

HUNGER FOR CHANGE

NEW BUSINESS. NEW LIFE.

Children & Youth Lesson



Get children talking about what it means to be grateful, and how God calls us to share our food by beginning with this object lesson.

- A Ziploc bag containing 400 grams of uncooked rice and 50 grams of dry lentils, beans or peas.
- 50 ml of water in a glass.

Show the children the bag of food and glasses of oil and water, and ask them what they see. After they've described what they see, tell them that this amount and type of food and water represents a whole day's worth of food and beverage for many children (and adults) around the world. Compare this to a typical day's ration of food for the average Canadian. Have a supply of food on hand that demonstrates the amount and variety of food Canadians eat each day.

Have the children draw out (or use pictures from magazines) a picture of their favourite meal. Say a brief prayer of thanksgiving for the abundance in which we all live.



Create a lending Merry-go-round, like they do in Kenya, to teach children what it means to pool resources and accomplish something together that isn't possible alone.

Children:

Have each child bring in a quarter or a loonie (depending on the number and age of the children you have) or provide them yourself. Have each child hold up the money and say what they think they could buy with it. Now collect all of the money together and count it up. Ask again what they think they could buy with this larger amount of money.

Explain that in places like Kenya, sometimes adults only have very small amounts of money—many live on just one or two loonies a day. In order to help each other out, they form groups, pool their money like you have just done and then they loan the money to one of their members who starts a business—maybe selling vegetables, used clothing or buying a cell phone and charging others to use it. As soon as that member earns the money back through their business, they return the money to the group and the next person gets a loan to start their own business. And so it goes—around and around.

Collect the money and make a contribution to The Sharing Way's microcredit work.

Youth:

Have each young person bring in a set and manageable amount of money (\$5-10/each). Have each individual discuss what they could buy with their money. Then gather the money together and count it up.

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With that in mind, have the group brainstorm some things they could do with their collected funds in order to earn more money. Suggestions:

- Use the money to purchase pizza and a movie—invite other friends to come along and charge either a small entrance fee or price per slice that earns a bit of a profit
- Use the money to buy the supplies to make (or buy) something really yummy for the coffee hour after church. Charge a small amount for the treat—just enough to make a profit.

Once this activity is completed, count up the profit and either continue to try to earn more or donate the money raised to The Sharing Way's microcredit work.



Timbits Exercise: exploring the relative expenditures on food between a family in the developed world and a family in the developing world.

Divide your group in two with 20% of the number in one group and 80% in the other group. Explain that this is roughly how many people live in the developing world compared to how many live in the developed world—in countries like Bolivia, Kenya, India and Angola. Each one of these groups represents one family in each part of the world. Now take a family pack of Timbits (100) and divide them up giving 80% to the developed world family and 20% to the developing world family.

Using TSW Annual Project '08 - general powerpoint presentation, explain some of the issues at play causing the current food crisis in the world. Now explain that the developed world family spends approximately 10% of their income (timbits) on food (have them count out that amount). The family in the developing world needs to spend sometimes up to 80% of their income on food (have them count out that amount). Compare how many timbits each family has left over.

Have a discussion about the distribution of resources in our world and between these two families. Explore how each family feels. Ask the youth what they think should be done to address these differences.

At the end, gather up all the timbits and share equitably.