

# STONE SOUP

*Grades 2 to 4*

## Learning Objectives:

- Students will learn about the importance of community when eating, growing and sharing food.
- Students will learn how to prepare a basic, nutritious soup.

## Lesson Materials:

### Must Have:

- 🍏 Stone Soup story book or print out from internet

### Adapt For Your Group:

- 🍏 Hot plate or access to a stove
- 🍏 Soup Ingredients: oil, salt, pepper, onion, carrot, celery, grains, legumes, garlic, water and other "surprise ingredients"
- 🍏 Utensils: knives, chopping boards, pot, wooden spoons, garlic press, ladle, colander
- 🍏 Bowls and spoons for tasting
- 🍏 Recipe cards (already hole punched)
- 🍏 Mason jars with stones hot-glued on the lid
- 🍏 Yarn or string for tying on recipe cards
- 🍏 Pencils or crayons for decorating recipe cards
- 🍏 Picture book covers (or copies of) - culturally appropriate and related to food and gardens.

## Workshop updated October 2016

If you require this information in an accessible format, please contact [brooke@foodshare.net](mailto:brooke@foodshare.net).





## Equity, Diversity & Social Justice Notes:

- Find a cultural variation of Stone Soup that suits your group and adapt soup ingredients accordingly.
- Highlight and celebrate the different cultures in your group through delicious foods and food-based traditions.
- Organize soup-making tasks according to the diverse skill sets in your group to ensure a safe and positive experience.
- Facilitate discussions within the group while enjoying your soup to show that social justice principles apply to food too. This is called “food justice”. Discuss how good healthy food should be a right for all people, regardless of race, ethnicity, sex, age, physical or mental ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socioeconomic background.

## Introductory Activities:

Choose some or all of the following activities:

Today we’re going to be learning about a community that decided to eat together...



### Group Discussion: (15-20mins)

On the board, write down some key ideas or sketches that stem from these questions. Connect related ideas or highlight where there might be some gaps emerging.

*What does community mean?*

A group of people that interact with one another or share the same goals and interests...

*What are the good things about being in a community?*

You can help each other out, keep each other company, entertain each other, look after each other, share stories, meals and have fun together...

*What communities might you be part of?*

The school community, hobbies, clubs, family, neighbours, cultural, church...



### Key Terms:

Community

Diversity

Inclusion

Cooperate

Nourish

Celebrate

Tradition

Culture

*Do you know of any spaces in your neighbourhood or elsewhere that bring people together in an interesting way?*

Potluck, picnics, community garden, community centre, after school care, extracurricular cooking program, continued education classes, drop-in centres, soup kitchens...

*Can you give examples of when a community space is doing well? Or not doing well?*

Spaces that are accessible/welcoming to everyone, instead of only to a certain age group or physical ability, when people are getting along and achieving their community goals, when the community is able to access all the resources they need...

*What are some factors that make you feel that YOU are an important part of a community?*

You are respected, you are listened to, you have ideas and share them, you enjoy the community, you take part in activities, you contribute time and energy...



### **“Buses”: (15mins)**

In Buses, students need to talk to each other to find their matching group, or others “getting on the same bus” according to each given category. This activity is a physically active way to demonstrate some key discussions around “community” and show what it looks like for people to have similar interests, ideas or preferences.

Some category ideas are:

- Eye colour
- Number of siblings
- Favourite meal of the day (e.g. Breakfast, Lunch or Dinner)
- Favourite fruit or vegetable
- Preferred learning method (e.g. Visual, Written, Verbal, Physical)
- Favourite subject at school
- Number of languages spoken

Finish up Buses with a question related to your class community. For example, *What can you contribute to the class community?* You might want to pre-determine the “buses” before students self-organize to reduce confusion.

Some ideas might be,

- A sense of humour, new ideas, active participation, cleanliness, helping the teacher, timekeeper, cheerleader for other students, translations...



## Activity: Read the Stone Soup Story & Discuss: (20-30mins)

Discuss the themes in the book as you go and build on previous discussions about “community” by incorporating elements of food and food justice.

### ***Why didn't the community want to share their food in the beginning?***

Consider food and poverty. When you don't have much you hold on to things to survive because you don't know where your next meal will come from. There may have been issues of trust or fear of the unknown.

### ***What happened when the community decided to share?***

Sharing makes everyone richer, a little goes a long way. People were able to enjoy each other's company and enjoy a soup that wouldn't have been possible all on their own. The celebration piece was very important to the story - the stone soup brought people out of their houses and to the table.

### ***Was the soup really made of stones (or nails, if you choose the Swedish version)?***

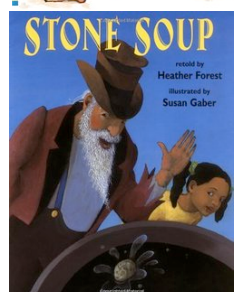
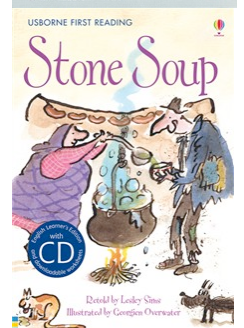
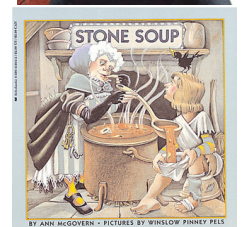
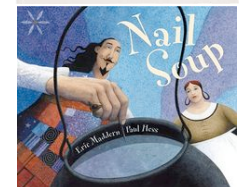
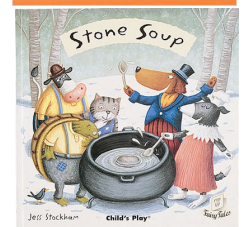
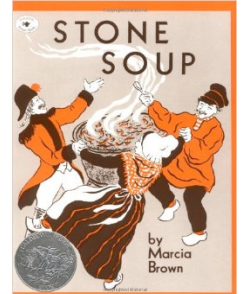
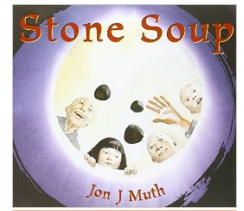
No! That was how the visitors were able to convince the community to contribute to the soup - to learn an impossible new skill of making soup from nothing. In reality, the soup was made with lots of delicious ingredients shared by lots of different people. Why is it important to eat lots of different vegetables?

### ***What makes eating a social activity?***

Have the students discuss healthy social behaviour around food and notice when characters are demonstrating these behaviours in the story.

### ***The soup was enjoyed with a big party at the end of the story. What are some parties or celebrations that you've been to that involved food?***

Probably all of them!







## Activity: Make Your Stone Soup (60mins + cooking)

Keep the “community” theme going when you’re making the soup. You can divide students into small groups according to their pre-determined role. For example:

Reading the recipe  
Stirring the pot  
Adjusting the heat  
Serving into bowls



### Fresh Ingredients:

Washing  
Peeling  
Chopping  
Adding to the pot

### Dry Ingredients:

Rinsing (if needed)  
Measuring  
Adding to the pot

### Wet Ingredients:

Measuring  
Adding to the pot

Set the **kitchen rules**. You can determine these together as a group and have them up on the board for all to see.

Go over **knife safety skills**. A simple online search will bring up loads of pictures, instructions and videos to help you.

### Modification Ideas:

- Have students bring in one ingredient from home to add to the pot. You could pre-determine if this will be a fresh, canned, dried or preserved item. Or maybe you delegate according to the colour or if it’s locally grown etc. Local supermarkets or stores may be willing to donate ingredients using coupons you can pass on to your students.
- Map your ingredients. Follow the journey of your soup ingredients by finding out where they originated from and marking on a large map. You can determine origin by checking signage at the store, looking for a sticker or label on the skin or package, or asking the person you got it from! For unlabeled ingredients, just make a good guess



## The Recipe:

Students need to double this recipe to make enough soup for tasting and also taking home. Write the ingredients on the board and do the math as a group.

### Ingredients:

- ¼ cup of oil >> ½ cup
- 2 cloves of garlic, crushed >> 4 cloves
- 1 chopped onion >> 2 onions
- 2 stalks of chopped celery >> 4 stalks
- 2 chopped carrots >> 4 carrots
- 1 can of legumes, rinsed and drained (e.g. lentils, chickpeas) >> 2 cans
- 1 cup of grains, pre-soaked (e.g. rice, barley) >> 2 cups
- 2 litres of water or enough to cover the mixture >> 4 litres
- Salt and Pepper to taste
- “Secret Ingredients” if desired

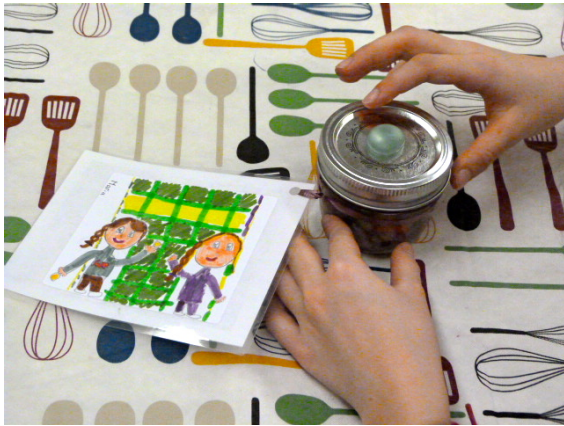
### Directions:

1. In a large pot, sauté the garlic in the oil until fragrant
2. Add the onions and fry until soft and translucent
3. Add the carrots and celery and cook until just softened
4. Add the legumes, grains and water and bring to the boil
5. Add in any “secret ingredients” as needed (i.e. root vegetables earlier, more perishable vegetables later).
6. Once boiling, reduce the heat and simmer for at least 20 minutes
7. Add salt and pepper to taste



While your soup is simmering away, try the following activities to keep the students busy!

### Recipe Card Decoration:



Pre-prepare small recipe cards with a single hole in the corner. Older students may be able to scribe their own recipe card so you don't have to!

Students can draw a picture on the back, showing them sharing some food with their friends or family.

Once decorated, tie some yarn or string through the hole and tie in a knot so that when your soup is ready for taking home, you can tie the card around the jar in a nice little package.

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### Stone Selection:

You can either just delegate stones to each student to avoid complaints or disappointment, or take your students for a walk in the school yard so they can choose their own stone or pebble to glue onto the jar. This could be done in a prior class too. Choose what's best for your students and to ensure a positive experience is had by all!



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### Soup Tasting:

Once your soup is ready, dish out small tastings of the soup for the students to enjoy together. Preferably there will be a space available so everyone can sit and enjoy and discuss together. But if space is limited, grouped desks in the classroom work too!

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### Take Home Package:

Students will be so excited to take their soup home to share with friends and family. Make sure soups go into the fridge as soon as possible as they're not preserved and will spoil if left out too long.



## Activity: Stone Soup Circle Game (20mins)

Have the students sit around a “giant soup pot” (a circle), and assign them a single soup ingredient: onion, carrot, garlic or celery. Alternatively, ask students what they like to put in their soups (perhaps more culturally appropriate than what’s listed here) and use those ingredients instead - around 4 or 5 ingredients works well.

Once everyone has a name do a quick check, “Hands up if you’re a carrot!” to make sure everyone knows. Tell the students that you’re going to tell your favourite story about the most delicious soup you ever had. In your soup, you used lots of carrots, onions, garlic and celery (or whatever ingredients you decided upon).

Students have to listen carefully to the story, because each time you say the word **CARROTS** or **GARLIC** or **CELERY** or **ONIONS**, all of the students from that group are going to stand up and race around the circle back to their very own spot.

Start the story. You can use the ideas below, or feel free to say your own. Be sure to balance the amount of times you say each veggie, don’t feel like you have to say them all in order. Cut it short or extend it based on their energy.

One evening you were very hungry and you decided to make a delicious, savoury, nourishing soup...

- You went to your fridge to see which ingredients you could use. You had some herbs, some potatoes and some **CELERY**.
- Then you went to your cupboard for inspiration and found just enough cloves of **GARLIC** to get started with.
- That was it for fresh veggies, so you looked in the freezer and found some frozen **CARROTS**!
- You thought your soup needed a bit more flavour, and you remembered your veggie garden out back. You went out to see what was ready to harvest and you found some tasty, tasty, **ONIONS**!
- Your neighbour saw you and said “Hey! How are you?! Those look like some nice veggies! What are you going to make?” “Soup!” I said. My neighbour said he had just picked some fresh, crisp **CARROTS** and offered them to me!
- To thank him, I shared with him some of my bright green, fresh, tasty **ONIONS**.



- Back inside, I started to cook; I washed all of the veggies, the **CELERY** was especially dirty, even though it came from the store.
- After washing the veggies, I chopped them all up nice and small so they cooked quickly and asked my Grandma to put the pot over the gas flame.
- We started the soup by sautéing the **GARLIC**, in some butter until it filled the room with a mouth-watering fragrance.
- After the **GARLIC**, came the **ONIONS**. We fried them up until they became soft and glossy. Mmm, what a good combination – the base for any delicious soup!
- After that, we threw in the **CARROTS** and **CELERY**.
- Once the vegetable medley was beginning to cook, we added some vegetable stock, some potatoes, some lentils and some fresh herbs: pepper, thyme and sage! It smelled sooo good!
- “Grandma!” I said, “Look at all this soup we’re making, we’ll never be able to eat it all!” “Don’t worry”, she replied, “We can share it with the neighbours!”
- Our soup simmered on the stove until all the veggies were tender and the flavours melding into one another, my mouth was watering from the scent!
- We set the table for our family and called everyone to enjoy our delicious, homemade soup, full of **GARLIC**, **CARROTS**, **CELERY**, and **ONIONS**!
- And Grandma was right; sharing the soup the next day was just as good, if not better than the first time ‘round!



### Modification Ideas:

- Alter your story to suit the group. In urban areas, you might want to harvest from a balcony herb garden or barter at the local community garden for example.
- In a circle, have students join hands and wave them gently to heat the soup up to a “simmer”. After a while, as the soup gets hotter and hotter, have students wave their arms around wildly to show a “rapid boil”.
- If you have access to a parachute, this activity works perfectly. Instead of running around the circle, students can run underneath the parachute when their ingredient is called to find a spot on the other side.



## Activity: Stone Soup Story Telling (20mins)

As we saw with Stone Soup, stories are a really great way to share knowledge and have fun. Today we're going to build our own stories about food...

Begin by discussing the different elements of a story e.g. the characters, the setting, the problem or climax, the resolution. You can use examples from the Stone Soup book to demonstrate these elements clearly to enhance student understanding.

Sitting in circle:

- Show a culturally-appropriate book (cover only) to the group. Read the title.
- As a group, formulate a beginning, middle and end for the story. This is done by going around the circle and having each student come up with the next line or paragraph of the story. Like a progressive group story.
- The students can get as creative as they want (the more the better), but the story has to be about (or eventually come back to) community and food.
- Have an adult (teacher or volunteer) record key points of the story told by the students. (This will provide the backdrop for a great follow-on activity in class later!)



### Modification Ideas:

- Have anxious students be the scribe if they like, or draw a picture for the book instead
- Instead of creating a class story, have students work in pairs or small groups over a longer period of time to come up with stories based on different book covers of their choice. They could create a picture book, comic strip, play or radio story to present.

## Concluding Discussions:



Here are some conversation starting ideas:

- Why do you think we made enough soup for you to take some home?
- Who do you think will enjoy this soup the most at your place? Why?
- Are there any ingredients in this soup that we can grow at home or at school?
- Why do you think it's so important to share meals with other people? *Food has the power to bring people together. Sharing precious resources like food means that everyone gets what they need to thrive. Sharing food is an important way to show compassion and care.*
- If your community was making a stone soup, what would you choose to bring?
- Have you ever shared a meal with somebody you didn't already know? *What did you like about it? Or not like about it? Did you know them a little better by the end of the meal? What did you talk about?*
- In the circle game, why was each ingredient important? What would happen if we didn't have any \_\_\_\_\_ - would the soup be as good?
- What makes a good story?
- When we made up our own story, what were some of the challenges? Why?
- When someone is telling a story, what makes you want to listen?



### The Take Home Message/s:

Sharing food is a great way to break down social barriers.

Bringing people together with food is essential for our health and wellbeing.

Eating is a key social activity.

## Follow On Activities, Suggested Workshops and Additional Resources:

### Personal Story Telling: (10mins)

In partners, students are to tell a story about the best or most memorable meal they ever had.

*Who was there? Who prepared it? What did you eat? What made it so special?*

At random, choose a couple of volunteers to re-tell their partner's story to the rest of the group.

### Stone Soup "Homework":

Ask students to try having a discussion about food or community at home. This could be around the dinner table, during breakfast or when relaxing at the end of the day (e.g. in front of the TV).

Make a point of asking students to recount what they did at school at home and ask questions like they did in class.

### Class Action:

Think of ways your class could contribute to the food security of your community and create a project where you put one or some of them into action. For example, volunteer in a community garden, collect canned goods for a food bank, fundraise for a local charity, start a small garden plot at your school.

### Reading:

Making Space: Teaching for Diversity and Social Justice throughout the K-12 Curriculum, BC Ministry of Education 2008: [https://www.bced.gov.bc.ca/irp/pdfs/making\\_space/mkg\\_spc\\_intr.pdf](https://www.bced.gov.bc.ca/irp/pdfs/making_space/mkg_spc_intr.pdf)

With funding support from:



Possibility grows here.



## Example Ontario Curriculum Connections:

Making Stone Soup - Grade 2	
Health and Physical Education	<p>C1.1 demonstrate an understanding of practices that enhance personal safety in the home</p> <p>C2.1 use Canada's Food Guide to assess the nutritional value of meals</p> <p>C2.2 demonstrate an understanding of how to make healthy food choices for meals and snacks, considering the factors they can and cannot control</p> <p>C2.3 explain the importance of standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal safety in threatening situations</p>
Math	<ul style="list-style-type: none"> <li>Determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of fractional parts</li> <li>Use a standard thermometer to determine whether temperature is rising or falling</li> <li>Compare and order a collection of objects by mass/ or capacity using non-standard units</li> </ul>
Social Sciences	<p>A1.2 compare their family's structure and some of their traditions and celebrations with those of their peers' families</p> <p>A3.6 identify some ways in which heritage is passed on through various community celebrations and events</p> <p>A3.7 identify some ways in which heritage is passed on through various family celebrations and practices</p>
Language	<p>1.1 read some different literary texts and informational texts</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p>1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other texts and the world around them</p> <p>1.7 identify the main ideas and some additional elements of the text</p>

Stone Soup Circle Game - Grade 3	
Health and Physical Education	<p>A1.4 apply relationship and social skills as they participate in physical activities, develop movement competencies, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective team members</p> <p>A3.1 demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity</p> <p>B2.1 demonstrate an understanding that different physical activities have different components</p>
Language	<p>1.1 identify purpose for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups</p> <p>1.7 identify and explain the importance of significant ideas and information in oral texts</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large group discussions</p>

## Example Ontario Curriculum Connections:

Stone Soup Story Telling - Grade 4	
Language	<p>1.1 identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>1.5 make inferences using stated and implied ideas in oral texts</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p> <p>2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style to communicate meaning accurately and engage the interest of their audience</p> <p>1.1 read a variety of texts from diverse cultures, including literary texts</p> <p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>

