



SNACK:

Veggies & Chickpea Dip



Ironically, in spite of the high rates of malnutrition, India is the world's largest producer of dried beans, such as kidney beans and chickpeas. It's also a world leader in exporting bananas and spices.

Serve fresh veggies with hummus or yogurt dip and add some Indian spices for children to try (ie coriander, cumin, cardamom, clove, turmeric, saffron, mustard or mild curry).



EXTRA ACTIVITY:

The Equity Dilemma



Inequity denies people choices and opportunities to have a healthy, good life. Every country has these injustices. It is important to determine how to best offer help as well as look at what are the root causes.

Show or draw the cartoon and discuss the differences in approach. Now ask children to look at the issue of hunger. What might be some solutions or interventions to reduce hunger/malnutrition in families like Sunamani's? What about in our own community? Have children work together in small teams to make a list of solutions and then have groups come together and share their lists, discussing which category their solutions might fall under (equality; equity; justice).

Encourage children to look for ways to become involved in advocating for justice (working for a more just world). Write a letter to politicians, join a campaign, learn more about the issue/root causes, share with others what they have learned, etc.



PRAYER:

Thank you Jesus



Thank you Jesus for healthy food. We pray for those in our world who go to bed hungry. We know that you care for them very much. Help us to be responsible and generous with what you have given us, and to share, and to find ways to respond, with your love, to injustices and things that we see are not fair.



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Canadian Baptist Ministries
7185 Millcreek Drive
Mississauga ON L5N 5R4

PHONE: 905.821.3533

FAX: 905.826.3441

EMAIL: communications@cbmin.org

cbmin.org

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CBM embracing a broken world
through word & deed

Hey! It's Not Fair!

PRESENTED BY



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LESSON 1 Food Fight

LEARNING OBJECTIVE: People in our world do not have equal access to healthy food

SCRIPTURE REFERENCE: Isaiah 58:10, 1:17, 58:6



BIBLE VERSE:
Isaiah 58:10

Feed the hungry



BACKGROUND:

The prevalence of hunger is the painful evidence of global inequity and the harsh reality of poverty. CBM is committed to addressing hunger with projects that range from direct food assistance in times of crisis to longer-term food security - helping families to become confident in their ability to either produce or earn enough money to purchase the amount of food necessary for a healthy and active life

India has one of the world's highest rates of child malnutrition. One of the hardest hit areas is Odisha State where many tribal people live, like the Kui, who in the early 1900s, were considered to be even lower than "untouchables" in Indian society at the time. Today they continue to live in marginalized villages with limited access to government services, schools and health care facilities. Illiteracy and malnutrition rates are high. Thanks to a nutrition program supported by CBM, families in remote and neglected villages receive a nutritional supplement to add to their infant's food for a healthy start in life as well, as seeds and training to plant gardens for fresh fruit and vegetables. They also receive chickens and goats, immunizations and health awareness programs, including the use of bed nets to reduce the high incidence of malaria.



OPENING ACTIVITY AND DISCUSSION: **We Are All Connected**



Ask children if they know anyone who lives somewhere else in the world (family, friends, places they have visited) and identify where all of these countries are on a world map with stickers.

Did you know that the world is really like one big global family? We are all connected.

Hold one end of a ball of string and toss to a child, who holds onto a piece and tosses to another child, continuing until everyone is holding a piece of the string.

Even though we may live in different countries, eat different food, speak different languages, we are all part of the same family - the human family. We even have the same father, God, our heavenly father, who created all people in his image. That makes us brothers and sisters.

God created the very first people (Adam and Eve) to be equal. Everything was in harmony. He loved them and gave them all the delicious food that they needed. They were never sick. He gave them a good job that they enjoyed - helping each other to take care of the world he had created. But then sin came and caused a HUGE problem. Adam and Eve chose to disobey the rules God put in place to keep them safe, healthy and happy. Their sin broke God's heart. It also broke our whole human family. Adam and Eve had to leave the safe garden. Our world became full of sin. People started to be selfish and greedy; to not care for each other; to fear and hate other people [start cutting the string between children]. It has created many divisions, many inequities in our global family.

One of the biggest injustices today is over something that everyone, no matter where they live, needs to survive. Can you guess what it is? Food!

Did you know that we produce enough food in our world to feed everyone AND YET almost 1 in 9 people still go to bed hungry? Hey, it's not fair!

Draw nine stick figures and circle one. There are about 7 billion people today so that means there are almost 1 billion people in our global family are hungry. That's A LOT! **Write 1,000,000,000.**

But this BIG number hides an even BIGGER problem. **Number off children, 1 to 3. Each time you get to 3, have that child stand up.** Did you know that 1 in 3 people in our world suffer malnutrition. They do not get the necessary amount of "healthy" food. That is a HUGE number of people! **Draw three stick figures and circle one. Write 3,000,000,000.**

The kind of food you eat is important! Even those who have some food to eat may not be getting the proper nutrition (like when someone eats a lot of "junk" food or only has very basic food, like rice, without other food, like protein, fruit and vegetables). Malnutrition leads to increased sickness and diseases, and even death. For children, it makes it hard to concentrate and do well in school. Children need nutritious food to grow up healthy. If a girl who is malnourished grows up and has babies, she passes on poor health to her baby. The poor baby does not get a good start in life. You can see how hunger and malnutrition become a vicious cycle in families. *Hey, it's not fair.* Let's see how we can respond.



MISSION
ADVENTURE
STORY:

Meet Sunamami and her children



Meet Sunamami and her children. They live all the way over in India. [Have a child put a sticker on India on your world map.] Their village is in the hills, so remote that they do not yet have a road to get to their village. Sunamami has to walk a long way down the hill to get to a road that will take her to a town that has a market to buy food. But what happens if she does not have any money? Let's hear her story.

We are all farmers in my village. Some have a small piece of land, but most of us also work in fields owned by other people. It is a struggle to grow enough food, like rice and bananas, to eat. We do not have any other jobs here so it is hard to earn money. Our children help us work in the fields. This is how life has been for generations.

It makes me sad to see my children not have enough to eat. Many times we go a whole day, and sometimes more, without a meal. This happens when our crops fail. The weather has become so unpredictable. I worry about my baby who is often sick. I have no money to go to the closest hospital. It is in a town far away.

I was happy when our church started a nutrition project in our village. I liked learning about how to start a kitchen garden. I got some seeds and started to grow fruits and vegetables. My favourites are cucumbers and tomatoes. Some families also received chickens and goats. Best of all, I was given a nutrition mix for my baby. It is a great joy to see my children have healthy food.

I want to help my neighbours so the church gave me more training on health. I like helping other moms to start gardens. I teach them to give their children fruit and vegetables to eat.



They are amazed to see that I am even making some money, growing lots of vegetables to sell at the market. I want to save enough to send my children to school. It is far away. Most people in my village have never gone to school. I hope that one day my daughters will study and become nurses. Then they too can help people to have a healthy life.

DISCUSSION QUESTIONS:

1. What is the problem in the story? How does it make people feel?
2. What is helping Sunamami to break the chain of hunger/malnutrition in her family?
3. How does the story make you feel?
4. What can we do to help?



ACTIVITY WITH DISCUSSION: **Care Bears**



Have children sit on the mat or carpet. Distribute a variety of candy (ie. gummy bears). Some children should have a lot, while some have none. Keep the majority of candy for yourself. Now ask the question: "Is this fair?" Have children discuss (or write down) how they feel about the amount of candy that they have.

Now explain to children that you have the most because you are the oldest. Is this fair? Why or why not? Should we redistribute the candy so everyone gets the same? Why or why not? What if someone doesn't like candy and they want something else? What if someone wants to keep their candy and not share with someone who has none?

CLOSING: This is what it is like in our world today. Some people have (or take) more power and opportunity while others are denied or marginalized. But there are always ways we can choose to decide. It's our choice whether or not to share with others. To respond, in some way, to something unfair that we see. All people should have access to healthy food. [You may want to have children suggest something they can do, from starting simple, such as volunteering at a food bank, writing a letter to a politician, raising funds for a CBM project, etc.]

TIP: For younger children, bring a collection of teddy bears/stuffed animals to do the activity. Make one teddy bear your class mascot that will encourage sharing and caring.

TIP: To extend the discussion with older children see: <http://www.theguardian.com/teacher-network/2015/jan/28/teach-students-equality-smarties>

Source: cus.oise.utoronto.ca/Lesson_Plans_Social_Justice_Issues