

Development and Peace

Step one: Warming up to the world and each other



step one

Warming up to the world and each other

This section contains Icebreakers and Energizers:

Intro Mix-Up: get to know/introduce each other

Web: connect with each other

Know your neighbour: get to know each other

Secure the corn: campaign related energizer

1 Atom: energizer and just for fun

Penny in the jar: game to calm down

Intro Mix-Up

Material: pen and paper

How to play:

- Everyone gets a name tag and writes on that tag his/her name and comes up with 3 things to share about themselves
e.g. Mister X:
 - likes to play hockey
 - is reading the book _____
 - was born in South Africa
- In pairs, participants introduce themselves and share their three things.
- After the sharing, they exchange their name tags.
- Go on to another person. Now they are introducing themselves as the person whose name is on the tag in their hands, i.e. the person from the first introduction round.
- After the 2nd introduction, name tags are again exchanged and new pairs are formed. Now everybody is introducing to someone else the person who was introduced to them in the 2nd round.
- Continue in this manner until participants gets the chance to talk to most members of the group. If the group is fairly big, you can stop the game after 6-8 introduction rounds.
- To end, in a circle, have everybody introduce to the group the person that was introduced to them last. You can check with the real person if the shared info is close to being correct. (It is likely that things were mixed up during this game!)

Web

Materials: a ball of yarn or string

Preparation: Create a big circle of chairs so that all participants can find a seat.

How to play:

- The group sits in a big circle. The facilitator, holding the ball of yarn, introduces himself/herself to the group by stating their name and naming their favorite meal, or movie or hobby.
- The facilitator throws the ball of yarn to someone else (not to the person right next to them) and holds on to the end of the string,
- This activity continues until everybody has taken a turn.
- By the end of the game there should be a big web in-between the group, which symbolizes how we are all interconnected.

Discuss: In what ways are you connected to each other?
Connected within the present group and within society?

Know your neighbour

How to play:

- The whole group stands in one line.
- The group Leader will make a number of statements. After each statement those who can relate to the statement take 5 steps forward. The facilitator then asks everybody to look around to see who **is with them** and who **is not with them**.
- Statements could be the following:
 - Step forward, if you have more than two siblings.
 - Step forward, if you are the youngest in your family.
 - Step forward, if you have been to a country in the Global South.
 - Step forward, if you have witnessed violence.
 - Step forward, if you have more than 100 friends on facebook or myspace.
 - Step forward, if you have met these friends at least twice within the last month.
 - Step forward, if you have an aunt, uncle or grandparent living with you.
 - Step forward, if you were not born in Canada.
 - Step forward, if you speak more than two languages.
 -

Secure the Corn

Materials: plastic sandwich bags and popcorn kernels

Preparation: Fill plastic bags with about ½ - 1 cup corn kernels.

How to play:

- For this game participants are divided up into groups of 4.
- Of each group of four - 3 people are "Corn Carriers" (who are representing Peasants in the Global South) and 1 person is a "Corn Chasers" (who are representing agrofuel companies).
- For a larger group - the "Corn Carriers" should outnumber the "Corn Chasers" by a ratio of 3:1 = 3 Carriers for every 1 Chaser. For a smaller group – use a ratio of 2:1.
- Each group of "Corn Carriers" receives one small bag of corn kernels.
- The "Corn Carriers" must keep passing/throwing their bag of corn back and forth within their group. Their goal is to keep the corn from the "Chaser" for 5 min or longer.
- The "Corn Chasers" have the task of interrupting the "Carriers" – to catch the corn, without touching the "Carriers".
- A "Corn Chaser" switches with the last "Carrier" who held the corn, if the "Corn Chaser" catches the corn

1 Atom

Preparation: Make a list of questions similar to those listed below.

Material: Music cd and music player.

How to play:

- Participants move around the room to the music (walking or running).
- Facilitator cuts the music and calls out a number (1, 2, 6, 15... you can go as high as the # of participants in the group).
- Participants need to gather together into groups of the size of the number called (1, 2, or 6 etc).
- Within their little groups participants are asked to answer short questions to get to know each other better:
 - What is your favourite ice-cream?
 - Favourite hobby?
 - Favourite subject at school?
 - Name a province you have travelled to.
 - Etc.

- The Facilitator can alternate from calling numbers to calling out: “Get together in groups of people...”
 - wearing the same colour of socks.
 - with the same eye-colour.
 - with same number of siblings.

Penny in the jar

Materials: Empty jar

Preparation: Gather group in a circle (sitting on a chair is not necessary).

How to play:

- Everyone sits in a big circle, with their eyes closed. Ask them to imagine there is a big empty jar in the middle of the circle.
- Their goal is to fill this jar with as many pennies as possible – as a group.
- The first person starts saying “1”. Randomly another person calls out the number “2”. Another person continues calling out numbers “3”, “4” ...
- If two people say the same number at the same time, the group must start over again from the number “1”.
- See how high you can go!

step two

Deepening awareness

This section contains the following activities to dive deeper into issues:

A Divided World (updated) – Learn more about inequalities in global food distribution.

The World Goes Shopping (updated) – Discover our global spending habits; reflect on the potential for change.

Breaking the Famine Cycle! –A board game to show the group what is needed for real development.

Jeopardy – Test your knowledge in different categories.

Food or Fuel?

This **big interactive game** will give you a sense of how large agrofuel companies are trying to gain control of farmland to produce crops for agrofuels instead of crops for food.

A Divided World

Goal: Young people will understand how the world's food is divided globally and how this inequality impacts peoples' rights.

Time: 30 minutes

of participants: any sized group

Materials: Paper and pens; 30 corn cobs (or 30 small plastic bags of popcorn kernels)

How to play:

Stick 7 sheets of paper on the walls around the room with one of the countries/continents names written on them: China, Asia, Europe, Africa, North America, and South America.

Explain that the group gathered here will represent all of the millions of people living in the world. Ask two or three volunteers to lead by estimating how many people should stand beside the various sheets, and divide the large group up accordingly.

The Facilitator then divides the group according to the figures listed below, which reflect the relative breakdown of the world's population.

The Facilitator now displays the corn and explains that this represents all the food in the world. Each country/continent group must now decide how much of the world's food (i.e. how many of the 30 bags of corn) their country/continent will get.

Each country/continent shares their guess with the whole group.

Now the real division is made as indicated below: China gets 4 corn crops, Asia gets 1½ corn crops, and so on.

Discussion questions:

- What do you think about the way food is divided globally?
- Do you think this is fair?
- Do people have the right to food? What if they can't afford it?
- Who is responsible for ensuring this right?
- If you didn't have enough food, how would this affect you?

Country	World population (for a group of 30)	World population (for a group of 20)	The number of bags of corn for each group
China	10	7	4
Asia	7	5	1½
Russia	3	2	5½
Europe	3	2	8½
Africa	3	2	½
North America	2	1	8½
South America	2	2	1½

Although the figures here may not be an accurate reflection of the most up to date statistics, inequity in global food distribution continues to be a recurring theme (Activity adapted from TROCAIRE).

The World Goes Shopping

of participants: For groups of 10-60 participants

Goal: to examine spending habits in around the world

Materials: 6 chairs, pens/markers, tape, 6 large sheets of paper (poster paper or large index cards) 24 small index cards & a prop (an object) to represent these spending areas: Clothing, Household Goods, Alcohol & Tobacco, Recreation, Electronics, Food.

Preparation:

Prepare 6 posters. Write the 6 spending categories on 6 posters.

For the other 24 cards, you will be writing on each card one of the countries and one of the numbers ex. Peru \$128, Peru \$82, Peru \$46 ...

The \$ amounts represents how much one person spends on average per year.

Category/ Country	Clothing	Household Goods	Alcohol & Tobacco	Recreation	Electronics	Food
Canada	\$ 937	\$ 2,008	\$ 904	\$ 2,238	\$ 359	\$1,994
Peru	\$ 128	\$ 82	\$ 46	\$ 53	\$ 7	\$ 585
China	\$ 72	\$ 43	\$ 24	\$ 26	\$9	\$ 207
India	\$ 25	\$ 18	\$ 12	\$ 10	\$ 3	\$ 264

Data Sources: (2006/2008)

<http://www.ers.usda.gov/briefing/cpi/foodandexpenditures/data/2006table97.htm>

<http://awesome.good.is/transparency/014/014-buying-whos-buying-what.html>

How to play:

Let the group know that we are going to look at our global spending habits.

Ask for 6 volunteers – each volunteer will represent one spending category. The 6 volunteers should stand on one side of the room and hold the poster and the prop in front of them to indicate their category.

Randomly distribute amongst the group the 24 cards (each stating an amount/country). If you have more than 30 participants you can distribute 1 card per 2 or 3 people. If you have a small group you can remove a spending category or a country.

In the large group, or in country groups or pairs as you wish, the participants will try and figure out which "country/amount" card matches a spending category.

Go through one spending category per round. Depending on the size of the group, you can allow each person to have a guess at placing a card with a spending category. If it is a match, the card stays. If the card does not match the category, the next person tries. After each round there should be 4 cards placed on each spending category.

Discussion:

What did you find the most surprising?
Who encourages these spending habits?
How would you want to order these?

Breaking the famine cycle

of participants: This game works well for small groups. 4 - 8 people can play using one board. Larger groups can make more copies of the board game and play in small groups.

Goal: Participants gain insight into what causes hunger, hinders development and what can break the famine cycle.

Materials and Preparation:

Per Group of 4: One copy of the board, one dice. A copy of the board game can be found before page 2.20.

Per Person: One set of the development cards, one counter (can use coins) each.

Time: 25- 30 minutes

How to play:

Divide participants into groups of 4. Give each group a copy of the board, 4 counters, 4 sets of development cards and a dice.

Tell everyone: *"Each of you represents a farming village. Your goal is to break the cycle of food shortages and insecurity which regularly results in famine and disaster. Collecting the set of development cards will improve your future."*

Read out the rules to start the game.

The game reaches its natural end when each player gains the 6 development cards. This may take a while (a number of cycles), so you can end the game earlier - once the players have had a chance to understand the 6 different development issues.

Rules:

1. Put all your counters on the start box. Place all the cards face up on the relevant spaces in the centre of the board. Take turns to throw the dice and move to the number shown.
2. As you move, pick up or return the development cards as shown. If you don't have a card to return when instructed to do so, you miss a turn.
3. Each player is allowed to hold only one of each card at any time.
4. When you have collected all 6 cards, you have broken the cycle. If you have less than 6 cards, you continue with the game and enter another cycle.

Points for discussion:

- o What things helped you to break the cycle? What prevented you doing so?
- o How true to life do you think this is?
- o What part do we in Canada play in strengthening or breaking the cycle?
- o How could we better support farmers in the Global South?

NOTE: Breaking the famine cycle boards and cards are at the end of this section and on your Resource DVD.

THINK*fast*! JEOPARDY

ALL NEW QUESTIONS!

THIS JEOPARDY GAME CAN BE FOUND ON YOUR THINK*fast* DVD.

Goal: To reinforce what participants have learned during the **THINK*fast*!**

Time: 30 – 60 minutes

of participants: whole group

Materials: buzzers, flip chart paper, 8½ x 11 paper, and markers.

There is a PowerPoint version of this game on your DVD. If you have a projector/laptop can you project the game board on the wall and play it via the electronic version. If a computer is unavailable - create a jeopardy game board on flipchart paper with categories and points.

Development and Peace	Agrofuels	C-300	Food Sovereignty
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

How to play:

1. Form teams and provide each with a buzzer (bicycle bells or horns).
2. On each team's turn, a spokesperson picks a category and a point level (100, 200 ...). The facilitator asks the question. The spokesperson has a set time to answer the question and can consult with their team. Every team member should have a chance to be the spokesperson.
3. If a correct answer is given the team gets the points.
4. Continue play until all questions have been answered.
5. The Double Jeopardy will be played as the last question. Groups can "bet" any amount of their point total. If their answer is correct, they will get double the amount they bet added to their score.

Category 1: Development and Peace:

100: When was Development and Peace founded?

(Answer: 1967)

200: Who founded Development and Peace?

(Answer: Canadian Conference of Catholic Bishops)

300: Who represents the voices of youth members in this organization?

(Answer: Regional Youth Reps or Youth National Council Members)

400: How many thousands of projects have been supported by D&P?

(Answer: Over 15,000)

500: What is the mission statement of D&P? (Name 2 of these ideas)

(Answer: D&P educates the Canadian population about the causes of impoverishment of Peoples and mobilizes actions for change.

In the struggle for human dignity, Development and Peace associates with social change groups in the North and South.

D&P supports women in their search for social and economic justice.

Development and Peace, the official development organization of the Canadian Catholic Church, is inspired by the values of the Gospel, particularly "the preferential option for the poor".)

Category 2: Agrofuels

100: What are agrofuels?

(Answer: Agrofuels are fuels produced from agricultural food crops)

200: Name the two categories of agrofuels.

(Answer: Diesel and Ethanol)

300: How much bioethanol can be produced out of 232kg of corn? (25, 37 or 50L)

(Answer: 50L)

400: Name crops which are used for producing agrofuels (name at least two).

(Answer: Corn, Sugarcane, canola, palm oil)

500: How much bioethanol is added into regular fuel in Canada?

(Answer: up to 10%)

Category 3: Bill C-300

100: What is the D&P logo that refers to human rights and company profits?

(Answer: Life before Profit)

200: How many signatures have been collected over the past 3 years of the mining campaign?

(Answer: over 500,000)

300: As Christians we look at the impact of the extraction, management and use of the Earth's resources from the perspective of _____.

(Answer: the poor)

400: How many visits have D&P members had with Members of Parliament during our mining campaign? (25; 63, 120)

(Answer: over 120)

500: What does C-300 stand for?

(Answer: At its core, the Bill legislates that Canadian government support to companies in the mining oil and gas sectors must be contingent on the highest Corporate Social Responsibility standards for human rights and the environment.)

Category 4: Food Sovereignty

100: What percentage of their income do people in the Global South spend on food?

(Answer: 70 – 80%)

200: What percentage of their income do Canadians spent on food?

(Answer: 10.2%)

300: Over 25% of what crop grown in the US is now being used for agrofuels?

(Answer: Corn)

400: Name 3 factors that characterize food sovereignty.

(Answer: It is affordable, safe and healthy; it is culturally acceptable; it meets specific dietary needs; it is obtained in a dignified manner; it is produced in ways that are environmentally sound and just.)

500: On average, how many kilometers does our food travel from where it is grown to our dinner table?

(Answer: 2,400km)

Double Jeopardy:

How many years has the THINKfast Program been running?

(Answer: over 20)

FOOD or FUEL?

An interactive game on food sovereignty

Time: 60 minutes + 15-30 minutes debriefing time

Players: This game best suits medium to large groups - a minimum of 12 participants, a maximum of 150

Space: A large open area with no obstructions (e.g. chairs & tables removed) - a gym would be ideal.

OVERVIEW

The game has three phases: Set Up, Action, and Community Meeting.

Phase 1: SET UP

Intro to the game, and participants set up their farming families/communities.

Phase 2: THE ACTION

The Action Phase has 3 Rounds. In each round the farming families grow their crops and for their harvest receive food from Mother Earth. Throughout the game 'news bulletins' are announced with news that will affect everyone.

Phase 3: COMMUNITY MEETING

As part of the game all participants gather together for a community meeting to debrief their experiences and to discuss food sovereignty.

PREPARATION

Organizers need to supply:

- Dry popcorn kernels (2-4 bags, depending on number of participants)
- 4-6 water guns in a cloth bag
- Small suitcase or backpack with \$ sign on it to represent business people
- One gym mat or blanket for each small farming group, situated around your large room. The blankets do not have to be the same size, since they will be used to symbolize land.
- Sheets of paper with a country name (ex. Colombia, Sudan, Mexico, Indonesia – or choose your own), one sheet for each blanket or mat.
- Index cards: 1-2 per participant
- CD Player
- CD with meditation/calm music

For each farming family/small group:

- 3 pieces of poster paper
- pens or markers
- 2 bowls/plastic containers
 - o 1 bowl empty
 - o 1 small bowl filled with a token amount of any type of grain (ex. rice, corn, soy, flax, wheat)
- One ball of yarn per group
- One piece of cloth for a blindfold

PHYSICAL SPACE

- Within your large space create different areas for the small groups by laying out gym mats or blankets throughout the room.
- The blankets symbolize the farmland of each group. Place a bowl with the small amount of grain on each farmland area. Lay out country names (ex. Honduras, Mexico, Philippines)
- Place markers/pens and index cards/posters at each area of land.

VOLUNTEER ROLES

- Mother Earth (see role description and instruction card)
- Business person (see role description and instruction card)
- Military personnel (see role description and instruction card)

NOTE TO THE FACILITATOR

This game needs strong guidance from you as a facilitator, especially after Action Round 2. The goal is to let the group develop its response to the scenarios outlined in the game, yet you should be comfortable enough to step in to guide them and to move into the next steps. The debriefing of this game is very important and you should plan enough time for students to express their feelings, thoughts and comments on their experiences as farmers, business people and military personnel. The debriefing also allows the participants to reflect on the importance of food sovereignty.

PHASE 1: SET UP

Divide your large group into *at least* 4 smaller groups. An ideal size for groups is 5-8 people. Adjust your group sizes according to how many participants you have.

Ask for 1 volunteer to represent Mother Earth. If you have more than 40 participants, you can have 2 volunteers for Mother Earth.

Facilitator: *You are all farmers living in the same village area. As a group, go and look for a piece of land where you can grow crops for your livelihood.*

Each group chooses a piece of land and settles down.

Facilitator: *In this game, each of you is part of a group. Your group is a farming family living in the Global South, in Africa, Asia, Latin America or the Middle East. Countries in these areas often experience natural disasters, human rights abuses, civil unrest and major gaps between rich and poor.*

This game will give you an experience of farming in the Global South, of the struggle for land, and of the hardships that farming family's experience. Right now farmers in your country are losing control over their own farms. Giant agrofuels companies want YOUR farmland. They want control over it so they can produce their own crops to be used for the manufacturing of agrofuels. Agrofuel companies are challenging the rights of farmers to control their own food and crop production. They are challenging YOUR food sovereignty.

Phase 2: ACTION

ACTION ROUND 1

Facilitator: *Each segment of land is in a different country and is growing a different kind of crop. What is your country, where is it located in the Global South, and what are you growing on your land?*

Participants respond, sharing with the larger group their country and the type of grain in their bowl (ex. soy beans, rice, wheat).

Facilitator: *The task for this first season of farming is to reflect in your small groups on these questions. In your farming family write down the questions and your responses on the poster paper:*

What do you know about food and farming in your country?

What do you know about hunger in your part of the world?

To get you started I am going to share some statistics...

- *1.5 billion people depend on small-scale agriculture for their livelihoods.*
- *232 kg of corn is needed to make 50 litres of bioethanol – a type of agrofuel. A child could live on that same amount of corn for a year.*
- *In tropical regions, family farming generates 35 jobs or livelihoods per 100 hectares. This is in contrast to agrofuel crops, which give only 10 jobs per 100 hectares for palm oil and sugar cane and only one half of a job per 100 hectares of soy.*

- **Canadians spent 10.2% of their monthly income on groceries. In the Global South up to 80% of monthly income is spent on food.**

(Statistics taken from D&P Backgrounders 2 and 3)

Play some quiet, chill background music. After 10 minutes each group should have 5+ thoughts or reflection points written on their poster.

Facilitator: ***This time of reflection symbolizes the time it takes for farmers to grow their crops. We are at the end of one season of farming. Your farming family can now come up to trade your crops for food from Mother Earth. The corn kernels you receive represent the food from the harvest.***

Bring your bowl and your completed poster. You must walk up together with your arms interlinked, to represent that you worked together to harvest your crops.

Each group receives corn kernels in their bowls from Mother Earth. Ask each group to hang up their poster with their thoughts on the reflection question on one wall and then return to their land.

ACTION ROUND TWO

Facilitator: ***We are now in season two, and it is time to grow our crops. Things are not looking good though, I am worried about our harvest. We have not had rain for over a month – there is drought throughout the region.***

Facilitator: ***To represent the work of growing our food this season each farming family needs to send up its members, one at a time, to Mother Earth. Only one person can go up at a time, relay style, to get a food card.***

Mother Earth hands out the index cards to participants as they line up. Mother Earth needs to have about 3-5 fewer index cards than the number of participants in the whole group.

Facilitator: ***A number of people did not receive a card because of our food shortage this season. They have died of hunger and poverty. For the people who did not receive a card - please stand to the side of your group's land. The remaining farmers interlink your arms in your group to come up to Mother Earth to trade your cards for food. Bring your bowl to receive the food – though this season everybody has less to eat.***

Once everyone has returned to their land...

Facilitator: ***In your families, you will need to plan for how you are going to deal with the food shortage. To start, each of you, thinking of your real life, make a list of 3 things you could trade for more food.***

After a few minutes...

Facilitator: ***Once you have picked your personal 3 things to give up, share your ideas with each other in the small group. In your small group you need to create one list of three things your group has decided to give up. Write these 3 options on your second piece of poster paper and put up this sheet on the wall.***

While the farmers have their discussion, ask the “dead” players to leave the room with you. Give them the handouts explaining their new roles as military and business people for the rest of the game. Give the business person(s) the money backpack prop and give the water guns, hidden in a cloth bag, to the military personnel. The group should talk quietly with a leader/staff to prepare for their new roles. There should be at least 1 business person (2 is best), and at least 3 military personnel.

ACTION ROUND THREE

NOTE TO THE FACILITATOR:

During this round feel free to interrupt the action if it becomes unruly, particularly the activities of the military. Some degree of confusion and uncertainty are part of the game. As the military move into the room, indicate that showing the peace sign in the air will stop their shooting action.

Some thoughts and ideas that you can “coach” the students on:

- Feelings of upset and anger are normal because being hungry is demoralizing and even painful.
- People have many different ideas about, and solutions to, the same situation.
- Unusual situations can push law-abiding people into civil disobedience or other actions.
- People who are not used to being leaders might be unsure of themselves and hesitant to take action.
- Marching/demonstrating about a problem is an action that has often been used peacefully and successfully.
- Using the media to highlight a problem/crisis is a positive action to take, and one that is used today.
- When threatened by violence most people react by trying to flee the situation, although some will stay and try to resist or fight.

Facilitator: ***It is now the third season and it is time to grow the crops. To represent the hard work of farming and the struggle of working when you are already hungry and your children are hungry, there is a new twist. You must use the yarn to tie your ankles loosely to each***

other AND blindfold one farmer. When you have finished with these preparations, stand together on your land.

Once all groups are ready...

Facilitator: *Walk up to Mother Earth, as a group, to receive your harvest.*

POSSIBLE MODIFICATION BEFORE CONTINUING:

You can ask the farmers to cut the yarn and to take off the blindfolds so all can move around easily or you can leave them on, although the next steps will be disorganized and more challenging. Keeping the physical limitations intact would indicate to the students some of the complexities of the situation.

When all are assembled...

Facilitator: *Announcement - a major natural disaster has hit your region. This disaster is causing a major shortage in food supplies. Mother Earth has no food for you.*

Facilitator: *What is your reaction to this announcement? Are you upset? What can you do? Who can help you?*

Allow the group to express their thoughts and feelings about this new difficulty. Allow the farmers to respond and to start exploring ideas. If they need some coaching, you can ask them: Who would you turn to, or what would you do if you were back in Canada?

Facilitator: *Oh, excuse me, I have news that someone is coming to us. Maybe they are bringing food...*

Uh oh, I have news that the military is coming. They are being sent into the region to calm the situation down.

The military enter the room. They start shooting at the farmers with water guns (or imaginary guns/imaginary handcuffs).

Two military personnel block the farmers from returning to their land.

One or two military personnel capture Mother Earth and take her away to the other side of the room.

After a few moments of chaos (10-15 seconds) announce that the military cannot shoot at anybody who has their arms raised and is making the "peace sign".

Facilitator: **Flee!**

The facilitator and farming families move to the other side of room/gym. (Remember that the participants may still be tied together. Make sure that everybody plays this part of the game safely.)

Once the farmers have moved, the business people come forward to meet with the military. The business people are carrying lots of money with them (backpack/suitcase with \$ sign on it).

The business people ask for the land: ***Using this land for growing food is not going to make us rich. No way, not at all. We want profit and we have a plan. We are going to use this land to grow crops for producing Ethanol. Agrofuels are the way of the future. Food crops for fuel!!***
The business people hand over the money to the military and say: ***Now it is us, big business, who is giving orders around here!***

Facilitator: ***This land will now be used to grow crops for agrofuels instead of food. Growing crops for fuel creates higher profit.***

What are YOU going to do? The military is blocking access to the land and has captured Mother Earth. What can be done?

The Facilitator talks with the farmers and asks them what to do next. Allow the farmers to respond and to start exploring ideas. Our goal is to have the farmers organize themselves and **peacefully** take back their land.

Encourage the farmers to peacefully march towards the soldiers. They can link arms together as a large group and use these words as a chant to inspire them: ***"the people/united /will never be defeated"***.

The soldiers will slowly move back and give *half* the land back to the farmers.

Once the farmers are back on their land...

Facilitator: ***You have done it! Peacefully and non-violently! You can get back to work - growing crops for our daily bread. But some don't have land. You have been displaced and have no means to earn a living.***

Ask the farmers to sit down on their land. Let them know this is the end of the action part.

Phase 3: Community Meeting

This is the debriefing session. Participants need to have time to share their feelings about the game.

Facilitator: *We are now in Phase 3 of the game where we, as farmers or other characters, have a community meeting to talk about what happened. We can use this time to share with each other what we experienced throughout the game.*

Debriefing questions

How did it feel being in the different roles as farmers, military, business, Mother Earth?

Was this game fair to you? Was this game fair for others?

Are there similarities between parts of this game and real life?

What contributes to hunger in the world? (You can look to your posters on the wall)

Would giving up certain things (Action Round 2) help the farming situation? Why? Why not?

The object of the game was to grow sufficient crops that you can trade for food to feed your families – this is what food sovereignty is all about. What were the barriers to food sovereignty in the game?

What can we do to support farmers in the Global South?

FOLLOW UP

This interactive game is based on the experiences of communities in the Choco region in Colombia. In our ACTION SHEET you can hear directly from our partners:

The land belongs collectively to the Afro-Colombian communities who farm it, and for whom the land is synonymous with life itself. This land is one of the most fertile areas of Colombia and has long been a secure source of food:

“They told us we had to leave our land for a few months so that the army could defeat the armed rebels. Those few months turned into several years. When we began returning to our land in 2000, we understood why. African oil palm plantations had taken over everything and our villages had been destroyed.” Don Oscar, Community of Pueblo Nuevo

“We can’t live like refugees any more. Nor can we accept that our lands will be forever used for growing African palm oil, which kills biodiversity and destroys the soul of the land. This is why we chose to resist, peacefully, by returning to occupy our land and creating humanitarian and biodiversity zones.” Benjamin, Community of Nueva Esperanza

The section Committing to Action has further activities, tools and our petitions on food sovereignty and agrofuels.

step three

Reflection & Rest

Opening Liturgy

Prayer for Feasting and Fasting

Fast for Change: A quiet exercise with reflections, prayers and questions on food in our daily life.

I THIRST: small group and personal reflection time exploring the roots of fasting, Jesus' ministry and our own "thirst" for social justice.

Closing Liturgy and Commissioning: prayers and commissioning to stand together in solidarity.

Creating a sacred space

Before starting the THINKfast, ask participants to "disconnect" themselves from any electronic devices (i-pods, cell phones, etc.) they have brought with them. Make this as part of the fast. It will also allow them to be fully present for the activities of the THINKfast.

Collect all the devices and store them in a safe place (if needed you can ask participants to place a sticker with their name on the back of their device). You can include this collection as part of the opening session.

Opening Liturgy

Leader: We are here together for many reasons. Let us take a moment to centre ourselves and remind ourselves why we are here – to fast and to reflect, to learn and to enjoy our time with each other, to have fun and to commit ourselves to building a new world.

Martin Luther had a vision of the future where we would each grow into a "world perspective" – a view of our community as including not only our friends and family but a global community, with brothers and sisters in solidarity around the world. Here is his vision:

Student volunteers: (Have 4 students spread around the room read one line at a time).

For the world

We are challenged to develop a world perspective.

No individual can live alone,

No nation can live alone,

And anyone who feels that he/she can live alone

Is sleeping through a revolution.
The World in which we live is geographically one.
The challenge that we face today is to make it one
In terms of brotherhood.
Through our science and technological genius,
We have made of this world a neighbourhood and yet ...
We have not had the ethical commitment
To make it a brotherhood.
But somehow, and in some way,
We have got to do this.
We must all learn to live together as brothers.
Or we will all perish together as fools.
We are tied together in the single garment of destiny,
Caught in an inescapable network of mutuality.
And whatever affects one directly affects all indirectly ...
That is the way God's universe is made.

Student volunteers: (read together)

O God,
our creator and sustainer,
we pray to you:
We want to celebrate life.

We cry out against all that kills life:
hunger, poverty, unemployment, sickness,
debt, repression, individualism,
abuse of the earth, injustice,
and all other forms of slavery.

We want to announce fullness of life:
work, education, health, housing,
safe environment, bread for all.

We want communion, solidarity,
a world renewed.

We hope against hope.
With the God of history,
We want to make things new again. Amen.

Let us commit ourselves...

Leader: Let us commit ourselves, in prayer, to our THINKfast weekend.
Christ has come to bring peace anchored in justice and genuine love, to offer us renewed
vision of transformed peoples and communities.

In humility, let us commit ourselves to the pursuit of God's promise of life abundant. Life with
dignity and worth, life with justice and peace, for our brothers and sisters in Canada and

around the world who, amidst their pain and suffering, continue to hope because we struggle together.

All: We offer ourselves to always seek peace and affirm justice for all people:

Choosing struggle rather than indifference, choosing to be friends of the earth and of one another, not enemies; choosing to be peace-makers rather than peace-keepers, choosing life, not death, for all people and all creation.

Let us say together...

Prayer on Fasting and feasting

Fast from judging others; feast on the Christ dwelling in them.

Fast from emphasis on difference; feast on the unity of life.

Fast from apparent darkness; feast on the reality of light.

Fast from thoughts of illness; feast on the healing power of God.

Fast from words that pollute; feast on phrases that purify.

Fast from discontent; feast on gratitude.

Fast from anger; feast on patience.

Fast from pessimism; feast on optimism

Fast from worry; feast on divine order.

Fast from complaining; feast on appreciation.

Fast from negatives; feast on affirmatives.

Fast from unrelenting pressure; feast on unceasing prayers.

Fast from hostility; feast on non- resistance.

Fast from bitterness; feast on forgiveness.

Fast from self-concern; feast on compassion for others.

Fast from personal anxiety; feast on eternal truth.

Fast from discouragement; feast on hope.

Fast from facts that depress; feast on verities that uplift.

Fast from laziness; feast on enthusiasm.

Fast from suspicion; feast on truth.

Fast from thoughts that weaken; feast on promises that inspire.

Fast from shadows of sorrow; feast on the sunlight of serenity.

Fast from idle gossip; feast on purposeful silence.

Fast from problems that overwhelm; feast on prayer that undergirds.

For "Your Father who sees in secret will reward you". (Matthew 6:4)

FAST FOR CHANGE

Time: 1-2 hours

This is an activity that can be done in a church basement, gymnasium or any large room.

Materials: 7 colourful blankets, a few pillows, 1-2 "Fast for change" booklets at each created space. Markers, pens, paints or pastels

* See additional material needed for each station.

Participants will need:

Journal and a pen/pencil

Setting up:

Choose 7 different spots around your space. At each station, spread out a large colourful blanket or tablecloth on the floor add some pillows to make it comfortable. Place 1-2 copies of the "Fast for change" booklet at each space. Include extra paper, markers, pens, paints or pastels.

Place a large tray or a place mat in the centre. Arrange themed objects (see examples below), a candle, and a cross on each tray/place mat.

Station 1:

Cereal box, canned goods, food advertisement, a scale, a shopping bag (or related objects).

Station 2:

A DVD/CD, a tube of lip gloss, plastic jewellery, a cell phone, a flip-flop, play money (or related objects).

Station 3:

A mirror, a measuring tape, men and women's magazines, a bathroom scale (or related objects).

Station 4:

A few plants, a bowl of water, some fresh food, a sheepskin or a piece of leather (or related objects).

Station 5:

A burger wrapper, to go mug, a tv dinner box, cup of soup (or related objects).

Station 6:

Coffee beans, pieces of chocolate, a bunch of bananas, work gloves, a straw hat (or related objects).

Station 7:

A loaf of bread, a cup

Invite the participants to move **SILENTLY** through each of the stations, alone or in groups of 2, giving them between 10 -15 minutes at each station. At the end of the designated time, the leader will ring a bell/chime to signal a move to the next station.

At each station participants will:

- Sit down and get comfortable.
- Carefully read the corresponding chapter in the booklet.
- Optional: write or draw some brief journal/ creative responses.
- Silently pray the sentence prayer.
- When all participants have completed the cycle, try sharing the feelings or ideas that emerged during the activity. Close with a group prayer.

From the Canadian Food Grains Bank "Fast for Change".

To order more "Fast for Change" booklets go to www.fastforchange.ca OR a PDF version of this booklet is on your THINKfast Resource DVD.

Reflection: I THIRST

Read John 19:23-30.

The gospel of John provides us with a story of Jesus' life in symbolic language. Nearing his death the gospel tells us that Jesus spoke these words: "I thirst". What did he mean by this? Scripture theologians have discussed what this may have meant, that what Jesus meant by "thirst" went beyond his physical needs. Perhaps John's Gospel points us all to a greater reality that Jesus wished to be realized, namely, that of the reign of God on earth. This reign is characterized by solidarity, a perspective that all of us are interconnected in a great mosaic or tapestry, all dependent on one another.

Take a moment to think about what Jesus meant by this statement from the cross, "I Thirst."

What do you think He was thirsting for?

- Was He thirsting for justice? Was He thirsting for peace?
- Was it a thirst for the recognition of each and every person's dignity?
- Was it a thirst for forgiveness to be a transformational experience of our lives?
- Perhaps he desired followers to set the world ablaze with unconditional love?
- Perhaps he wanted future generations to live in equality?

To be answered individually in the group:

When you hear these words from the mouth of Jesus "I thirst," what does that statement mean to you, given what you know about His life and mission?

What do you think Jesus desires from YOU as part of His "thirst" in the hours of this fast we share together?

Leader: Jesus fasted for a long time prior to beginning his public ministry as a spiritual leader. There in the desert he struggled with what his life and mission would be about.

- Would his life and mission be a self centered one?
- Would it be characterized by "might is right," whereby power is pursued and weakness avoided?
- Or was Jesus to seek wealth at the expense of everyone else?

In pairs, discuss three of the most prominent temptations that perpetuate the cycles of poverty, hunger or suffering in the world.

What temptations keep you from being more radical in your faith?

How does the ancient practice of fasting act as a tool to open our eyes to what is real and what is false in the world? (If you've never fasted before today, use your imagination to answer)

What do YOU "thirst" for or desire for in your own life? For the world you live in?

Leader: Let's continue our holy fast by reciting this prayer together, calling upon God to make the kingdom a reality in our lives and in our world.

I Cannot Pray

I cannot say, "OUR", if I have no room in my life for others and their needs.

I cannot say, "FATHER", if I do not demonstrate this relationship in my daily living.

I cannot say, "WHO ART IN HEAVEN", if all my interests and pursuits are in earthly things.

I cannot say, "HALLOWED BE THY NAME", if I am not striving for God's help to be holy.

I cannot say, "THY KINGDOM COME", if I am unwilling to accept God's rule in my life.

I cannot say, "THY WILL BE DONE", if I am unwilling or resentful of having God's will in my life.

I cannot say, "ON EARTH AS IT IS IN HEAVEN", unless I am truly ready to give myself to His service here and now.

I cannot say, "GIVE US THIS DAY OUR DAILY BREAD", unless I am truly ready to give myself in hard effort for it, or if I ignore the needs of others.

I cannot say, "FORGIVE US OUR TRESPASSES AS WE FORGIVE THOSE WHO TRESPASS AGAINST US", if I continue to harbour a grudge against anyone.

I cannot say, "LEAD US NOT INTO TEMPTATION", if I deliberately choose to remain in a situation where I am likely to be tempted.

I cannot say, "DELIVER US FROM EVIL", if I am not prepared to fight with my life and my prayer.

I cannot say, "THINE IS THE KINGDOM", if I do not give the kind of disciplined obedience of a loyal subject.

I cannot say, "THINE IS THE POWER", if I am seeking power for myself and my own glory first.

I cannot say, "FOREVER", if I am too anxious about each day's events.
I cannot say, "AMEN", unless I can honestly say, no matter what it may cost, this is my prayer.

Leader: Fasting is a spiritual practice that has been used for centuries by people representing many different religious traditions. It's been used as a means of penance, a means of protest, a means of getting a clear mind, a means of growing closer to God. Fasting is part of our Catholic tradition.

Ask the group to brainstorm a list of the benefits of fasting. Be sure to include the following:

1. Fasting is part of our Catholic Tradition.
2. Fasting helps us to walk in another's shoes and to experience compassion.
3. Fasting helps us to understand that there is more to life than food.
4. Fasting can 'clear' our heads and help us to pray better.
5. Fasting helps us to understand that there is a difference between what we need and what we think we want.
6. Fasting and prayer can help us when we have decisions to make.
7. Jesus fasted—He's our role model!

Leader: There are so many things in life that we take for granted - food, good health, the heat in our homes, everything that makes our lives comfortable. We don't notice these things until we have to do without them. Fasting helps us to grow closer to the poor by helping us to feel a little of the hunger pain they experience every day.

Closing Liturgy & Commissioning Service

Reflection

You can use gentle music, low lighting and candles to develop a reflective mood.

Ask two volunteers to read the Gospel according to John (2X to allow for the story to sink in).

Reading: John 6: 1-14

John 6 - Jesus Feeds the Five Thousand

Some time after this, Jesus crossed to the far shore of the Sea of Galilee (that is, the Sea of Tiberias), and a great crowd of people followed him because they saw the miraculous signs he had performed on the sick. Then Jesus went up on a mountainside and sat down with his disciples. The Jewish Passover Feast was near.

When Jesus looked up and saw a great crowd coming toward him, he said to Philip, "Where shall we buy bread for these people to eat?" He asked this only to test him, for he already had in mind what he was going to do.

Philip answered him, "Eight months' wages would not buy enough bread for each one to have a bite!"

Another of his disciples, Andrew, Simon Peter's brother, spoke up, "Here is a boy with five small barley loaves and two small fish, but how far will they go among so many?"

Jesus said, "Have the people sit down." There was plenty of grass in that place, and the men sat down, about five thousand of them. Jesus then took the loaves, gave thanks, and distributed to those who were seated as much as they wanted. He did the same with the fish.

When they had all had enough to eat, he said to his disciples, "Gather the pieces that are left over. Let nothing be wasted." So they gathered them and filled twelve baskets with the pieces of the five barley loaves left over by those who had eaten.

After the people saw the miraculous sign that Jesus did, they began to say, "Surely this is the Prophet who is to come into the world."

Reflection/Make-your-own-homily

Here are some questions as a starting point for reflection. Jesus' stories have meanings and messages that are eternally valuable – relevant to us today and touching us each uniquely and differently. Together, consider how this story is connected to their experience of fasting and feasting. This is an opportunity for young people to explore the idea of preparing a homily for each other.

- What images, words or actions in the gospel catch your attention?
- Can you relate to the questions of the disciples?
- How is it that five loafs and two fish can feed so many people?
- How is it that by redistributing what was ours everyone had enough of what they needed?
- What does this reading tell us about "walking on water" and trusting in God to accomplish what seems impossible?

Reflecting on our commitment

The gospel is good news. We are filled with joy that God promises abundant life and calls our most generous and loving selves forth to be part of the building of the reign of God. God's love is for all. Together, we've acknowledged the brokenness in our world and we celebrate all the ways we want to share our time, talent and treasure to love like our Lord.

As we prepare to leave the **THINKfast**, we bring before God our concern for those adversely affected by unjust extraction of our natural resources. We ask God's forgiveness for the part we play in the maintenance of such injustice and we join hands with our brothers and sisters worldwide to commit ourselves, in faith and hope, to work for a world of peace and justice.

Prayers of Petition

Respect to the earth

Response: Lord, make us prophet of your time.

Grant us spirit of concern for the future of our environment;
Bring an end to the exploitation of the earth`s scarce resources;
Encourage us to be responsible stewards of your creation.

Response: Lord, make us prophet of your time.

Grant us spirit of respect, recognising the value and integrity of each person;
Encourage us to be accepting of ourselves and of others.

Response: Lord, make us prophets of our time.

Help us become advocates of peace;
Bringing an end to conflict and division;
Renew our commitment to challenging the cause of injustice.

Response: Lord, make us prophets of our time.

Grant us spirit of openness to see God within and around us;
Help us rejoice in the good we have experienced as we move forward to the future;
Help us use our senses to celebrate beauty and creativity in the world.

Response: Lord, make us prophets of our time.

Grant us a spirit of truth and recognise failings, which have hurt us, others and the world.
Give us the humility to ask for forgiveness for our part in any wrongdoing;

Response: Lord, make us prophets of our time.

Grant us a spirit of generosity to reach out in trust to those we encounter;
Help us to embody God`s love in our relationship with one another.

Response: Lord, make us prophets of our time.

Commissioning

Leader: The Spirit of the Lord is upon us and has anointed us... to bring good news to the poor... to proclaim release to the captives... to proclaim recovery of sight to the blind... to let the oppressed go free... to proclaim the year of the Lord`s favour.

Thank you for being part of this THINKfast. Your energy and efforts will have longstanding impact upon many people. Before you leave the group you are being commissioned – encouraged to be the face of God in the world, each of you in a very unique and holy way.

Together:

Look at your hands, see the touch and the tenderness, **God's own for the world**

Look at your feet, see the path and the direction, **God's own for the world**

Look at your heart, see the fire and the love, **God's own for the world**

Look at the cross, see God's Son and our Saviour, **God's own for the world**

This is God's world, **and we will serve God in it**

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step four

1-2-3 Action!

All the activities in this section are related to our action campaign on food sovereignty, hunger and agrofuels. Depending on the ages of your participants, the size of your group, and your familiarity with our campaigns – feel free to mix and match activities. If you had to pick only 2 or 3 – go with the *stars*, and don't forget the best part – our action and the petitions!

- * Corn Cartoon Activity
- Nyeléni Declaration
- Agrofuel Powerpoint Presentation
- * Agrofuel Myths
- * DVD
- * Action Card/Petition

2010 Action campaign

“Those who produce their own food never go hungry” - Haitian proverb

Catholic Social Teaching, which calls us to always choose the preferential option for the poor as we work for justice, compels us to analyze the current roots of hunger, and then take action to call for major changes in the global food production system in order to ensure that all have the food they need.

Decision-making power over one of the most primary elements of life – food – has been wrenched from the people who produce and need food, and placed in the hands of people who profit from its trade, namely large corporations, international financial institutions, even Western governments.

We must consider the food crisis from the perspective of the poor, small farmers, pastoralists, indigenous peoples and fisherfolk, who produce the food we eat, yet who are the first to go hungry when the global food production system spirals out of control.

Setting the stage for the new campaign

If your group took part in **THINKfast** last year:

- What was the theme of last year's **THINKfast**? What do you remember about the campaign? How successful were we? Bill C-300 is in its second reading in the House of Commons.
- Our 5 year theme is **RESOURCES**. We spent 2+ years on mining, this year is about land, and next year our campaign will be on water.
- Why do we get involved in action campaigns? We believe, as Catholics, in approaching issues from the perspectives of the poor – farmers and people from the Global South. Let us try to build on our Food and Fuel game as we put ourselves in the shoes of farmers everywhere and learn about the action campaign.



* Corn Cartoon Activity

Time: 30 + min

Materials: Copies of corn cartoon, preferably in colour. You can print out the PDF version found on your resource DVD, or show the cartoon on a powerpoint screen, or hand out copies of the campaign Action Sheet.

Activity:

Divide your participants into pairs or groups of 3-4. Give each small group a copy of the corn cartoon.

Ask participants to analyze the images in the cartoon. (Ignore the surrounding words if you are using the Action Sheets). In the groups, and using the SEE-JUDGE-ACT reflection model, focus on the image:

Describe what you see:

What is going on in this picture? (SEE)

From what the cartoon shows:

Who profits? Who suffers? How do they profit or suffer? Who benefits? (JUDGE)

Ask ourselves:

Where do we stand? Who do we support? (ACT)

Invite the small group to share their analysis and reflections with the larger group.

Nyeléni Declaration

Time: 30 + min

Materials: photocopies of the Nyéléni Declaration (on Resource DVD) or found at <http://www.nyeleni.org>

Activity:

Introduce the Declaration:

“Small farmers, indigenous peoples and peasants are the people who produce the food we eat, BUT they are the first to go hungry when the global food production system spirals out of control. The term food sovereignty pulls together all sorts of ideas and values together to give direction to how we can support farmers and reduce hunger.”

“In 2007, in the village of Nyéléni in Selingue, Mali there was a special grassroots forum on food sovereignty. From all over the world, with 500 representatives from more than 80 countries - Canada included - organizations of peasants, family farmers, fisher-folk, indigenous peoples, landless peoples, rural workers, migrants, forest communities, women, youth, and environmental and urban movements gathered together to strengthen a global movement for food sovereignty.”

Distribute the copies of the Nyéléni Declaration and divide students into small groups (3-6 people).

Ask the students to all read the Declaration. Once they have read it, in their small groups, they can talk to each other about what they think are the key messages – what “food sovereignty” is all about.

Working in their small groups, ask them to create 4 or 5 **short & sweet, catchy slogans** (3-4 words each) that capture the key ideas of food sovereignty. These slogans will help us to see it, to imagine it and to help us remember what it is about.

Examples:

- The right to grow your own food is global
- Selfish power or sustainable reality?
- Fueling power or fueling your body?
- Support transparent trade, dignity and aid
- Food: your struggle, our struggle!

After 10 – 15 minutes, invite the groups to share their slogans.

Option: Use these slogans to make posters to advertise the campaign in your school or parish.

ACTION CAMPAIGN POWERPOINT

On your Resource DVD is a Powerpoint presentation with 3 sections.

1. **What are Agrofuels?**
2. **Agrofuel Myths**
3. **Action Campaign & Petition**

You can start with What are Agrofuels? OR jump right into Agrofuel Myths and this next activity.

* Agrofuel Myths

Time: 30-45 min

Materials: Action Sheets, Backgrounder 2 (originals or copies), Agrofuel Myths powerpoint (on resource DVD), suit jacket (corporate executive role props) for Facilitator

Activity:

Divide the participants into different small groups and give the 2 handouts to each group: "BACKGROUND 2" and "ACTION SHEET".

Point out the information about agrofuel myths that are found in BACKGROUND 2 and the ACTION SHEET.

ACTION SHEET -- 3 Agribusiness myths

1. Agrofuel crops such as African oil palm, grown in plantations, create jobs for villagers in the Choco region.
2. African oil palm or sugarcane crops are no threat to local people's access to food.
3. Agrofuel crops have no effect on the environment, and help fight climate change.

BACKGROUND 2 -- 4 myths about agrofuels

1. Growing crops for agrofuels won't compete with growing food for hungry people.
2. Agrofuels can reduce humanity's global carbon footprint.
3. Any current problems with agrofuels will be solved by 'second generation' agrofuels.
4. Agrofuels farming is a needed source of income for small scale farmers, their families and communities.

Assign each group one of the myths (there are four myths in BACKGROUND 2, and three in ACTION SHEET). If you have a large group you can give a myth to more than one group.

Tell them that someone is coming to make these 'myth' arguments IN FAVOUR of agrofuels and that they have 15 minutes to prepare a rebuttal to the myth. They can be creative as they wish in their responses.

The Facilitator sets up the powerpoint presentation to Agrofuel Myths, and leaves the room as the students prepare.

After giving them 15 or so minutes, return to the group dressed as an agrofuel company executive (wearing suit jacket).

Tell the group you have some good news to share about how agrofuels are going to benefit the world and the environment. Read out loud 'Myth 1' and advance the power-point slide to reveal 'Myth 1'. Allow the group to respond to you. Repeat this process for Myths 2-4 and 1-3.

At the end of the 'debate' announce that you picked up a bunch of the D&P Action Card Petitions on your way in. You were going to burn them but instead you are now going to sign one and get others to join the campaign too!

ACTION CAMPAIGN VIDEO

On Resource DVD

Show the 5 minute music video on our action campaign with pictures from our partners in Latin America, Asia, Africa and the Middle East.

1 – 2 – 3 Action!

Introduce our campaign demand.

Distribute copies of the petition for students to sign.

You can use the campaign Powerpoint presentation or read the petition together.

Options

Allow for time for students to brainstorm and plan how they could do the campaign in their school or parish.

In pairs, ask students to practise introducing the campaign in 2 minutes and encouraging people to sign the petition.

For more information

<http://www.devp.org/formation>

Hunger and the Pursuit of Profit – Food System in Crisis, Development and Peace June 2008
This report explores the long-term causes of the global food emergency, as well as the specific current day factors that are converging to increase global hunger. As Milo Tanchuling, of the Freedom from Debt Coalition in the Philippines notes, “today’s problems come from yesterday’s solutions”.

The Time Is Now – How world leaders should respond to the food crisis, Oxfam Briefing Note June 2008