



# Meet the Lingsons

Module **1**: Opening

Activity Level: Low

**Goal:** Participants will hear one story about the difference a gift of animals can make for families and communities fighting hunger.

## MATERIALS

- ELCA World Hunger Video Series: Lingson Family Story (watch the video at <https://vimeo.com/166242112>)
- Computer with connection to projector or TV and DVD player
- List of questions

## INSTRUCTIONS FOR PRESENTER

Welcome the participants to the session on animals and hunger. To prepare everyone's hearts and minds for the time together, choose one of the prayers and/or hymns listed below or choose your own.

## PRAYERS

1. Heavenly Father, your Holy Spirit gives breath to all living things; renew us by this same Spirit, that we may learn to respect what you have given and care for what you have made, through Jesus Christ, your Son, our Lord. Amen. (Prayer by Andrew Linzey)
2. O God, enlarge within us the sense of fellowship with all living things, and especially with our brothers and sisters the animals to whom you gave the earth as their home together with us. We remember with shame that we have dominated over them in the past with ruthless cruelty, so that the voice of the earth, which should have risen to you in song, has been instead a groan of pain. Teach us that they do not live only for our benefit, but for themselves and for you, and that they love the sweetness of life as much as we do. Amen. (Prayer by Basil the Great)

3. O heavenly Father, protect and bless all things that have breath; guard them from all evil and let them sleep in peace. (Prayer by Albert Schweitzer)
4. Say a prayer yourself or invite a member from the group gathered to offer one.

## SONG SUGGESTIONS

- "Evangelical Lutheran Worship" (ELW #881)  
"Let All Things Now Living"
- ELW #835  
"All Creatures, Worship God Most High!"
- ELW #740  
"God of the Sparrow"
- ELW #734  
"God, Whose Farm Is All Creation"

## INSTRUCTIONS

In this opening activity, the group will discuss some perceptions of the role of animals in hunger before watching the short video of the Lingson family. The video will prompt further discussion.

Ask pre-video questions and initiate discussion (3–5 minutes)

1. What role do animals play in our own food system?  
Be prepared for potential answers:
  - Animals provide meat (also milk and eggs).
  - The food system provides employment and an income for people.
  - Notice that the focus may be primarily on animal products.





2. What role do you think animals play in communities that suffer from hunger (in developing countries)?

Be prepared for potential answers:

- Animals are a source of protein.
- Eggs and milk provide other forms of nourishment.

Watch the Lingson Family video (6 minutes).

Lead post-video discussion (3 – 5 minutes).

1. How did the video change how you think about the role of animals in alleviating hunger?

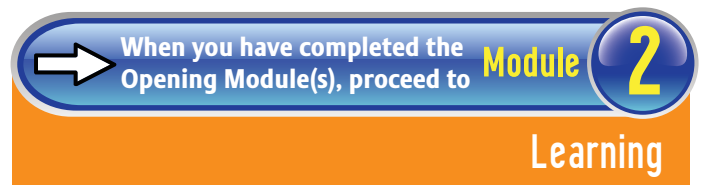
Potential answers include the multiple roles of animals:

- source of income from products (milk, eggs),
- involvement in agriculture (pest control, weed control, fertilizer),
- community building (increased number of families involved),
- source of capital (animal has value that can be sold, if needed)

2. What did you learn about ELCA World Hunger and our role in ending hunger around the world?

## POINTS TO EMPHASIZE

1. ELCA World Hunger is actively involved in communities to help alleviate hunger.
2. Animal projects are one way ELCA World Hunger funds support communities and help alleviate hunger.
3. Animals help people help themselves.





**Goal:** Participants will identify the animal being described in the following short descriptions and list some of the ways in which the animal provides opportunities for the community.

## MATERIALS

- Stories of animals (included)
- Chalkboard, note pad, or other writing/display area

## INSTRUCTIONS FOR PRESENTER

Welcome the participants to the session on animals and hunger. To prepare everyone's hearts and minds for the time together, choose one of the prayers and/or hymns listed below or choose your own.

## PRAYERS

1. Heavenly Father, your Holy Spirit gives breath to all living things; renew us by this same Spirit, that we may learn to respect what you have given and care for what you have made, through Jesus Christ, your Son, our Lord. Amen. (Prayer by Andrew Linzey)
2. O God, enlarge within us the sense of fellowship with all living things, and especially with our brothers and sisters the animals to whom you gave the earth as their home together with us. We remember with shame that we have dominated over them in the past with ruthless cruelty, so that the voice of the earth, which should have risen to you in song, has been instead a groan of pain. Teach us that they do not live only for our benefit, but for themselves and for you, and that they love the sweetness of life as much as we do. Amen. (Prayer by Basil the Great)
3. O heavenly Father, protect and bless all things that have breath; guard them from all evil and let them sleep in peace. (Prayer by Albert Schweitzer)

4. Say a prayer yourself or invite a member from the group gathered to offer one.

## SONG SUGGESTIONS

- "Evangelical Lutheran Worship" (ELW #881)  
"Let All Things Now Living"
- ELW #835  
"All Creatures, Worship God Most High!"
- ELW #740  
"God of the Sparrow"
- ELW #734  
"God, Whose Farm Is All Creation"

## INSTRUCTIONS

The participants will hear some stories told from the perspective of various animals. They will have to guess, by the clues provided, which animal on the list it could be. The instructor should write the names of the possible animals (**Cow, Sheep, Pig, Goat, Duck, Chickens**) on top of the board/notepad so that the participants will have an idea of the pool they are selecting from. At the end of each description the presenter can write "Animal 1" (or whatever the number is), and list what they can infer from the description in the story. Because of the process of elimination all guesses should wait until all the descriptions have been read.





**READ ALOUD:** I am going to read some short stories from some of our barnyard friends. They have chosen to hide what type of animal they are, but it turns out they are not so good at hiding. They have left some clues which we will collect and at the end of all the stories, attempt to identify them. Save your guesses as to who they are until the end.

### Animal One

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I don't eat out of a trough, but I'll find my food wherever. I have lots of siblings, but we don't all live together. My owners sold some of them to another family nearby, but we still get to see each other. The family is really nice too. I used to play with the little boys and girls, but now more and more of them are going to school. I don't mind though, as long as I get to run around and play. The people of the village are excited because there are more of us coming soon.

*Clues: Does not eat from a trough; lots of siblings; likes to run around; can find its own food*

### Animal Two

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It seems like just yesterday I was a little one, scampering around with my many brothers and sisters. But I grow up pretty fast. All I ask for is a clean pen, water, and fresh food. I'm not too picky when it comes to food. As it is, I'm not a big fan of running around either. Anyway, I hear that we're going to market soon which could be fun. I don't know though because I've never been to market. The family and their neighbors seem happy about taking us. Some people say we're like money in the bank.

*Clues: Many siblings; grows fast; lives in a pen; not a picky eater, marketable*

### Animal Three

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We are awesome! Even though we're small, we're well worth our size. People love us, sing songs about us and make art depicting us. I say "us" because we all hang out together. We don't stray far from home, and we like to find our own food. Seeds, insects, worms, it doesn't matter, they all taste delicious. Because we grow so quickly people can sell us or trade us very easily. So as you can see, we're pretty important.

*Clues: Stays together; finds its own food (insects, worms, seeds); grows quickly; able to be traded*

### Animal Four

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If there is ever a best animal contest, I'm going to win. When it comes to what I can offer, and how much money I'm worth, no one else comes close. I make fertilizer for fields, and no matter what the other animals say, I make the best milk. All I need is good water, a pasture and shelter, so I'm pretty low maintenance. And talk about value, I'm a pretty big deal!

*Clues: Worth a lot of money; produces fertilizer and milk; needs a pasture*

### Animal Five

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Like my other friends, I love a good pasture. I like being with my kind, and to be honest, I could eat all day. I produce some pretty good milk too, which some people make into cheese. Maybe one of the best things I have to offer is clothing which helps keep you warm when the weather gets chilly. Also, people can make coats, blankets and hats to sell at the market. There are a lot of animals around who like to brag about how much they are worth, but I let my products speak for themselves.

*Clues: Needs pasture; produces milk that can be made into cheese; we can make clothing from what they produce*



### Animal Six

Listen, when it comes to work on a farm, I'm willing to get things done. I help farmers grow crops because I eat weeds and the things that eat the crops, all this while providing fertilizer. I'm natural pest control. You might not think so by looking at me, but I fit in pretty well on the farm. That's not all; I provide some very nutritious food for growing kids.

*Clues: Eats weeds and crop pests; provides fertilizer; doesn't look like it belongs on a farm; provides nutritious food*

Review the clues and see which animal best fits the description. Make the observation that all these animals have many benefits for people's lives.

### WHO AM I?

Animal One – **Goat**

Animal Four – **Cow**

Animal Two – **Pig**

Animal Five – **Sheep**

Animal Three – **Chickens**

Animal Six – **Duck**

When you have completed the Opening Module(s), proceed to **Module 2** Learning



**Goal:** In this game we see how acquiring animals helps create sustainability, security and opportunity for families.

## MATERIALS

- A narrator/presenter
- Animal and Asset cards (included)
- A coin to flip
- A bag of dry beans (or another small object that will stand for currency)

## INSTRUCTIONS FOR PRESENTER

Welcome the participants to the session on animals and hunger. To prepare everyone's hearts and minds for the time together, choose one of the prayers and/or hymns listed below or choose your own.

## PRAYERS

1. Heavenly Father, your Holy Spirit gives breath to all living things; renew us by this same Spirit, that we may learn to respect what you have given and care for what you have made, through Jesus Christ, your Son, our Lord. Amen. (Prayer by Andrew Linzey)
2. O God, enlarge within us the sense of fellowship with all living things, and especially with our brothers and sisters the animals to whom you gave the earth as their home together with us. We remember with shame that we have dominated over them in the past with ruthless cruelty, so that the voice of the earth, which should have risen to you in song, has been instead a groan of pain. Teach us that they do not live only for our benefit, but for themselves and for you, and that they love the sweetness of life as much as we do. Amen. (Prayer by Basil the Great)

3. O heavenly Father, protect and bless all things that have breath; guard them from all evil and let them sleep in peace. (Prayer by Albert Schweitzer)
4. Say a prayer yourself or invite a member from the group gathered to offer one.

## SONG SUGGESTIONS

- "Evangelical Lutheran Worship" (ELW #881)  
"Let All Things Now Living"
- ELW #835  
"All Creatures, Worship God Most High!"
- ELW #740  
"God of the Sparrow"
- ELW #734  
"God, Whose Farm Is All Creation"

## INSTRUCTIONS FOR PRESENTER

To prepare for the game the presenter should print and cut out the animal and asset cards below. Make sure you have enough cards for each participant or group to have one of each with a few extra goat and education cards. This game is designed so that participants may play either individually or in teams of two. With a group of 4–7 players, participants can play individually, though with 8 or more participants, teams might be a better option. The narrator will be the one facilitating the game and passing out the beans. Try to go around the table in the same order each time.





## INSTRUCTIONS

Each player starts with five dry beans (as objects for currency) and is informed that with a decent harvest this year the amount of land they currently have will feed their family.

## READ ALOUD

Hello farmers! You will be playing a game that highlights some significant events in the life your farm and family. You will have to make some decisions along the way. The objective is to make the best decisions you can to maintain or increase your number of beans. If you happen to run out of beans you will have to rely on the generosity of your neighbors.

- 1. Season One:** This was a great crop year! You even have more food than you need for your family this year. You have two options: keep the food and keep extra for disasters ahead, or take the crops to market and hope you can sell them.
  - a.** If you decide to keep the crop for yourself you **get one bean**.
  - b.** The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
- 2. Season Two:** A group in your community decides to form a co-op (a cooperative organization of community members who support one another and share profits in business). Joining the co-op will mean easy access to animals. To join, **pay two beans** and receive 10 chicks. These chicks will lay eggs that can be used for food or sold at market. If a player does not join at this time, there will be an opportunity to purchase animals at a later time.

*\*Note for presenter: hand out a chicks card to each member who buys in to the co-op.*

- 3. Season Three:** Another good crop year! Once again you have two options for the crops, keep them yourself or sell them at market. For those who have chicks, they have grown into chickens and now lay eggs.
  - a. Award one bean** to each player with chickens.
  - b.** If you do not want to take the produce to market you **get one bean**.
  - c.** The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
- 4. Season Four:** Your oldest daughter is ready to enter school, but her education will **cost three beans**. Will you send her to school?
- 5. Season Five:** ELCA World Hunger is working with a regional partner and the members of your co-op will each **receive a goat** and learn new skills for farming. Goats are adaptable to many climates and provide milk, which can be made into cheese or yogurt and sold at market. Your chickens are also growing in number and producing more eggs. Non co-op members, would you like to purchase chicks for **two beans**?

*\*Note to presenter: Hand out a goat card to the co-op members and give a chicks card to those who decide to purchase chicks.*
- 6. Season Six:** This was a good crop year. Again, you have two choices: keep the crops or sell them at market.
  - a. Award one bean** to each player with chicks, and **another bean** for each goat.
  - b.** If you do not want to take the produce to market you **get one bean**.
  - c.** The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.





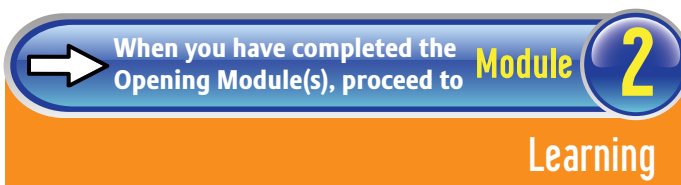
- 7. Season Seven:** The co-op is selling piglets to its members. Pigs are great assets for families, growing fast and providing another means of income in times of need. If you want to buy a pig this will cost you **two beans**. For non co-op members, you now have the option of buying a goat for two beans. Non co-op members have the option of purchasing a piglet for **three beans**.

*\*Note to presenter: Hand out pig and goat cards to those who purchase the animals.*

- 8. Season Eight:** Your youngest daughter is sick with malaria and will need to go to the nearest city for medical care which will cost a great deal of money – **four beans**. But if you have a pig, you can sell your grown pig and the sale will cover the cost of transportation and medical care, so you will not pay any beans.
- 9. Season Nine:** A recent flood severely impacted the whole community and decimated crops. Everyone **loses one bean**.
- 10. Season Ten:** For those of you who paid for schooling (season 4), your oldest child is thriving at school and has dreams of becoming a vet. She has been taking care of the animals in the community with great attention. **Earn two beans**.
- 11. Season Eleven:** The co-op is selling cows. A cow provides manure, nutritious milk, and significant financial security for a family. Co-op members can buy a cow **for eight beans**. Non-members may purchase a cow for **10 beans**.
- 12. Final season:** The harvest was OK this year for most farmers and there are just enough extra crops to sell. Once again, you have the choice of going to market.
- Award one bean** to each player with chickens, and **another bean** for each goat, and **three beans** for the cow's milk.
  - If you do not want to take the produce to market you **get one bean**.
- c.** The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
- 13.** Your neighbors who did not join the co-op have been struggling in recent years and have not been able to educate their children. It's time to add up your assets to see what you have. Count each bean as one unit. Chickens are worth **another bean**, each goat is worth **two beans**, a pig is worth **three beans**, and a cow is worth **10 beans**. The value of **education** is difficult to calculate. The investment in education is a long-term investment which proves to be a significant asset. Through education, children are presented more opportunities than they would otherwise have – like going to college, getting professional training, perhaps most significantly, the chance to break the cycle of poverty. Count an **education card** as **three beans**, but know that the value extends far into the future.

## QUESTIONS FOR DISCUSSION

- Knowing the value of your assets, would you be willing to share with your neighbors? If so, what would you share (beans or animals)?
- At what point in the game did you feel more financially stable, or desperate?
- What did you notice about the amount of time that it took to see the investment in the animals pay off?
- What can we learn about hunger and poverty from this type of economic model?







# Who Am I? Improv-Edition

Module **1**: Opening

Activity Level: High

**Goal:** This is a High Activity version of the Low Opener. In this version participants will guess the animal being described by actions that accompany the following short descriptions and list some of the ways in which the animal provides opportunities for the community.

## MATERIALS

- Stories of animals (included)
- Chalkboard, note pad, or other writing/display area

## INSTRUCTIONS FOR PRESENTER

Welcome the participants to the session on animals and hunger. To prepare everyone's hearts and minds for the time together, choose one of the prayers and/or hymns listed below or choose your own.

## PRAYERS

1. Heavenly Father, your Holy Spirit gives breath to all living things; renew us by this same Spirit, that we may learn to respect what you have given and care for what you have made, through Jesus Christ your Son, our Lord. Amen. *(Prayer by Andrew Linzey)*
2. O God, enlarge within us the sense of fellowship with all living things, and especially with our brothers and sisters the animals to whom you gave the earth as their home together with us. We remember with shame that we have dominated over them in the past with ruthless cruelty, so that the voice of the earth, which should have risen to you in song, has been instead a groan of pain. Teach us that they do not live only for our benefit, but for themselves and for you, and that they love the sweetness of life as much as we do. Amen. *(Prayer by Basil the Great)*
3. O heavenly Father, protect and bless all things that have breath; guard them from all evil and let them sleep in peace. *(Prayer by Albert Schweitzer)*
4. Say a prayer yourself or invite a member from the group gathered to offer one.

## SONG SUGGESTIONS

- "Evangelical Lutheran Worship" (ELW #881)  
"Let All Things Now Living"
- ELW #835  
"All Creatures, Worship God Most High!"
- ELW #740  
"God of the Sparrow"
- ELW #734  
"God, Whose Farm Is All Creation"

## INSTRUCTIONS

The participants will hear some stories told from the perspective of various animals. As the stories are read, a volunteer will attempt to act out the descriptions being given. The participants will not know the animal beforehand. At the end, participants will have to guess, by the clues provided, which animal on the list it could be. The instructor should write the names of the possible animals (**Cow, Sheep, Pig, Goat, Duck, Chickens**) on top of the board/notepad so that the participants will have an idea of the pool they are selecting from. Because of the process of elimination all guesses should wait until all the descriptions have been read. Select six volunteers who will be willing to do the actions while the descriptions are read Show the volunteers the description you will read beforehand so they can have a few moments to plan. Words in bold suggest possible information that can be acted.



**Evangelical Lutheran Church in America**  
God's work. Our hands.



**READ ALOUD:** I am going to read some short stories from some of our barnyard friends. They have chosen to hide what type of animal they are, but it turns out they are not so good at hiding. They have left some clues which we will collect and at the end of all the stories, attempt to identify them. Save your guesses as to who they are until the end.

### Animal One

I don't eat out of a trough, but I'll **find my food wherever**. I have **lots of siblings**, but we don't all live together. My owners sold some of them to another family nearby, but we still get to see each other. The family is really nice too. I used to **play** with the little boys and girls, but now more and more of them are going to school. I don't mind though, as long as I get to **run around and play**. The people of the village are excited because there are **more of us coming soon**.

### Animal Two

It seems like just yesterday I was a little one, **scampering around with my many brothers and sisters**. But I grow up pretty fast. All I ask for is a clean pen, water, and fresh food. I'm **not too picky** when it comes to food. As it is, I'm **not a big fan of running around** either. Anyway, I hear that we're **going to market** soon which could be fun. I don't know though because I've never been to market. The family and their neighbors seem happy about taking us. Some people say we're like money in the bank.

### Animal Three

We are awesome! Even though **we're small**, we're well worth our size. People love us, sing songs about us and make art depicting us. I say "us" because we **all hang out together**. We don't stray far from home, and **we like to find our own food**. Seeds, insects, worms, it doesn't matter, **they all taste delicious**. Because we grow so quickly people can sell us or trade us very easily. So as you can see, we're pretty important.

### Animal Four

If there is ever a best animal contest, **I'm going to win**. When it comes to what I can offer, and how much money I'm worth, no one else comes close. **I make fertilizer for fields**, and no matter what the other animals say, **I make**

**the best milk**. All I need is good water, a pasture and shelter, so I'm pretty low maintenance. And talk about value, I'm a pretty big deal!

### Animal Five

Like my other friends, I love a **good pasture**. I like being with my kind, and to be honest, **I could eat all day**. I produce some pretty good milk too, which some people make into cheese. Maybe one of the **best things I have to offer is clothing** which helps keep you warm when the weather gets chilly. Also, people can make **coats, blankets and hats** to sell at the market. There are a lot of animals around who like to brag about how much they are worth, but I let my products speak for themselves.

### Animal Six

Listen, when it comes to work on a farm, I'm willing to get things done. I help farmers grow crops because **I eat weeds and the things that eat the crops**, all this while **providing fertilizer**. I'm natural pest control. You might not think so by looking at me, but I fit in pretty well on the farm. That's not all; I provide some **very nutritious food for growing kids**.

Ask each actor to guess which animal they thought they were acting. Review the clues and see which animal best fits the description. Make the observation that all these animals have many benefits for people's lives.

## WHO AM I?

Animal One — **Goat**

Animal Four — **Cow**

Animal Two — **Pig**

Animal Five — **Sheep**

Animal Three — **Chickens**

Animal Six — **Duck**



When you have completed the Opening Module(s), proceed to

Module 2

Learning



# More than Meets the Eye

Module **2**: Learning

Activity Level: Low

**Goal:** The saying goes, “A picture is worth a 1,000 words.” Through the use of project pictures and personal stories associated with ELCA World Hunger, we’ll explore the multifaceted roles for animals in ending the root causes of poverty.

## MATERIALS

- Reproducible photos or PowerPoint display
- Chalkboard or other surface for writing notes

## INSTRUCTIONS FOR PRESENTER

As participants look at the pictures they will see the impact that animal projects have on various aspects of people’s lives. These details are included in the notes section of the “More Than Meets the Eye” PowerPoint as well as a separate printable resource.

## INSTRUCTIONS

1. Tell participants that they are going to look at some pictures of projects and individuals that use animals as a way to help with development. Some categories you might want to pay attention to (and write on the board) include:
  - a. Daily food
  - b. Marketable items
  - c. Capital assets (how animals would be used to make money or afford other opportunities or resources)
  - d. Community investments
  - e. Transportation
  - f. Sustainable Agriculture
2. Go through each picture and read the accompanying notes. After reviewing each picture share some of the information. You may also wish to discuss some of the ways animals are helpful in this particular context.
3. List on a chalkboard or other writing area the ways in which the animals were used in the examples and how they are helpful in development.

## COW

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- milk/dairy products – daily food/marketable item
- sold at market – capital asset
- carry crops – transportation
- calves – community investment/marketable item
- meat – daily food/marketable item
- school fees – capital asset
- herding – community investment
- manure – sustainable agriculture

## PIG

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- corral – community investment
- meat – daily food/marketable item
- school fees, home repairs – capital asset
- piglets to another village – community investment
- boar is shared resource – community investment

## GOAT

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- goat pen/corral – community investment
- manure – sustainable agriculture
- milk – daily food/marketable item
- sharing offspring – community investment
- selling animals for money/school fees – capital asset

## CHICKEN

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- community coop – community investment
- eggs – daily food/marketable item





## SHEEP

- wool – marketable item
- dairy – marketable item
- meat – daily food/marketable item

## POINTS TO EMPHASIZE

1. These animal projects are not just food projects. Instead, they aim to be sustainable development projects that benefit individuals and communities in various ways.
2. The participants in the projects and co-ops are not just recipients of charity. Instead, they are active participants in their own well-being and in the development of their communities.

## PICTURE CAPTIONS

1. **Photo One: Uganda** – Isaac received goats and school fees as part of a Lutheran World Federation education project. He was able to build resources in that way until he could trade goats for a cow. He plans to continue to increase his livelihood to pay for further education.
2. **Photo Two: Uganda** – Regina gives her “no graze” cows the feed she grows herself. She collects the dung and urine for fertilizer for her banana trees. A cow usually costs between \$444 and \$888.
3. **Photo Three: Vietnam** – An ELCA [World Hunger-] funded project through Church World Service helped support the building of a water system in this community. Here a cow helps bring in the harvest.
4. **Photo Four: Haiti** – This pig farming project is part of the ELCA World Hunger Good Gifts program and supported through The Lutheran World Federation. The program is active in three communities (with 116 beneficiaries) and has a 90 percent success rate. Photo Credit: ELCA/Kendra Wilde
5. **Photo Five: Haiti** – Here, a group of pig farmers are proud to introduce their pigs. They describe how the pigs have allowed them to pay for repairs on their houses and for school fees. Photo Credit: ELCA/Kendra Wilde.
6. **Photo Six: Samuel/Chakwela Village Malawi** – Through a program of the Evangelical Lutheran Development Service in Malawi, these pigs were passed on as piglets and were a gift from another village. Once they are old enough to reproduce, they’ll be given first to the most vulnerable in the community. When the piggery is established, the village will pass on the gift of piglets to another village.
7. **Photo Seven: Kambuzi Village, Malawi** – The corral is raised off the ground to keep the goats safe from predators and to allow manure to be collected easily.
8. **Photo Eight: Uganda** – To help support her family, Mary Margaret received two goats from The Lutheran World Federation, at a cost of about \$12. When the goats reproduce she will give one of the offspring back to LWF then sell other offspring, earning money to help send her children to school and pay for additional food and clothing. Eventually she would like to be able to buy a cow.
9. **Photo Nine: Mexico** – The partner organization in Mexico, AMEXTRA, promotes several “backyard projects” including chicken coops and vegetable gardens. Each coop is run by a small group (less than 10 people, often women) and the local community provides the labor and most of the materials. AMEXTERA provides training, some hardware, starter feed and the first chickens.
10. **Photo Ten: Mexico** – Juana and Miguel added a chicken coop to their backyard with help from AMEXTRA. AMEXTRA provided chickens, feed and vaccinations to 46 families in this small village. The payoff from chickens is quickly realized. Some hens can lay over 300 eggs each year (a life expectancy of about 4 years). A sustainable and healthy hen house can be a great benefit to a community.
11. **Photo Eleven: Peru** – Sheep are valuable for the wool and milk they produce. The wool can be made into products which can be taken to market, and the milk can be sold on its own or used to make cheese.



- 12. **Photo Twelve: Uganda** — A fish farm can be a very productive means of providing for a lot of people in a community.
- 13. **Photo Thirteen: Tanzania** — The little fenced in area is filled with food scraps which decompose and provide food for this pool of fish.
- 14. **Photo Fourteen: Uganda** — This is the market where a women’s fishing association sells their fish. At the time of this photo, the price of fish had fallen and a temporary ban due to pollution had been imposed on fishing in Lake Victoria. Rather than just give up, they have their sights set on diversifying, looking at farming, animals and other means of income generation.

When you have completed the Learning Module(s), proceed to **Module 3**

Closing and ACTION



# Create a Creature

Module **2** : Learning

Activity Level: Medium

**Goal:** Learn about the ways that animals can support individuals, families and communities to improve their standard of living.

## MATERIALS

- Paper
- Drawing utensils (crayons, colored pencils, markers, pastels, watercolors, etc.)
- Clay (optional)

## INSTRUCTIONS FOR PRESENTER

This activity takes place in three parts, requiring facilitated discussion, time for creating the creature and sharing, and a time for processing the benefits of animals. First determine if this activity will be done individually or in small groups of two or three.

## INSTRUCTIONS

### Part One

1. Many people own animals as pets. But animals can also provide vital services to their owners. Ask the group to think about the things they need in their lives. There's no need to share these yet, but encourage them to think about their basic needs and how they might be fulfilled.
2. Instruct the participants to take a piece of paper, drawing utensils or clay and spend 8–10 minutes to design and draw their own make-believe animal that is capable of providing for their needs. Before creating their animal the individuals or teams can be encouraged to make a list of their basic needs.
3. In turns, give each team the opportunity to share their animal with the group and describe the important aspects or features that make the animal valuable to them.
4. Display each animal for the rest of the activity.

### Part Two

Tell the group that you will now describe the features of various mystery animals. Each mystery animal is a real animal used in sustainable development projects. Challenge the group to identify the animal by its description.

#### Animal 1

---

Provides milk.

Can be sold at a high price.

Can help till land.

*This mystery animal is a **Cow***

#### Animal 2

---

Has large litters.

Eats almost anything.

Not as dirty as you might think.

*This mystery animal is a **Pig***

#### Animal 3

---

Eats almost anything.

Survives most climates.

Makes much milk for each kid.

*This mystery animal is a **Goat***





### Animal 4

---

Eats many farm-pests.

Makes natural fertilizer.

Lays protein-rich eggs.

*This mystery animal is a **Duck***

### Animal 5

---

Lays many eggs for sale or consumption.

Eats many things

Is easy to maintain.

*This mystery animal is a **Chicken***

### Part Three

There are many ways that animals can support a family or community. Discuss the features of the mystery animals with the group.

1. Did any team's animal do any of the things these mystery animals did? Which ones?
2. What are the benefits of owning animals that weren't identified by any of the teams' creations?

### POINTS TO EMPHASIZE

- Animals have many useful functions: they can eat pests, generate manure or help till land, aiding in agricultural production; they represent stored wealth and can be sold to pay for school fees or capital investments, or in an emergency sold for food or medicine; wool or hair can be used to make clothing or other textiles; they can be eaten, providing a valuable and sometimes rare source of protein. Also they reproduce, which allows their benefits to multiply.
- Sometimes we see animals just as pets or sources of food, but indirectly they can provide a family or community with access to a sustainable source of income, health care, education and housing in a way that many of the most vulnerable people may not have otherwise.



When you have completed the Learning Module(s), proceed to

**Module**

**3**

**Closing and ACTION**





**Goal:** In this game we see how acquiring animals helps create sustainability, security and opportunity for families.

## MATERIALS

- A narrator
- Animal and Asset cards (included)
- A coin to flip
- A bag of dry beans (or another small object that will stand for currency)
- Scratch paper to keep track of the decisions made during the game (optional)

## INSTRUCTIONS FOR PRESENTER

To prepare for the game the presenter should print and cut out the animal and asset cards below. Make sure you have enough cards for each participant or group to have one of each with a few extra goat and education cards. This game is designed so that participants may play either individually or in teams of two. With a group of four to seven players, participants can play individually, though with eight or more participants, teams might be a better option. The narrator will be the one facilitating the game and passing out the beans. Try to go around the table in the same order each time.

## INSTRUCTIONS

Each player starts with five dry beans (objects for currency) and is informed that with a decent harvest this year the amount of land they currently have will feed their family.

## READ ALOUD

Hello farmers! You will be playing a game that highlights some significant events in the life your farm and family. You will have to make some decisions along the way. The objective is to make the best decisions you can to maintain or increase your number of beans. If you happen to run out of beans you will have to rely on the generosity of your neighbors.

1. **Season One:** This was a great crop year! You even have more food than you need for your family this year. You have two options: keep the food and keep extra for disasters ahead, or take the crops to market and hope you can sell them.
  - a. If you decide to keep the crop for yourself you **get one bean**.
  - b. The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
2. **Season Two:** A group in your community decides to form a co-op (a cooperative organization of community members who support one another and share profits in business). Joining the co-op will mean easy access to animals. To join, **pay two beans** and receive 10 chicks. These chicks will lay eggs that can be used for food or sold at market. If a player does not join at this time, there will be an opportunity to purchase animals at a later time.

*\*Note for presenter: hand out a chicks card to each member who buys in to the co-op.*





- 3. Season Three:** Another good crop year! Once again you have two options for the crops, keep them yourself or sell them at market. For those who have chicks, they have grown into chickens and now lay eggs.
- Award one bean** to each player with chickens.
  - If you do not want to take the produce to market you **get one bean**.
  - The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
- 4. Season Four:** Your oldest daughter is ready to enter school, but her education will **cost three beans**. Will you send your child to school?
- 5. Season Five:** This was a difficult crop year, but you have enough to feed your family. If you have chickens you were not impacted as badly because the chickens ate the bugs that damaged many crops, and they provided fertilizer for the soil.
- Only those who have chickens can go to the market. Due to the shortage, everyone who goes to market can sell. **Earn two beans** for selling the extra crops and another bean for selling the eggs.
- 6. Season Six:** ELCA World Hunger is working with a regional partner and the members of your co-op will each **receive a goat** and learn new skills for farming. Goats are adaptable to many climates and provide milk, which can be made into cheese or yogurt and sold at market. Your chickens are also growing in number and producing more eggs. Non co-op members, would you like to purchase chicks for **two beans**?
- \*Note to presenter: Hand out a goat card to the co-op members and give a chicken card to those who decide to purchase chickens.*
- 7. Season Seven:** This was a good crop year. Again, you have two choices: keep the crops or sell them at market.
- Award one bean** to each player with chickens, and another bean for each goat.
  - If you do not want to take the produce to market you **get one bean**.
  - The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
- 8. Season Eight:** The co-op is selling piglets to its members. Pigs are great assets for families, growing fast and providing another means of income in times of need. If you want to buy a pig this will cost you **two beans**. For non co-op members, you now have the option of **buying a goat for two beans**. Non co-op members have the option of purchasing a piglet for **three beans**.
- \*Note to presenter: Hand out pig and goat cards to those who purchase the animals.*
- 9. Season Nine:** All farmers had some difficulty growing the crops this year. Farmers who had chickens, a goat and a pig benefited from the additional manure for the soil, and the management of invasive plants. There are not enough crops to sell at the market, but if you have chickens and a goat you can take your eggs and milk to sell at the market to **earn two beans**.
- 10. Season Ten:** Your youngest daughter is sick with malaria and will need to go to the nearest city for medical care which will cost a great deal of money – **four beans**. But if you have a pig you can sell your grown pig and the sale will cover the cost of transportation and medical care, so you will not pay any beans.



- 11. Season Eleven:** After a few difficult crop years, this year is much better. Additionally, co-op members have the option of buying another goat for **two beans**. Non co-op members, you may purchase a goat for **three beans**. (*Find out if there are any takers*). Do you want to sell your crops at the market?
- Award one bean** to each player with chickens, and **another bean** for each goat.
  - If you do not want to take the produce to market you **get one bean**.
  - The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you get **two beans**, if **tails** you cannot sell and you **lose a bean**.
- 12. Season Twelve:** A recent flood severely impacted the whole community and decimated crops. Everyone loses one bean.
- 13. Season Thirteen:** It was a decent year for crops, but you don't have enough crops to sell at the market. If you have chickens and goats you can sell eggs and goats milk at the market, so you **earn three beans**. Add an **additional bean** if a player has two goats.
- 14. Season Fourteen:** For those of you who paid for schooling (Season Four), your oldest child is thriving at school and has dreams of becoming a vet. She has been taking care of the animals in the community with great attention. **Earn two beans**.
- 15. Season Fifteen:** The co-op is selling cows. A cow provides manure, nutritious milk, and significant financial security for a family. Co-op members can buy a cow **for 10 beans**. Non-members may purchase a cow **for 11 beans**.
- 16. Season Sixteen:** The harvest was OK this year for most farmers and there are just enough extra crops to sell. Once again, you have the choice of going to market.
- Award one bean** to each player with chickens, and **another bean** for each goat, and **three beans** for the cow's milk.
  - If you do not want to take the produce to market you **get one bean**.
  - The other option is to try to sell the crops, but the market is flooded so there is some risk in selling. To determine if you can sell your crops you flip a coin: if **heads**, you can sell so you **get two beans**, if **tails** you cannot sell and you **lose a bean**.
- 17. Season Seventeen:** Your second child is ready for school. If you want to enroll her **pay three beans**.
- 18. Final season:** Your neighbors who did not join the co-op have been struggling in recent years and have not been able to educate their children. It's time to add up your assets to see what you have. Count each bean as one, chickens are worth **another bean**, each goat is worth two beans, a pig is worth **three beans**, and a cow is worth **12 beans**. The value of **education** is difficult to calculate. The investment in education is a long-term investment which proves to be a significant asset. Through education, children are presented more opportunities than they would otherwise have — like going to college, getting professional training, and perhaps most significantly, the chance to break the cycle of poverty. Count each **education card** as **three beans**, but know that the value extends far into the future.



## QUESTIONS FOR DISCUSSION

1. Knowing the value of your assets, would you be willing to share with your neighbors? If so, what would you share (beans or animals)?
2. At what point in the game did you feel more financially stable, or desperate?
3. What difference did it make to the well-being of your family to have animals?
4. What were some of the difficult decisions you had to make in the game? What decisions would you change now that you know the result?
5. What did you notice about the amount of time that it took to see the investment in the animals pay off?
6. What can we learn about hunger and poverty from this type of economic model?

When you have completed the Learning Module(s), proceed to **Module 3**

**Closing and ACTION**



## Module 3: Closing and ACTION

Activity Level: All

## Closing and Action

**Goal:** The goal of this module is to offer some theological reflection on key learning points and to give concrete actions that your congregation or group can take to support the use of animals in development projects as a way of fighting hunger and poverty.

### INSTRUCTIONS FOR PRESENTER

Before the gathering, consider what supplemental information would be valuable to your group as you think about some next steps. There may be a combination of activities that you will find helpful. Some of the activities require planning and preparation, so you may want to use this closing and action time to create a committee or delegate various responsibilities. After you are finished with the activity (or activities), conclude with a song and prayer from the opening module.

**READ ALOUD:** In our time together we have explored the value of animals in alleviating hunger and poverty. While there are different ways that animals help fight hunger and poverty, the focus of this toolkit has been on the use of animals in international settings. We hope you will leave with the following main ideas:

- Animals help people help themselves. The focus of animal projects is not only temporary relief from hunger and poverty, but also sustainable development for communities and well-being in people's lives.
- Animals have multiple functions. They are not just pets. They are not just used for food.
- We practice accompaniment as a way of doing mission with Lutheran church bodies in other countries, which in some cases involves strategic animal projects.

### INSTRUCTIONS

The following material can be used to inspire discussion and engage further in the topic of animals and hunger. Take some time to talk as a group about the other ideas

listed here. What might you do together? What might you do individually? Who else might you invite to join you? This is certainly not a comprehensive list, and your group may create a list of its own! You may find it helpful to ask yourselves if the suggestions and your own lists include both short- and long-term ideas.

Please share with us what you and your group are doing in your community to end hunger around the corner and the globe. We would love to hear about your good work! Share your story at [hunger@elca.org](mailto:hunger@elca.org).

### THEOLOGY AND SCRIPTURE

1. Discuss some of Martin Luther's quotes:
  - a. In Luther's Small Catechism, he explains what we pray for in the petition of the Lord's Prayer, "Give us today our daily bread."
  - b. His commentary on the verse is this: "To be sure, God provides daily bread, even to the wicked, without our prayer, but we pray in this petition that God may make us aware of his gifts and enable us to receive our daily bread with thanksgiving."
  - c. He asks the question: What is meant by daily bread?
  - d. And responds: "Everything required to satisfy our bodily needs, such as food and clothing, house and home, fields and flocks, money and property; a pious spouse and good children, trustworthy servants, godly and faithful rulers, good government; seasonable weather, peace and health, order and honor; true friends, faithful neighbors, and the like."





- e. **Note:** We do not pray, give me my daily bread, but we pray, give us our daily bread. Daily bread includes many things among which are the animals that will sustainably keep God's people out of hunger and poverty. Every time we pray this prayer, we are asking God to remind us to be thankful for our daily bread and make us aware of all people's need for all that encompasses daily bread.
2. A reading from Luther's Commentary on Luke: "We are to remember that animals are God's creation, that He provides for them (Matthew 6:25-34), and that they may serve as very fitting images for higher spiritual truths, most especially truths about how the Kingdom of God comes (Luke 15:3-7; John 10). They are not to be treated with cruelty, but received as God's good gifts over which He has placed us as stewards (Genesis 1:28)."
3. Note: The Kingdom of God is here and now. It comes through us and our work to feed the hungry. In Genesis 2, God makes humanity stewards of animals and all creatures. Luther reminds us that God's good gift of animals for humanity is part of creation.

These are a few Bible stories that include animals:

- Genesis 1:20-25; 2:18-20 (Creation)
- Psalm 8; Psalm 104:27-30 (creation psalms giving thanks for animals)
- Genesis 8:13-19 (Noah's ark)
- Genesis 30:25-39 (Jacob gets a flock)
- Job 12:7-10 (In God's hand is the life of every living thing)
- Mark 11:1-11 (A colt for Jesus)
- John 10:1-10 (Jesus as the Good Shepherd)

## DONATE TIME AND RESOURCES

- Organize an Alternative Gifts Fair during Advent or for Thanksgiving or Christmas featuring God's Global Barnyard, animals in the ELCA Good Gifts catalog ([www.ELCA.org/goodgifts](http://www.ELCA.org/goodgifts)). Order a step-by-step planning guide with everything you need to get started at [www.ELCA.org/resources](http://www.ELCA.org/resources).
- Do an animal blessing in October around the time of St. Francis of Assisi's feast day. Raise money for God's Global Barnyard, the animals in the ELCA Good Gifts catalog.
- Instead of putting plastic flamingos in someone's yard and having them pay to remove them as a fundraiser, use animals from ELCA Good Gifts and raise money for ELCA World Hunger.

## ADVOCATE

- Get up-to-date information on foreign aid policy legislation. [Join the ELCA e-Advocacy network \(www.ELCA.org/advocacy\)](http://www.ELCA.org/advocacy) to receive action alerts on timely legislative issues impacting hunger in our world. These alerts connect you to your federal elected officials and provide editable letters. Visit "[Advocacy Resources](http://www.ELCA.org/advocacy)" at [www.ELCA.org/advocacy](http://www.ELCA.org/advocacy) for more tips.

## EDUCATE YOURSELF AND OTHERS

- Contact your synod office to learn about your synod's [international companion synod](#). Explore ways in which you can listen and learn how to be involved.
- Visit a small farm or dairy in the area and see how animals are useful to the farmers and their families.
- Check out the ELCA World Hunger blog [blogs.elca.org/worldhunger](http://blogs.elca.org/worldhunger) and submit your stories.
- Visit <https://vimeo.com/166242112> to watch the Lingson Family Story and see how gifts of animals help a family in Malawi escape hunger and poverty.



# ASSET CARDS



## CHICKENS

When they are just months old chickens begin laying eggs, which make nutritious meals for families who are hungry. The many extra eggs are often enough to allow a family to start a small business by selling them for additional income.



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## COW

A cow has it all: milk, meat, fertilizer and calves, which can quickly strengthen a family's financial stability. Milk from a cow is packed with calcium and essential nutrients to help nourish a family, and the extra milk and dairy products can be sold at the local market for income. When a cow gives birth, a family can trade the calves for other necessities.



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## GOAT

Goats can adapt well to harsh climates, especially where it's tough to raise animals. Fresh milk, which is great for children, can also be used to make cheese, yogurt and other dairy products to eat and sell. As goats multiply, families often share the offspring with neighbors in need, helping lift entire communities out of hunger and poverty.



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## PIG

A pig in the pen is like money in the bank. Within months, a tiny piglet grows to weigh over 200 pounds! Should a family have a failed harvest, medical expense or other unexpected financial need, this pig can be cashed in for big bucks at the market.



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**Goal:** This exercise is designed to introduce children to the different sounds of familiar animals in other countries and how those sounds are expressed in other languages.

## RESOURCES

There are two options for this activity.

### Resources for Option A:

- Sound clips of animal noises
- Computer with speakers (so the noises can be played for the children)
- Access to Internet.

### Resources for Option B

- The leader will have to have access to a computer to listen to the animal noises beforehand and reproduce them for the children.

*Note: For both options familiarize yourself with the links below.*

## INSTRUCTIONS FOR PRESENTER

Welcome the children to this activity to learn more about animals in other countries. To open the time together, choose one of the prayers and/or songs listed below or choose your own.

## PRAYERS

1. O God, you give breath to all living things; renew us by your Spirit that we may respect what you have given and care for what you have made, through Jesus Christ, your Son, our Lord. Amen. (adapted from a prayer by Andrew Linzey)
2. Say a prayer yourself or invite a member from the group gathered to offer one.

## SONG SUGGESTIONS

- “Children of the Lord” (The “Arky Arky” song)

## INSTRUCTIONS

### Option A

Gather the children.

**Say:** What are some of your favorite animals? Allow the children to name a few.

**Say:** Now, what are some of your favorite farm animals?

**Say:** Do you know what sounds those farm animals make?

Then, ask the children to make the noises of various animals. The leader should prompt by asking the children to make a specific noise and allow the children to answer for each animal.

- What sound does a chicken make?
- What sound does a rooster make?
- What sound does a cow make?
- What sound does a duck make?
- What sound does a pig make?
- What sound does a sheep make?

Tell the children that families around the world also have animals like we have in the United States.

**Say:** What sounds do you think these animals make in other countries?

- Allow the children to make a few guesses.
- Play a clip of the animal sound.
  - i.e., A cow sound from \_\_\_\_\_
- Then, ask children to identify the animal.





- **Repeat:** play sound of another farm animal and invite children to guess what the animal is.
  - Cow sound from \_\_\_\_\_
  - Chicken sound from \_\_\_\_\_
  - Duck sound from \_\_\_\_\_
  - Pig sound from \_\_\_\_\_
  - Sheep sound from \_\_\_\_\_

### Option B

**Prep work:** The leader will listen to the various animal sounds and be able to replicate those sounds on their own. Gather the children.

**Say:** What are some of your favorite animals? Allow the children to name a few.

**Say:** Now, what are some of your favorite farm animals?

**Say:** Do you know what sounds those farm animals make?

Then, ask the children to make the noises of various animals – the leader will ask the children to make a specific noise, allow the children to answer, and then move on to the next animal.

- What sound does a chicken make?
- What sound does a rooster make?
- What sound does a cow make?
- What sound does a duck make?
- What sound does a pig make?
- What sound does a sheep make?

Tell the children that families around the world also have animals like we have in the United States.

**Say:** What sounds do you think these animals make in other countries?

- Allow the children to make a few guesses.
- The leader will then make the sound of an animal in a different language and invite the children to guess the animal.
- Or, the leader may choose to make the sound and ask the children to repeat it, then guess what animal it is.

### CONCLUSION (for both Options)

**Say:** Isn't it interesting that the same animals we have here sound different in other countries? Just as animals have different sounds in different countries, they also help people in different ways in different countries.

The leader can list some of the ways animals help people in other countries:

- Make money for the family (the family can sell the animal if they need to)
- Provide food to sell (like eggs and milk)
- Provide food to eat (like eggs and milk)
- The animals help with chores (like eating weeds in the garden, eating bugs in the garden, pulling carts, fertilizing the plants).

### RESOURCES

**Text:**

<http://www.eleceng.adelaide.edu.au/personal/dabbott/animal.html>

**Audio:**

<http://www.quack-project.com/table.cgi>

<http://www.esl-languages.com/en/animal-sounds.htm>



### PRONUNCIATION GUIDE

(Source: <http://www.eleceng.adelaide.edu.au/personal/dabbott/animal.html>)

	English	Spanish	French	Japanese	Russian
Chicken	cluck-cluck	caca-racá	cotcotcodet	ku-ku-ku	ko-ko-ko
Rooster	cock-a-doodle-doo	kikiriki	cocorico	ko-ke-kok-ko-o	kukareku
Cow	moo	muuu	meuh	mau mau	mu-u-u
Duck	quack	cua cua	coin coin	ga ga	krya-krya
Pig	oink	oink	groin groin	boo boo	hrgu-hrgu
Sheep	baa	beee	bêê	meh meh	beee

When you have completed the Opening Module(s), proceed to **Module 2** Learning



# Duck, Duck, Critter

**Goal:** To learn the multifaceted uses of the common animals used in ELCA World Hunger across the world.

## MATERIALS

- Animal cards (included)
- Space to accommodate the game

## INSTRUCTIONS FOR PRESENTER

Welcome the children to this modified version of duck, duck, goose. To open the time together, choose one of the prayers and/or songs listed below or choose your own.

## PRAYERS

1. O God, you give breath to all living things; renew us by your Spirit that we may respect what you have given and care for what you have made, through Jesus Christ your Son, our Lord. Amen. (adapted from a prayer by Andrew Linzey)
2. Say a prayer yourself or invite a member from the group gathered to offer one.

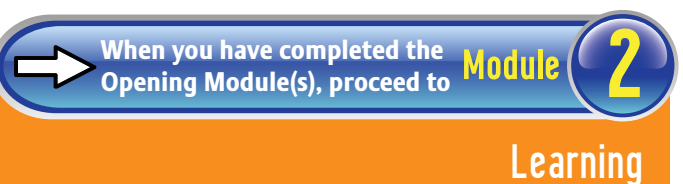
## SONG SUGGESTIONS

- “Children of the Lord” (The “Arky, Arky” song)

## INSTRUCTIONS

1. Have everyone sit in a circle (preferably on the floor).
2. Draw an animal card from the stack and read out loud the animal facts to learn about the multifaceted use of these animals.
3. Then, gently touch the heads of each individual around the circle, saying, “duck, duck, duck...”. Choose the individual to be the new hunger animal by naming another animal: “Duck, duck, duck, goat!”
4. The leader and the one tagged, run around the circle trying to be the first to return to the empty spot.
5. Then repeat, by drawing a card, reading the animal facts and starting with the previous animal card. “Goat, goat, goat, cow!”
6. After all cards have been used, take time to review the animals that are used in ELCA World Hunger projects. Review the multifaceted ways the animals are used.

**NOTES:** Cards could be a simply a small picture of the animal (easily reproducible black and white or color, or good gift sticker animals) for groups of small children. Add descriptions from the Good Gifts catalog for the card texts for other age groups.



# Animal Play – What Do You See?



Module **2**: Learning

Activity Level: High (Kids 3-10)

**Goal:** This exercise is designed to show children some examples of how animals make a difference in people's lives.

## RESOURCES

- Reproducible photos or PowerPoint display

## INSTRUCTIONS FOR PRESENTER

Welcome the children to this activity to learn more about how animals help people. Decide whether you will use the reproducible photos or the “More than Meets the Eye” PowerPoint presentation. Depending on which one you choose, have the copies made or the display ready. The numbers of the photos correspond to the first ten pictures of the “More Than Meets the Eye” PowerPoint presentation (slides 1-11).

## INSTRUCTIONS

Tell the children you are going to show them some pictures of animals that make a big difference in people's lives. Before showing each picture, ask the question “**What do you see?**” Then say one thing about how that particular animal helps people. After the “**Are there any...**” question, the children can act out that particular animal (either in walking, sound, or both). Introduce each photo with the question “What do you see?”

- Photo One: Uganda** – Isaac has cows that he can sell to earn money for education.  
*a. Say: “Are there any cows here today?”*
- Photo Two: Uganda** – Regina takes the cows' milk to the market and their manure can help crops grow.  
*a. Say: “Are there any cows here or crops growing?”*
- Photo Three: Vietnam** – Cows can carry heavy loads. Here a cow helps bring in the harvest.  
*a. Say: “Are there any cows here ready to carry heavy loads?”*
- Photo Four: Haiti** – Pigs grow fast and farmers can sell them for money.  
*a. Say: “Are there any pigs here today?”*
- Photo Five: Haiti** – These farmers can sell pigs to pay for home repairs and to pay for school for their children.  
*a. “Are there any pigs here or children ready to go to school?”*
- Photo Six: Malawi** – These pigs were passed on as piglets and were a gift from another village. One day they will grow and have piglets that can be passed on to yet another village.  
*a. “Are there any piglets here?”*
- Photo Seven: Malawi** – Goats provide manure that can be used to help crops grow.  
*a. “Are there any goats here today?”*
- Photo Eight: Uganda** – Goats can be sold to help pay for school for children as well as additional food and clothing.  
*a. “Are there any happy goats here today?”*
- Photo Nine: Mexico** – These little chicks can live in someone's backyard. Soon they will grow into chickens.  
*a. “Are there any baby chickens here today?”*
- Photo Ten: Mexico** – Juana and Miguel have a chicken coop in their backyard. The eggs can help feed their family or be sold at the market.  
*a. “Are there any big chickens or roosters out there?”*





### POINTS TO EMPHASIZE

- Having animals is a way for people to have access to education, food, medicine and a better way of life.
- Animals help people help themselves.

When you have completed the Learning Module(s), proceed to **Module 3**

Closing and ACTION

# GAME CARDS



## CHICKENS

When they are just months old chickens begin laying eggs, which make nutritious meals for families who are hungry. The many extra eggs are often enough to allow a family to start a small business by selling them for additional income.



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## COW

A cow has it all: milk, meat, fertilizer and calves, which can quickly strengthen a family's financial stability. Milk from a cow is packed with calcium and essential nutrients to help nourish a family, and the extra milk and dairy products can be sold at the local market for income. When a cow gives birth, a family can trade the calves for other necessities.



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## GOAT

Goats can adapt well to harsh climates, especially where it's tough to raise other animals. Fresh milk, which is great for children, can also be used to make cheese, yogurt and other dairy products to eat and sell. As goats multiply, families often share the offspring with neighbors in need, helping lift entire communities out of hunger and poverty.



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## PIG

A pig in the pen is like money in the bank. Within months, a tiny piglet grows to weigh over 200 pounds! Should a family have a failed harvest, medical expense or other unexpected financial need, this pig can be cashed in for big bucks at the market.



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## SHEEP

The warm and durable wool from sheep is especially valuable for a family living in poverty. Wool can be easily made into hats, sweaters, coats and blankets to keep family members warm and dry. These products – and even the wool itself – can be sold at the local market for extra income. Sheep's milk can also be used to make nutritious dairy products.



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