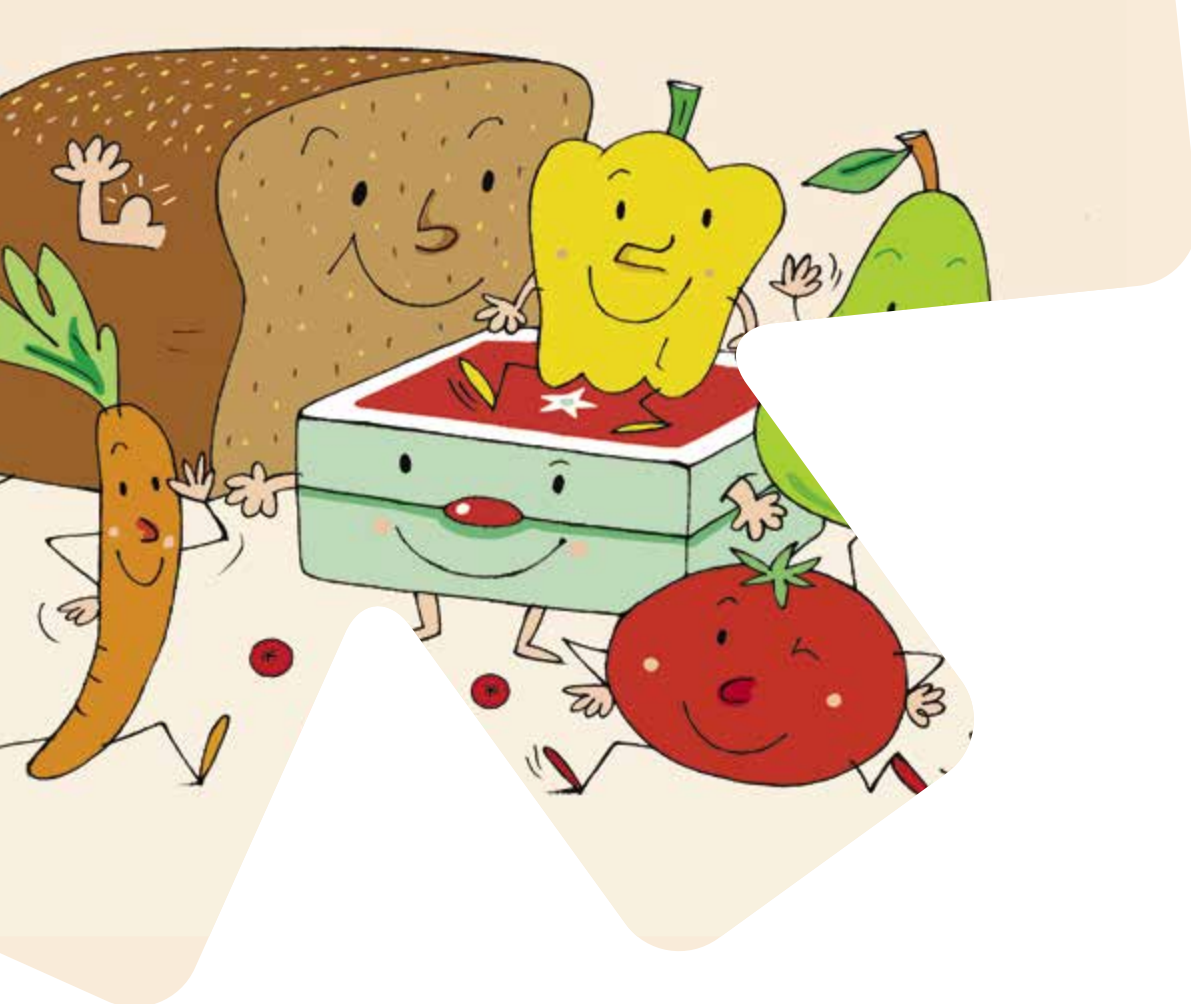
1. Allow the children to customize their lunchboxes, for instance by giving them a face, a name... Once a name has been given, see to it that the child continues to use that name. That way the child will develop a relationship with the object. The lunchboxes are to be shown and discussed in class, for instance during group discussions, planning moments,... Allow the children to invent colourful stories about the food and its daily transport to school.
2. Sharing is in. Organize a potluck dinner or buf-

fet where everybody brings along a lunchbox and where everybody is free to share, try, exchange... It is important to prepare this kind of action carefully, in collaboration with colleagues, parents and children. It is also important to agree beforehand, in a clear and precise manner, on the kind of food that can / can’t be brought along, for instance with regard to snacks, sweets,... Apply the new “triangle of alimentation”. This action will allow the children to discover new taste sensations and new culinary traditions. Repeat

it regularly, for instance as one season gives way to another.

3. Challenge the children to bring along the “winning” lunchbox in terms of health/sustainability/colour/taste/...
4. Why not prepare a nice vegetable soup, with the help of the children? Use locally sourced ingredients, for instance by reaching out to nearby farmers and sellers. Teach the children about the tastes and advantages proper to each season.





RED THE LUNCHBOX

TARGET AUDIENCE: first year of kindergarten – second year of elementary school.

STORY: Herwig Kevelaerts

ILLUSTRATIONS: Leen Van Durme



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