

## ACTIVITY: HOW MANY BEANS?

### Supplies:

Plastic, see-through cups, one for each child  
A bag of beans - about 1500 beans per 25 kids

3 index cards per child – these will be made into 3  
“decks”

A bowl big enough to hold a lot of beans

## PREPARE

### 1. Fill cups with beans. Every student gets one cup.

If you have 25 students, fill...

- 5 cups with 100 beans
- 5 cups with 80 beans
- 5 cups with 60 beans
- 5 cups with 40 beans
- 5 cups with 20 beans

*If you have more or less than 25 students, aim for a similar ratio. There's no exact number here, you just want to make sure you have a wide variety. This can also be done in smaller groups – it would be difficult for example to do this with 300 kids in a large group room.*

### 2. On the 3x5 cards, make up 3 “decks”:

For a group of 25 students, on one deck, write:

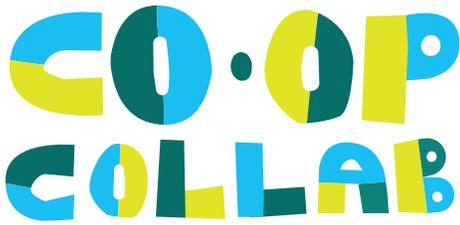
- “100 Beans” on 5 cards
- “80 Beans” on 5 cards
- “60 Beans” on 5 cards
- “40 Beans” on 5 cards
- “20 Beans” on 5 cards

Make another deck of 3x5 cards; these cards read:

- “10 Beans” on 5 cards
- “5 Beans” on 5 cards
- “0 Beans” on 5 cards
- “-5 Beans” on 5 cards
- “-10 Beans” on 5 cards

The third deck of cards read:

- “10 Beans” on 5 cards
- “5 Beans” on 5 Cards
- “0 Beans” on 2 cards
- “-5 Beans” on 5 Cards
- “Wipeout” on 3 cards



DAY 2

OPTIONAL  
ACTIVITY

Have the children sit in a circle. Ask them to give examples of talents. They may say, "singing," "basketball," "teaching," "being nice," "studying," etc. Help them understand that as you get older, you get paid for your talent or what you do for a living. Tell them God gives everyone a talent, but some talents will gain a person more income than others. Again, ask the kids for examples. You could tell them someone could have a talent for teaching, but if you can shoot a basketball as well as LeBron James you'll make much more money.

Help them understand that in God's eyes all talents are valuable; how society rewards or compensates a talent is a different story.

You are now ready to hand out the first set of cards - the deck that has the range of 20 to 100 beans

## 66 SAY:

"Sometimes we make decisions that help us be in a better place to provide for ourselves and others and sometimes our decisions negatively affect that ability."

Take the next set of cards. Shuffle and fan them out for students to pick from, without looking. They pick this card to symbolize it is something they chose.

The cards with ten or five beans on them represent that this person made choices that increased their abilities and potential to provide more for their family. Negative bean cards represent choices that diminished their opportunities. Zero means they did nothing to increase or decrease their opportunities.

listed on them. Tell them each card represents how much what they do for a living is rewarded in society.

Hand out the cards and the appropriate cup of beans to each student to match their card. This is done so students can start to actually see who has more beans than others. Let them know that this is not representing them or what they actually will earn with their talents, just a way to show us how some people make a lot with what they do and some people only make a little.

Next, engage them in a conversation about choices people make that can help put them in a place to make more money to provide for themselves or their families. Kids may say things like, "choosing to go college or trade school," etc.

Students then add or subtract beans in the cup accordingly from the bowl of beans.

The last set of cards represents "things that happened to you through no fault of your own." Again, ask the kids for examples. They may say things like "a car accident that leaves you disabled," "a death of a parent," etc. Feel free to give your own examples.

## “ SAY:

“Sometimes people are already at a disadvantage because of their family situation they grew up in, where the live, war in their country – many things can be out of someone’s control leading to poverty.”

Take the last set of cards and hand them out to the students. Handing the cards to them symbolizes a choice they did not have. The “wipeout” cards represent something that was so devastating that it virtually wipes you out financially. You could ask students for examples like “storms,” “fires,” etc.

Quickly add or subtract beans from kids’ cups. Then have each child call out his or her total, so everyone can hear the disparity. You should have some students with as many as 120 beans, and some with as few as 10 and everything in between.

## “ SAY:

“Now imagine you are paying bills. Water and heat/ electricity is 15 beans a month. Basic healthcare is 10 beans. Feeding your family for a month is 20 beans. School fees are 10 beans per kid you have at home. You can see that some around you can pay all these things with no problem, but many can’t – they’d run out of beans.

Many women in countries like Uganda make very little and are unable to provide what is needed for children they care for. Through no fault of their own, their situations leave them at a disadvantage. What we are doing this week to help these women start a sustainable business not only will help them buy actual beans to feed themselves and their families but help them meet other needs, too.”