

Interdependencies of Human Beings

Introductory notes for the teacher

The materials may seem simple and historically have been neglected likely due to their seeming simplicity, but their importance is even greater today than at their original development. In the USA today, roughly 29% of crime is committed by children under the age of 18. There is a certain alienation felt by many young people that the exercises presented here alleviate. We need to help our children reflect on how interdependent people are with each other. We are certainly dependent upon people in our immediate sphere, but we are also dependent on other people whom we don't even think about. Hopefully, these activities will get the children thinking about them.

One of the goals of cosmic education is to help the children feel gratitude to the Creator and also gratitude to other human beings - these activities are geared towards the second half of this goal.

Age: 6 to start; 8 for last activities; government extensions in 9-12 (adapted for your country)

Allow these presentations to lead into discussions - gaining insight from the children; provide good books within the environment to learn more about the topics at hand.

Groundwork Activities - Before beginning these presentations:

- Talk about, tell stories about, read books about from where some of the items we use on a daily basis come.

Keep in mind the fundamental needs, so choosing a couple of items each from clothing, food, transportation, shelter, spiritual needs. Look for stories that emphasize the people involved, not the technical process involved - our focus is on the people. Be sure to look at each individual book - books within a series can be good or not so good. If needed, prepare books with picture on one side and words on the other.

With the children: Ask what the children had for breakfast this morning. If no-one mentions the food that you're planning to discuss (ie yogurt), list it as one of the foods you ate that morning.

Introduce the concept - what the children know - in a sentence or two.

Read the book or tell the story - skip pages if/when needed to keep the focus on the people. Nice to just discuss pictures, narrating the story as most appropriate, reading none of the words (the children will read them later). Be sure to **comment on all the people involved.**

- Look for possibilities in your area for Going Outs: bakery, farm, or other locations where these people are working. Go see where the food and clothing comes from!

Card Activities – Materials Needed

Materials: 3 sets of cards; large sheets of newsprint; 5 colors of markers; picture or real bowl

Set A	Set B	Set C
Where do we get our food from? Bread Where do we get our food from? Meat Where do we get our clothing from? Cotton	Who does the farmer need? Who does the toolmaker need?	What does the farmer produce? (picture of farmer and pictures of different things by the farmer)

*****Card Material will be provided in the course via pdf file for printing.*****

Activity 1: Set A

- **Take one packet from set A.**
 - We've been talking about where we get our bread when we need it – where do we go to get bread? **The grocery store.** So you get bread from the shopkeeper. **Place the shopkeeper card to the left.**
 - **Shopkeeper to baker:** But the shopkeeper doesn't bake the bread himself – he gets the bread from the baker – the person who bakes the bread. **Place the baker card to the right of the first card, leaving a space.**
 - **Baker to miller:** But the baker gets the bread from the miller. **Place the miller card** The miller uses wheat to grind down into flour.
 - **Miller to farmer:** The miller gets that wheat from the farmer.
 - **Review the process to connect back to the baker:** The farmer grows the wheat, sends it to the miller, grinds it into flour, the flour then goes to the baker who uses that flour to make the bread.
 - But the baker doesn't do all the work himself. He has somebody who makes the dough – somebody who does all that mixing – the dough-maker: **place the card up and to the left of the baker card.**
 - When the bread is baking, they want to make sure the bread is taken out of the oven when it's just done perfectly – not raw and not burnt. So there is an **oven-checker (up and to the right).**

- Once the bread cools, it has to be packaged, so there is a **packager** (left and below).
- And once all of the bread has been packaged, it needs to be stored before it is shipped off to the stores, so there is a **store keeper** (down and to the right).
- **Miller:** But remember the miller? He doesn't do all of the work himself either. He uses a machine to grind the wheat into flour so he needs a mechanic – **place the mechanic card** – to keep that machine running smoothly.
 - Once the flour is ground up, it needs to be bagged up and he needs a **helper** for that.
 - The miller needs to keep track of how much flour he has so he has a **bookkeeper** to help him keep track.
- **Farmer:** What about the farmer? Do you think he has helpers? Maybe you'd like to look into who the helpers are and make some cards yourself?
- **Shopkeeper:** What about the shopkeeper? Does he have helpers? You could make some of those cards yourself as well.
- **Transporter:** The wheat has to be taken from the farmer to the miller and it needs to be **transporter** for that – **place in between the main people cards** – and the flour has to be taken from the miller to the baker and there is a **transporter** for that. The bread has to be taken from the bakery to the store – there is a **transporter** that does that.
- **Pick-up in reverse order.**
 - Transporter, helper cards from around the miller, then helper cards around the baker, then farmer, miller, baker, shopkeeper.

- **Children repeat with additional packets of set A.**

If the children have worked through all the packets in set A, they will see that everything goes back to the farmer.

Activity 2: Set C (what does the farmer produce?)

- Each set of cards we've done – each item we've looked into – ended up starting from the farmer. Let's look at how many things we get from the farmer. We just talked about the fact that we get wheat from the farmer. **Place the picture of wheat.**
- **What else** do we get from the farmer? **Place the corresponding picture card as the children respond.**
 - Milk – dairy products – place the picture card
 - Vegetables
 - Fruits

- Meat
- Eggs
- Cotton
- Poultry
- (invite children to make cards that are not on hand)
- Silk
- Wool
- So all of these things are produced by the farmer.
- Take an example and trace its path to our hands and usage.
 - EX./ Well, what happens to the wheat that the farmer produces?
 - Narrate as the children indicate the next cards: miller, baker, shop, us
 - Place the people cards all around the wheat picture.
- **Summary:** Look at how many people depend on the farmer.
- **Lead-in to next activity:** I wonder if the farmer needs anyone.

Activity 3: Set C (Who does the farmer need?)

- **Farmer:** Here is our farmer. Place the farmer card.
 - Does the farmer live in a house? He needs a mason to help build that house.
 - Does our farmer wear work-boots? He needs a shoemaker to make those work-boots.
 - I wonder if our farmer eats bagels? He needs a baker to make the bagels that he likes for breakfast.
 - Does he eat vegetables? He needs a green grocer from whom to get his vegetables.
 - I wonder if the farmer eats meat? If he does, he needs a butcher to cut up that meat.
 - Does the farmer wear clothes? He needs a tailor or dressmaker.
 - Does he use tools? He needs a toolmaker.
 - The farmer does not do all of this work himself; he needs all of these people to help him.
- **Pull out the mason and encircle him with the other people:** But what about the mason? Do you think the mason does all of the work himself? The mason wears shoes so he needs a shoemaker. The mason likes to eat bread so needs a baker. The mason likes to eat fruit for lunch and needs the farmer who grows that fruit and the green grocer who sells it. The mason also eats meat and so needs the butcher to cut up that meat. The mason also wears clothes and needs the tailor. He also builds a house and needs tools, so he'll need the toolmaker.
- **Repeat with other individuals.**
- **Realization:** Everybody needs everyone else.

Activity 4: Set B (5 or so cards from mix of packets) - ADD MARKERS AND PAPER

- Place the cards around the edge of the large paper.
- Use one color of marker for each individual and draw dependency lines.
 - The mason likes to eat meat so he needs the butcher.
 - He wears clothes so needs a dress maker to make his clothes.
 - Etc. showing that the mason is dependent on all other individuals around the paper.
- Repeat with each individual on the paper, creating a web.

Activity 5: Introduction to Taxes (5 or so cards from mix of Set B packets) - 2 markers and paper

- Place the cards around the edge of the large paper.
- Be consistent in how each color is used - one color for money paid and one color for material given.
 - Total of 4 arrows between every two individuals.
- The butcher likes to wear clothes. The butcher pays money to the dress maker and in return, the dressmaker sells the butcher some clothes.
 - The dressmaker likes to eat meat. So the dressmaker pays the butcher money and in return the butcher gives meat to the dressmaker. Use one color of marker for each individual and draw dependency lines.
- The dressmaker likes to eat eggs and so pays money to the farmer and the farmer sells her some eggs.
 - The farmer needs clothes; he pays money to the dressmaker to receive some clothing.
- Repeat with every set of individuals around the edge of the paper.
- There are some things that all of these people need that no one person can provide for them: the garbage needs to be gathered; snow needs to be plowed; libraries for checking out books; bridge constructors.
 - Place the bowl in the center of the paper. Each person (draw arrows from each person into the bowl) pays money into a common pot to pay for these services and in return (draw lines from the bowl to the each individual) our snow gets plowed, our garbage is picked up, firemen come to put out house-fires, policemen patrol the streets to keep the cities safer. This money to which each contributes a portion is called **taxes**. It is through taxes that the city can carry out its work, the state can carry out its work and the federal government is able to carry out its work.

Purpose of activity 5: introduce the tax system and indirect preparation for responsible citizenship as adults, recognizing the necessity of voting in every election, of being an informed voter, of knowing that change can only be affected through work and a lot of people working to make that change.

It is really an introduction to the government – what happens to the tax money? The city taxes that are paid help to run the city government – the head of the city government is the mayor – etc. Add other information on state and federal. That head of state can't do all the work himself – he has all kinds of people on which he depends.

Government is on the public school requirements and knowledge is necessary for the child to eventually take his place within society.

Prepare a booklet on the overview of the local government; then take one department within the government and break it down in another booklet – showing all the different people and all the different jobs involved. Start with city level if possible so that the children could visit City Hall for a Going Out – get a sense of what goes on there. Maybe they could meet with someone in the departments they have studied.