

TEACHERS' NOTES

EMPTY FRIDGE

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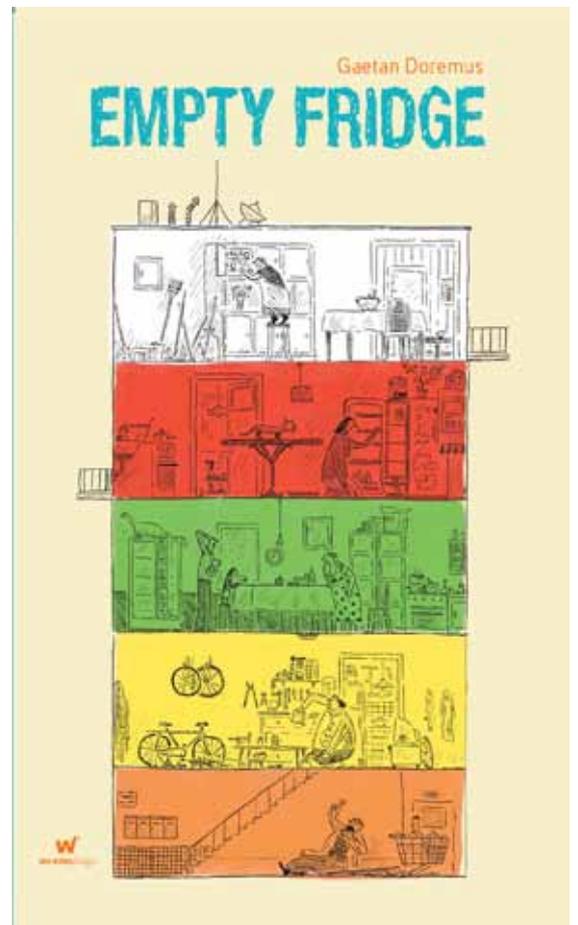
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Teachers' Notes: Jaclyn Small

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1. ABOUT THE BOOK

It seems everyone in Andrew's block has been so busy during the day, they've forgotten to buy anything for dinner. Their fridges are empty ... almost.

With only three carrots to eat, Andrew decides to go upstairs to ask his neighbour Nabil if he's got anything in his fridge. Nabil's not doing much better: he only has two eggs and small piece of cheese. Together, they decide to try the family on the second floor.

As they ascend each floor of their block of flats, they gather more ingredients from more neighbours until they reach the top floor and everyone finally has enough for a meal. But what to cook? Winner of a prominent kids' choice award in France, *Empty Fridge* is an inspiring and thought-provoking entertainment for the Junior Masterchef generation.

Themes

- Community
- Friendship
- Family
- Team Work
- Food/Cooking
- Lifestyle/Living Standards

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2. DISCUSSION QUESTIONS

2a) *Pre-reading Questions (prior knowledge/tuning in/ preparing to make connections)*

- Ask the children to create a word-splash using the following words, which appear in the book:
- chatting, busy, crisis, neighbour, ingredients, miracle, desperately, recipe, rummages, voila,
- Describe a busy day for your family using a Y-Chart -What does it look, sound and feel like? (See Thinking Strategies)
- What does your family eat when there isn't much food in the pantry?
- Describe how you help in the kitchen.
- Are there any meals/dishes you enjoy cooking?
- What is your favourite meal?
- Are there any special meals your family prepares for special occasions?
- Do you know your neighbours? / Do you spend time with them?
- Would you feel comfortable asking your neighbour for help (e.g. borrowing an ingredient)?
- Do you participate in any local community festivals/celebrations?

2b) *Pre- Reading Questions (book features and making predictions)*

- Who was involved in creating this book (author, illustrator, and publisher)?
- Looking at the front cover illustration, who are the people on the front cover and where do you think they live (suburb, city, country)?
- Look at the front cover. What might this story be about?
- Does the title give you any clues about what this book might be about?
- Look through the book without reading, do the facial expressions and body language give you any clues about how the characters feel throughout the book? What causes their facial expressions and body language to change?
- Describe how colour is used throughout the book. What do the colours represent?

2c) *During reading (Comprehension)*

- What time of the day is this story taking place?
- What have the neighbours been doing during the day?
- How are the neighbours feeling at the end of the day? Why are they feeling this way?
- What is Andrew's crisis? (What is another word for crisis?)
- Who else lives in Andrew's apartment block?
- What has prevented the neighbours from doing their shopping?
- What ingredients do the neighbours gather?
- Some neighbours suggest making a vegetable bake or a mixed salad. Why are these suggestions rejected?
- What have the neighbours decided to make with their combined ingredients?
- What job does each neighbour have in preparing the quiche? (E.g. making pastry, buttering the dish, heating the oven, chopping the veggies)

- Where do the neighbours eat their quiche?

2d) *Post reading Questions (analysing, evaluating and making connections to the story)*

- What was your favourite part of the story? / illustration? / character?
- Describe the structure of each family in the story? Which family is most similar to yours?
- How is your house similar or different to the one in the story?
- Can you relate to this story? Have you had a similar experience to Andrew?
- Do you think the evening is a crisis or a success? Why? Use a PCQ Chart to record your thoughts. (See Thinking Strategies)
- How did the dinner go from being a shared meal on the top floor to a celebration in the streets and squares? (I.e. Apart from food, what else did individuals bring to the group?)
- Can you offer any other solutions to Andrew's problem?
- How might technology have helped Andrew solve his problem?
- What prevents communities from eating together every night?

3. SUBJECT SPECIFIC QUESTIONS AND ACTIVITIES

3a) *Language, Literature, Literacy and Communication*

- Retell the story in the form of a performance (Think about how language changes from a written form to a spoken form)
- Allocate a page of the book to each child (or group of children), and ask them to find and select a piece of music that would accurately reflect that part of the story (E.g. What music do you think was being played in the streets and squares? Or when Andrew realised he didn't have much to eat?) Find other stories that share a similar theme to Empty Fridge.
- 'Slices of quiche. Slices of life.' Spend some time explaining and discussing metaphors. Ask children to think of some other foods that could be used to describe life in a diverse community or society?
- Make a copy of Page 11, and ask children to add thought bubbles to the illustration.
- Re-visit pages 24 and 25. Write the conversation that is taking place. You might even like to work in groups and perform the scene.
- Choose a family from the book. Create and write a back-story for them?
- Look at the features and structure of a recipe (instructional text). Write your own recipe for A Happy Community/Neighbourhood (This activity would be particularly suited to Social Inclusion Week)

3b) *Society, Citizenship, History, Humanities and Social Inclusion*

- What does Social Inclusion mean? Use a KWL Chart to record your ideas. (See Thinking Strategies)
- Research cultural festivals celebrated in Australia and throughout the world (See Maths activity

for a follow-up).

- Find out how various backgrounds/cultures have contributed to Australian society.
- What contributes to increased community involvement and what prevents individuals from participating in the community?
- Devise a list of survey questions. Interview your grandparents and parents and compare their childhood communities to yours.
- Nabil says, 'Are you eating with us tonight?' Make a list of other phrases you could say in various situations to help people feel included? (E.g. Would you like to play with us?)

3c) Health, Science and Technology

- Find out why food is important to people.
- What can people do to help them feel more energised and less tired?
- What meal would you create if you had three carrots, two eggs, a piece of cheese, a green capsicum, chives, five tomatoes, flour, butter and milk?
- Create your own quiche filling.
- Create a list of dishes that include carrots as an ingredient.
- Create your own class recipe book featuring favourite recipes from each of your students
- Create a class vegie garden and find recipes that allow you to use the seasonal produce.
- Create a list of ways technology has
 - a) Enhanced communities
 - b) Polarised individuals

3d) Maths

- Create a calendar of Australian and/or International cultural events, or plot them onto a calendar.
- Find a basic quiche recipe. Find out what quantity of ingredients are required and how many people the quiche should feed?
- Cook a quiche, taking extra care to weigh measure and use correct quantities of food.
- Undertake a pantry survey in your home. Collect data on what foods are in your pantry and fridge. As a class, collate and graph the data.
- Using a map of your main city or state, plot where higher density communities (like Andrew's) are most likely to exist.

4. GOING FURTHER

Multi-disciplinary Rich Tasks (Promoting Social Inclusion)

- Choose and investigate a community (it can be local, national or international). Some elements you might investigate:
 - Who makes up the community?
 - What makes them a community? What activities do they do together?
 - Where do they live or meet?
 - How do they work together? Do they have rules or roles within the community?

- In teams or as a class, plan a community event. Some elements to think about include:
 - What is the purpose of the event?
 - Who will be involved in the event?
 - What will take place at the event (activities)?
 - Ask children to think about what talents they could bring/offer to the event.
 - When and where will the event take place?

5. THINKING STRATEGIES AND GRAPHIC ORGANISERS

Y-Chart

- Ask children to use a Y-chart to record what a busy day for their family would:
 - a) Look like
 - b) Sound like
 - c) Feel like
- Using a three column chart to record responses, ask children to list
 - a) What they know about social inclusion
 - b) What they want to know
 - c) What they have learned about social inclusion (after activity)
 - d) PCQ (Pros, Cons, Questions)
- Using a three column chart to record responses, ask children to list
 - a) The pros of making a community quiche
 - b) The cons of making a community quiche
 - c) Any questions they have about the neighbour's choice to make a community quiche

Venn Diagram

- After children have researched various communities (See Going Further), ask them to use a Venn Diagram to find the similarities and differences between two or more communities.

Thinker's Keys

- The Reverse: What would happen if Andrew had too much food in his house?
- The 'What If ...?': What if Andrew's neighbours hadn't had any food in their fridges or pantry?
- Alphabet: Write an A-Z list of healthy food or Write an A-Z list of ways to promote social inclusion.
- The BAR: Use BAR (Bigger, Add, Remove) to improve the neighbourhood street party
- The Disadvantages: What are the disadvantages to living in an apartment block?
- Different Uses: Write a list of different uses for carrots.
- The Ridiculous: Only parents should participate in community events. Justify this statement.
- The Alternatives: How would you cook a quiche without knives or an oven?

- The Question: The answer is Team work. What are five questions?
- The Brainstorming: Andrew has no food in his fridge or pantry.

6. ABOUT THE AUTHOR

Gaëtan Dorémus is one of France's most respected and widely-published children's authors and illustrators. Born in 1976 in Lille, France, he is a graduate of the University of Decorative Arts in Strasbourg.

He started his career illustrating for youth and adult magazines, and newspapers such as France's respected *Le Monde*. As well as publishing no less than 20 books in his native France, including the award-winning *Empty Fridge*, he collaborates with others on graphic design projects. Since 2003, he has lectured in art at his old university, and shares a studio with five fellow artists.

Visit Gaetan's website at www.gaetan.doremus.free.fr

7. ABOUT THE PUBLISHER

Wilkins Farago has been a small, privately-owned book publishing company in Melbourne, Australia since 1998. They don't publish a lot of books, but they care about the ones they do publish.

In recent years, Wilkins Farago have developed a reputation for publishing acclaimed and award-winning children's picture books from around the world, many of them translated into English for the first time.

Through publishing the finest international children's books, Wilkins Farago hopes to expose children in Australia and New Zealand (and their parents and teachers) to new cultures, new perspectives, and new styles of illustration.

Visit the Wilkins Farago website: www.wilkinsfarago.com.au

8. TEACHERS' NOTES COMPILER

Jaclyn Small is an experienced classroom teacher, having taught in Victorian primary and secondary schools. Her experience includes co-authoring student text books and teacher resources. She is currently on family leave caring for her three year old daughter. Jaclyn is also the founder of *My Little Bookcase*, an online resource set up to assist parents in encouraging a love of reading in their homes.

Visit the My Little Bookcase website: www.mylittlebookcase.com.au

9. ABOUT SOCIAL INCLUSION WEEK

Social inclusion is a federal government initiative:

'The Australian Government's vision of a socially inclusive society is one in which all Australians feel valued and have the opportunity to participate fully in the life of our society.'

Social Inclusion Week is one way Australians can contribute to social inclusion. This annual event, which takes place during the last week of November, began in 2009 and was created by Dr. Jonathon Welch AM. Although it was created to include all members of the community the target groups include young adults, jobless families, disadvantaged Australians, people with disability and mental illness, homeless, older Australians and Indigenous Australians.

Held during the last week in November (24 November- 2 December 2012)

'Social Inclusion Week aims to help Australians feel valued and to give people the opportunity to participate fully in society. It's about connecting local communities, workmates, family and friends in order to build and strengthen relationships and networks, addressing isolation and exclusion by supporting people who may be unable to help themselves.'

The theme for 2012 will be 'Collaborate, Connect and Celebrate!' Australians of all ages are encouraged to organise and engage in a range of community created events.

National Street Parties are the essence of Social Inclusion Week as they are events created by the community for the community. These grass-root events can take many forms - council hosted resource sessions, forums, sporting events, BBQ's, music concerts, etc - but the main theme is that they provide an opportunity for community members to engage with one another and foster a sense of belonging.

To organise your own Street Party visit www.socialinclusionweek.com.au

Read more about Australia's Social Inclusion policy at www.socialinclusion.gov.au



Collaborate, Connect & Celebrate

November 24th to December 2nd 2012



Social Inclusion Week aims to help ensure all Australians feel included and valued, giving everyone the opportunity to participate fully in society. It's about connecting local communities, workmates, family and friends in order to build and strengthen relationships and networks, addressing isolation and exclusion by supporting people who may be unable to help themselves.

A blue ink handwritten signature of Dr Jonathon Welch AM.

Dr Jonathon Welch AM
Founder, Social Inclusion Week

Join us in Social Inclusion Week 2012 . . . Plan your School or Community Event . . . Visit our website www.socialinclusionweek.com.au for ideas and resources And Celebrate together

Concerts, Street Parties, Education or Entertainment

Whilst **National Street Parties** are the essence of Social Inclusion Week, grass-root events can take many forms - school or council hosted functions, forums, sporting events, BBQ's, music concerts. They just need to provide an opportunity for community members to engage with one another and foster a sense of belonging.

Our focus for 2012 in twofold . . . to Engage with the Aged, and with people who are isolated through mental health conditions.

Its not how, but why! Social Inclusion Week encourages people to 'reconnect' with one another, provide a forum for education and improve awareness on social inclusion issues. SIW has bookend weekends to allow people to more easily participate in activities.

If you or your school is hosting a SIW event, please register the details on our website. This allows interested people to attend and helps SIW track the number of events occurring around Australia. Once we receive the registration form, SIW will help advertise your event and provide you promotional materials



Stars from Social Inclusion Week in 2011 included the "Dreamtime Stories" events in LaTrobe City libraries featuring indigenous artist Ronald Edwards.

For More information.

Visit www.socialinclusionweek.com.au

Email socialinclusionweek@gmail.com . You will contact David Jones, Program Manager, Social Inclusion Week 2012