



Experiencing Inequality Activity

Numbers needed: 3-16

Estimated time: 30-40 min

What you need: Assortment of crafting materials, paper, scissors, glue, stickers, (anything that can be used to decorate) You will not need equal numbers of everything of as you will see below.

Instructions

- x Break the kids up into 3 groups, these groups can have as few as one child in each or up to as many as you need. You can also create more groups if needed and adapt how you disburse the materials.
- x Depending on your number of groups divide the art supplies into different levels of supplies- a suggested break down is below but obviously adapt to the supplies you have
 - x Group 1: plain white paper and 2-3 coloured pens
 - x Group 2: coloured paper, packet of coloured pens, scissors
 - x Group 3: coloured paper, packet of coloured pens, scissors, glue stick
 - x Group 4: coloured paper, packet of coloured pens, scissors, glue stick, stickers, glitter etc.
- x Ask each group to use the art supplies provided to create a picture of what they think debt means. The group should aim to make the most creative and engaging picture they can. (You can also ask them to incorporate any lessons from the sermon or relevant readings and how they could relate to debt but only if that doesn't make it too complicated)
- x Tell the groups that if they want to borrow supplies from any other group the lending group then gets to tell the group taking on the 'debt' something they have to allow members of the lending group to each write something on their picture. (You can adapt this to however you think it will work best for the group, but the important concept to get across is that borrowing and then being in debt can give other people control over what you do.)
- x After about 20-30 min ask each group to present their pictures.

Discussion questions:

- Did they notice that some groups had lots more supplies than others?
- Did any groups borrow from other groups? Why? How did they feel about letting other groups write things on their pictures?
- Why do they think some groups had more than others?
- Did any groups want to borrow supplies but decided not to and if so, why not?
- For any of the groups that lent supplies- How did they feel about getting to write on other's pictures? Would they have lent the supplies with no conditions?
- How would they feel if debt meant that other people could tell them what colours to like or what toys they could play with? (Adapt here for age specific interests)