

Children's Activities

2. The Price we Pay for Food

1. Apple Line (Age 8+)

Ask everyone to form two lines and pass the apples from the front of each line to the back under their chins, racing each other (if you only have enough people for one line, use a stop watch, encouraging them to try and beat their own time).

The point of the game is to demonstrate that the more people we have in a chain and the faster we try to do things, and the more likely we are to drop the fruit and damage the food product. Discuss the parallel between this and our own global food system.

What do I need?

- An apple for each group; stop-watch

2. Escape the Nets (Age 8-15)

Introduce the problem of tuna fishing and the large number of dolphins, sharks and turtles that are caught in purse seine fishing nets (which can be up to 3 miles long!) every day. Two children hold hands & begin as 'the net'; all other children are dolphins, sharks or turtles. 'The net' chases the sea creatures, who must try to avoid capture. If a dolphin/shark/turtle is 'caught' (a tap on the shoulder) they become part of the 'net' by holding hands with one of the other children. Try to keep the time of play short and change around nets and sea creatures. NB You will need a relatively large space for this game and as the net gets longer the children must move around more carefully to avoid accidents!

What do I need?

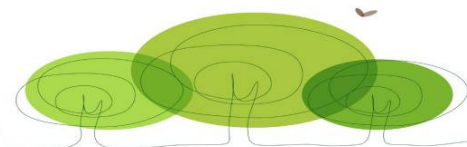
- If you want to make it more entertaining, you could find some shark / dolphin / turtle costumes or props for the children

3. Bible Background:

Read Luke 12:16-21 from The Message:

Then he [Jesus] told them this story:
"The farm of a certain rich man produced a terrific crop.
He talked to himself: 'What can I do? My barn isn't big enough for this harvest.'
Then he said, 'Here's what I'll do: I'll tear down my barns and build bigger ones.
Then I'll gather in all my grain and goods, and I'll say to myself, Self, you've done well!
You've got it made and can now retire.
Take it easy and have the time of your life!'
Just then God showed up and said,
'Fool! Tonight you die.
And your barnful of goods - who gets it?'"

Now act it out as a group, with different children playing the man, God, and the crops. The barns



which keep getting bigger could be made by chairs being added to a circle. Keep adding 'crops' in the form of children to the circle and add a chair each time for them to sit on. At the end, when the man 'dies', the children (and their chairs) all scatter and they fall and 'die' too.

Then have a very brief discussion, looking at:

- What was wrong with the man's attitude to food and crops (and money)?
(He was greedy, selfish)
- How do you think his farming affected wildlife on his farm? How might it have affected other farmers nearby?
- Can you think of any ways he could have farmed differently?
- Talk briefly about how much of our food today is produced in a way that's a bit like this man – with large companies that try and squeeze as much out of the land as possible to build bigger and bigger profits.
- What different would it have made if the man – and if we – remembered that everything, including all our food, is God's gift.

4. Climate Change and Food Sketch (12+)

This sketch highlights the links between our fossil-fuel intensive lifestyles and impacts of climate change on other countries. Give the children different roles and then act out the sketch together.

There is a farmer walking in his field and he plants a seed *[child 1 holding plant]*

The rain cloud comes along and waters the seed and it grows into a plant *[child 2 walks over to farmer with cloud]*

In another country a person is driving in their car *[child 3 holds steering wheel and pretends to drive]*

The car makes pollution as it travels *[child 4 stands next to car holding 'pollution' sign up]*

The pollution has carbon dioxide that makes the earth get warmer. *[Child 5 flips sign from cool to warm]*

It gets hotter so they open the window to cool down. *[Child 3 pretends to wind down window]*

The whole earth gets hotter, not just where the person was driving.

So it gets hotter for the farmer *[child 4 with warm sign moves towards the farmer, child 1]*

Because it is so hot, it does not rain *[child 2 holding rain cloud goes away]*

The plant dies because it has no rainwater *[child 1, falls over with plant]*

How does that make you feel? Is it fair on the farmer?

Example answers: It is not fair on the farmer. God wants all people to be treated equally and for us to help people when we can. It not just plants that would die but there are lots of animals that would lose their homes and find it harder to find their food and places to drink water.

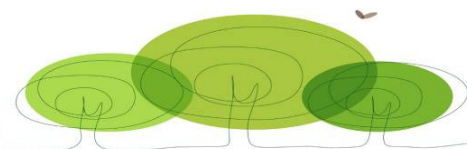
What do I need?

- 5 volunteers and signs/pictures

Child 1 – the farmer, needs a plant to hold up

Child 2 – the cloud, needs a paper rain cloud to hold up

Child 3 – the driver, needs something to look like a steering wheel



Child 4 – the pollution, needs a sign saying pollution

Child 5 – the cool/warm sign, needs a sign saying cool on one side and warm on the other

5. The Meatrix (12-16)

Try watching a few of the Meatrix series (short, funny and engaging 3 or 4 minute animated films about our food system – see www.themeatrix.com)

6. Prayer

Get the children to think about foods they eat which may have a bad impact on the land, on the climate, on wildlife or on poor people? Do this sensitively so that children do not get overwhelmed with guilt, but gently sum up their thoughts in a prayer of confession to God, saying sorry for how we often take his world for granted, and forget that it is really his world. End with thanks that God is always willing to forgive and that we can change the way we eat.

