Create Shalom:
Abolish Poverty, End Suffering

Community of Christ
Activities for All Ages Together
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Community of Christ

Reunion 2014
Create Shalom: Abolish Poverty, End Suffering Activities for All Ages Together
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**Introduction**

When a faith community learns and grows together, it more fully experiences the blessings of community. People of all ages bring insight, energy, and questions that benefit the whole group.

For ideas on how to lead an all-age group, read “Planning for All Ages Learning Together” on pages 6–7.

**There are two ways to use these activities:**

- **As a fellowship activity or other event to explore the themes with all ages together.** Each themed session includes several activities. Select the ideas that work best for your purpose. Each activity includes Focus, Setup and Materials, and Instructions.

- **As a class.** If using to teach a class, follow the lesson outline—Gather, Engage, Respond, Send, and Bless—described below. Then choose Hunger Awareness Activities from each daily theme to use during the Engage and Respond parts of a lesson. Be sure to include the scripture stories and stories of creating shalom from the book *Create Shalom: Abolish Poverty, End Suffering* (Herald Publishing House, 2013, ISBN 9780830915767).

**If teaching an all-ages class:**

**GATHER**

 activates background knowledge, prepares, and motivates for lesson

**Expression of Shalom: Mandala**

Participants will create an artistic expression of God’s vision for creation: shalom.

**Setup and Materials**

- Craft paper or newsprint to cover tabletops
- Large, plain cardboard circles (16 in./40 cm. or larger), one per team
- Colorful washable markers, crayons, or air-drying clay
- Print of the church seal, found at the end of this introduction.

**ENGAGE**

 invites exploration and interaction

**Hunger Awareness Activities**

Use one or more of the Hunger Awareness activities suggested for each theme. These are adapted from Outreach International’s Hunger Challenge program. Read the activity carefully and prepare materials before your event.

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**Directions**

1. Explain that a mandala is a geometric figure that represents the universe, usually in a circle, with designs repeated around the center. The mandala is a central element for this lesson series because it represents the beauty and order of creation and expresses shalom.

2. A mandala can be created for each lesson's theme, or created for the main theme topic: *Create Shalom: Abolish Poverty, End Suffering*. The mandala will be an expression of shalom, of creation at peace, as we understand God’s vision for creation.

3. Organize participants into teams of four or five, with each team gathered around a table. Cover tabletops with craft paper or newsprint. Each team will need one cardboard circle about the size of a large pizza (16 in./40 cm.). The mandalas may be three-dimensional, made of air-drying clay, or drawn with markers or crayons.

4. Create the mandalas in one class setting or over several class periods, adding images related to the lesson theme during each class.

5. When teams have finished, hear each team’s explanation of what it created. Display the artwork for others to enjoy.

Find more information on creating mandalas for worship in Reunion 2014 Worship Resources (*www.CofChrist.org/reunion*).
**RESPOND**
*Takes the learners from hearing to doing*

**Create Shalom**
Teach with an emphasis on how to live out new ideas in your congregation or community. For example, what action can we take? How can we help create shalom in light of an expressed need—at the table, in the street, neighborhood, or village? How can we make real and sustainable changes in the places where we live, work, and go to school? How can we live out these beliefs and ideas?

**SEND**
*Explores how the lesson might be lived out*

**Sticky Note “Aha!”**
Celebrate learning by asking participants to call out their “Aha!” observations from each lesson. Provide self-adhesive notes and ask them to write their “Aha!” moments on the notes. This helps everyone engage in and understand the concepts. Don’t use it as a test or to seek “one right answer.” Everyone will remember and learn something different from each lesson. Perhaps it will be “I didn’t know learning with older people could be so much fun!”

As they leave class, participants can post the notes by the doorway. When they arrive the next day, encourage participants to read the sticky notes to remind them of key points—the “Aha!” observations—from the day before.

**BLESS**
*Time of prayer, praise, blessing, and hope*

**Affirmation, Prayer, or Song**
Various ideas affirm God’s love for each participant. You may also choose an experience the group can repeat, sustain, and strengthen each day, for example:

**Affirmation:** Create an affirmation from the day’s focus scripture, from our Enduring Principles, or from the Mission Initiative Abolish Poverty, End Suffering. Print this on a poster or on cards for each participant and read it together.

**Prayer:** Create one prayer to read in unison throughout the week. You can create prayers from the focus scriptures, or from the *We Share* book’s lyrical phrases. Challenge participants to memorize the prayer, if they wish. Or invite prayers related to the lesson’s theme. Children enjoy active prayers, so you may do a “round-robin” prayer in which someone begins the prayer and each person pops up in turn to add a phrase, such as:

- Leader: “We praise you Lord, for…”
- Participant: “Our neighbors…”
- Participant: “Opportunity to serve…”
- Participant: “The church we share…”

**Song:** Sing a favorite hymn or song that embodies the focus of the class. This could be one of the songs suggested in Reunion 2014 Lessons for Children or Worship Resources. This may be a good time to explore and learn new hymns using *Community of Christ Sings* (available from www.heraldhouse.org).
Planning for All Ages
Learning Together

Throughout history, religion and culture have been transferred from one generation to the next through family or community groups.

When so many activities isolate people by age groups, more families are looking to their church to provide significant involvement that brings all ages together. Churches are a natural place to provide that extended community for transferring knowledge.

When many generations learn together, it is called multigenerational, intergenerational, holistic, or community-of-faith learning. Community of Christ calls it “All Ages Together.”

The goal of all-age learning is to grow individually, to grow together as a community, and to grow forward as individuals and community. In Community of Christ, we affirm the Enduring Principles Blessings of Community, Worth of All Persons, and Unity in Diversity when many ages come together.

To use this powerful form of teaching and growing, follow these tips:

1. Form an all-ages planning team, including leaders from several generations.

2. When possible, divide into smaller groups of 8–10, with people of varying ages in each group. This is not so adults can teach children but so all can learn from one another.

3. Encourage participation by all. Different ages bring different perspectives, gifts, and energy that benefit the whole group. A community of blessing and support forms when we learn and try new things together.

4. It may be helpful to organize all-age experiences in five parts: gather, engage, respond, send, and bless. Search for “lesson” at www.CofChrist.org for examples that follow this format.

5. Include simple movement (like walking from one side of the room to the other), find common traits (activities everyone can do), and include all the senses.

6. Use resources that appeal across many generations, such as children’s picture books, video, music, art, and games.

7. Celebrate learning by asking learners to identify what the “Big Idea” or “Aha!” moment was at the end of each lesson. Don’t use it as a test or to seek “one right answer.” Everyone will remember and learn something different from each lesson. Perhaps it will be “I didn’t know learning with older people could be so much fun!”

8. Live out your learning. Teach with a focus on how to live out the new ideas in your congregation and community: action and application. What will we do as Christ’s disciples? How can we make real and sustainable changes in the places where we live, work, and go to school by living out these beliefs?

9. Continue to be an all-ages learning community. Be there when your co-learners need understanding or support as all continue to grow in their discipleship.

Other tips:

- Take turns providing leadership to the group.
- Be open to all ideas. Affirm all and use various activities to help every generation stay interested.
- Use various settings: park or outdoor spaces, retreat centers, learning centers, or worship sanctuary.
- Look for other ways to blend disciple formation into all-age activities, such as at a church meal, Easter event, or congregational retreat.
- Support participants in their significant events outside church: school plays, sport competitions, music recitals, baby and wedding showers, affirming that discipleship and the blessings of community filter throughout all of life.

Share your great ideas and successes. Send your stories to dfg@CofChrist.org.

To find out more about all-age learning, see Learning God’s Stories Together, Intergenerational Program for Church and Home by Dorothy Henderson with Lisa-Dawn McKenzie (Kelowna, British Columbia, Canada: Wood Lake Publishing, 1996. ISBN 9781551455594).
Focus
What is God’s vision for creation (shalom) and how can we help create shalom? What can we share with others as followers of Christ and members of Community of Christ?

Focus Scriptures
Doctrine and Covenants 163:4a
Isaiah 58:6–7

If teaching as an all-ages class:

Gather: Begin the mandala artwork suggested in the introduction (p. 3).

Engage: Read the focus scriptures and listen to or read aloud excerpts from President Steve Veazey’s April 2013 words of counsel (available at www.CofChrist.org and in the book Create Shalom: Abolish Poverty, End Suffering available from www.heraldhouse.org).

Explore the Hunger Awareness activity “Someone in Your Group” below.

Respond: Read together the We Share picture book.

We Share picture book/CD combo ISBN 9780830915743
We Share poster set UPC 680121054009

Send and Bless: Use the activity “Every 3.5 Seconds.”

Hunger Awareness Activities
Someone in Your Group
Participants will learn poverty facts and discover they can make a difference.

Setup and Materials
Facilitator will stand at the front of the room and participants will stand in an open space. Have enough chairs for all participants circling the open space.

Participants will group and regroup in specific numbers. Read aloud a poverty-related fact. Then the group members will demonstrate, giving a visual illustration of that fact. For instance, first have participants make several groups of three people in each group. Read the first fact “One in three people in developing countries lives without water.” Instruct one person in each group of three to sit down. Point out how many people in the room are sitting (representing those without water).

Then have all participants stand up and form groups of seven people each. Read the second fact, and so on. Each time you present a new poverty fact, take time to observe how it affects participants; then have everyone in the class regroup to participate again.

Another option: if not everyone in class wishes to participate, invite 12 volunteers to stand in front of class, with a chair each. These 12 can keep moving to make the groups indicated below. If you have less than 12 volunteers, adjust these numbers by a percentage of the number of volunteers you have.
Poverty Facts: A developing country is defined as a poor, usually agricultural country seeking to become more advanced economically and socially. The following statements apply to developing countries.

“In developing countries…”

**Group of 3:** One in three people lives without water. (*One person from each group sits down.*)

**Group of 3:** One in three people have no access to health services. (*One person from each group sits down.*)

**Group of 5:** One in five people have no safe water. (*One person from each group sits down.*)

**Group of 10:** There are 1.9 billion children in the world (under the age of 15). One billion of them live in poverty. (*Five people from each group sit down.*)

**Group of 10:** Of all people in developing countries, 98 percent of them do not have enough to eat. (*Ten people from each group sit down.*)

**Group of 12:** Of the over 7.1 billion people in the world, two billion have no access to electricity. (*Four people from each group sit down.*)

**Entire class stands up:** Half the world lives on less than two US-dollars a day. (*Half of the class sits down.*)

Invite everyone standing to sit down so the whole class is sitting.

**Group of 1:** Imagine now that each one of you is in a group of one. This is how many people it takes to make a difference. Are you that person? If so, stand up.


**We Share**

Who Are We as Community of Christ? How Do We Share God’s Vision of Shalom?

As followers of Jesus Christ and members of Community of Christ, our identity, mission, message, and beliefs define who we are and guide our response to create shalom in our world.

**Setup and Materials**

- We Share PowerPoint images and projection equipment
- OR We Share picture books, enough to share between every two or three readers.

Participants take turns reading pages from the We Share picture book, from the PowerPoint included with the book, or from We Share posters (available from www.heraldhouse.org). Encourage readers to emphasize the statements on almost every page related to our call to share God's vision of shalom and our mission to Abolish Poverty, End Suffering (in **bold italics**):

“As Community of Christ, we feel joy, we **give hope**, we **share love**, we **seek peace**” (pp. 4–5).

“We are **part of God’s vision** for creation where **all live peaceably** together” (pp. 6–7).

“We **share the peace of Jesus Christ in our words and in our actions everywhere**” (pp. 8–9).

“We follow Jesus. Our mission is to **live like him in community with others**” (pp. 10–11).

“We receive God’s love and **share that love with everyone**” (pp. 14–15).

“We **care for all that God has created** and is still creating” (pp. 16–17).

“We **value and love all people just as God does**” (pp. 20–21).

“We all are given **gifts from God. We use them to do good**” (pp. 22–23).

“We learn to **make good choices…decisions that make our world a better place**” (pp. 24–25).

“We are **peacemakers. We work with God for shalom**” (pp. 26–27).

“We are **different in many ways. Together, this diversity makes us stronger**” (pp. 28–29).

“We **trust in and belong to one another even if we have never met**” (pp. 30–31).

**Discuss**

- What do we share?
- With whom do we share?
- What do we believe about community?
Every 3.5 Seconds

Participants will visualize the magnitude of the death rate resulting from poverty and hunger around the world. Use as a closing contemplation.

Setup and Materials

- Background music
- Stopwatch, clock, phone, or watch that shows seconds
- Bell or chime
- Per person: one long-stem candle (and safe method for lighting), flameless tea light, or small flashlight

Seat everyone in a circle. Dim the lights if possible. Distribute one light to each person. Lights should be on (candles lit, tea lights or flashlights on).

Tell participants they are going to demonstrate the darkness of poverty. Every 3.5 seconds, a person dies of poverty-related causes in the world. Each candle or light represents one person in the world living in poverty.

Play music in the background and say, “A person dies from poverty-related causes every 3.5 seconds throughout the world. When I ring the chime, a light will turn off, representing a person who did not survive due to poverty somewhere in the world.”

Invite participants to blow out their candles or turn off their lights in turn around the circle, one at a time, when you ring the chime or bell. (A timer could be set to ring every 3.5 seconds.)

When all candles are out or lights are off, share in the affirmation, prayer, or song you have chosen (see the introduction for notes on the “Bless” part of the activity).

Close with a prayer that expresses the need to abolish poverty and end suffering.

Focus
How does sharing a meal at a table help build friendships and change lives?

Focus Scripture

Transformation at the Table

Hunger Awareness Activities
Who Has a Chair at the Table?
Participants will experience the unequal distribution of the Earth’s resources showing that some people lack enough to survive, while others have vastly more than they need. How do we transform our world where there is enough for all to live as God envisioned—in shalom?

Setup and Materials
- 10 volunteers
- 10 chairs set at the front of the class
- Music from many cultures (suggestion: Community of Christ Sings Audio Recordings: USB digital flash drive of keyboard accompaniment track recordings and approximately 70 vocal recordings of the core collection—a repertoire sung throughout Community of Christ) and equipment to play music
- A volunteer to start and stop the music

Directions
1. Invite 10 volunteers to come to the front of the room. These 10 people represent the population of the world. The 10 chairs represent the world’s resources, primarily as we look at income or wealth. If those resources are equally distributed, there is a chair for each one, “enough and to spare.” The chairs should be in a single line, facing the “audience.”

2. Play the music and have everyone move around the chairs. Stop the music and guide two people to sit on the floor (or stand apart from the chairs). Say: These two represent the poorest fifth of the human family,
Where Is Your Chair?

Arrange 10 chairs at the front of the room. Post three signs on the wall, spread above the chairs. Print these words on the signs:

- Lowest 1/5 have 2 percent of world income
- Middle 3/5 have 33 percent of world income
- Upper 1/5 have 65 percent of world income

Before class, print the following stories; cut them apart; and distribute each story to a volunteer. The stories are not gender-specific, but some fit specific ages. Call on volunteers one at a time. After each story is read, the class will decide where the person would sit (under which sign). The volunteer will then sit on a chair under that sign.

Ask: Where would the following people sit? Consider that these stories can represent any age, gender, culture, and or country:

**Person 1**
I work nine to 10 hours each day, seven days a week in the rural part of my country, creating charcoal for cooking. I sell it at the local market, making 50 cents a day. I'm lucky, because my income keeps my family from starving.

**Person 2**
I attend a top university. Because of my family's wealth and support, I am going for a professional degree. After I graduate, I refuse to settle for a job that pays less than US$75,000 per year with benefits. My goal is to earn my first million by the time I am 30.

**Person 3**
I live on the streets of a major city. My only income comes from begging. Many days I receive nothing—some days, I am lucky and get two or three dollars. I often go for days at a time with little or nothing to eat. I feel blessed to find things like a discarded half-eaten pastry.

**Person 4**
I work in a factory welding steel frames for large construction. It's a hot, dirty job, but it pays well. I belong to a union that provides some job security. My family has a decent home and two cars. My spouse works too. Together, our incomes helped us buy a ski boat and a small camping trailer for weekend excursions to the lake.

**Person 5**
My basketball skills are exceptional, and got me a scholarship to a major college. An agent says I am almost about 1.3 billion people. Collectively, they earn only 2 percent of the world's income: about one dollar (US) a day.

3. Play the music again. Stop the music and direct six participants to share three-and-a-half chairs. Say: These represent the world's middle class—about 3.5 billion people. They earn about one-third of the world's income.

4. Play the music again. Stop the music and ask two participants to spread out over six-and-a-half chairs. Say: These represent the richest one-fifth of the human family, about 1.2 billion people, earning 65 percent of the world's income.

5. Ask the 10 volunteers to rejoin the class, and invite 10 new volunteers to demonstrate statistics from the United States. (Note: For those using these lessons in Canada, Australia, Europe, or other locations, you may wish to provide statistics specific to your country). Say: Do we assume that in a developed country people share evenly nearly all resources (represented by these chairs)? Or is there an uneven distribution of resources among the population of the United States?

6. Play the music as the 10 new volunteers move around the chairs. Stop the music and guide two people to sit on the floor. Say: These two represent those who live in poverty in the United States, about 20 percent of the population. They have less than 1 percent of America's wealth.

7. Start the music again as volunteers circle the chairs. Stop the music and guide six people to sit on one-and-a-half chairs. Say: these represent America's middle class. They have about 15 percent of America's wealth. While we call them “middle class,” you can see why America's middle class is also considered its growing poor.

8. Start the music again as volunteers circle the chairs. Guide the last two people to spread across eight-and-a-half chairs. Say: these two represent America's top 20 percent, America's most wealthy people. They have about 84 percent of America's income.

9. Ask all volunteers to leave the chair demonstration and rejoin the class.

**Discuss**

While we round off numbers to demonstrate these facts, what do you think of these statistics?
certainly guaranteed a contract offer of US$7 million. And the athletic shoe endorsements could more than triple my income. I have a great future ahead of me!

Person 6
I live with my grandparents in a rural village. I cannot attend school because of tuition costs. I have not attended school since I was 10 years old because tuition costs more than my grandfather can afford. We must choose between me going to school, and the three of us having food to eat.

Discuss: Where would you sit? Where would most of the people you know sit? How can we begin to build a world that has a chair for everyone? How can we help bring all people into God’s vision of shalom?

“Who Has a Chair at the Table?” and “Where Is Your Chair?” are adapted from “A Chair for Everyone?” Outreach International’s Hunger Challenge, www.outreach-international.org/hunger-challenge. Used by permission.

Squiggles
For true transformation, we benefit most when we are in a community with others, when all have input and responsibility for the solution.

Setup and Materials
• Large sheets of paper (one per team), at least 12 x 16 in. (approx. 30 x 40 cm.)

• Colorful washable markers. Each group member should have a different color marker.

• Before the activity begins, the leader draws a random squiggle on each sheet of paper. Explain the activity before handing out the squiggle papers.

Directions
Lead a short brainstorming session about teamwork and cooperation. Record the participant’s ideas on a flip chart.

Discuss
• What does teamwork mean?
• How do you know when it is happening?
• What skills do people need to make teamwork happen?
• Do you have to be friends with someone for teamwork to be successful?

Definition of teamwork: when two or more people overcome their differences to work together toward a common goal.

Divide the class into teams (each team no larger than four or five), each team at a table. Provide one squiggle paper and a set of markers per team.

The goal is to work together to create a picture from the squiggle to demonstrate teamwork. Team members should talk together and create a plan for their picture. They must incorporate the squiggle that is already on the page in a major way (becoming a primary part of the solution). Each participant uses a different colored marker. When the picture is finished, we can see everyone’s contribution.

When all teams have completed the artwork, invite them to present to the whole class the finished products, and talk about the process of working together. What does it mean that the original squiggle had to be an important part of the final artwork?

Compare this activity to what happened in the story about the Open Table in Council Bluffs, Iowa. Ask how participants can apply these concepts—teamwork and Open Table—to the needs they have in their community. How does transformation occur?

Focus
How can we generously share in times of emergency and need?

Focus Scripture
Matthew 15:32–39

If teaching as an all-ages class:

Gather: Continue the mandala artwork suggested in the introduction (p. 3).


Choose one of the Hunger Awareness activities below.

Respond: Discuss the Hunger Awareness activities chosen.

Send and Bless: Use the activities suggested in the introduction (p. 4).

Hunger Awareness Activities

A World Divided
Participants will explore the immense food disparity that exists in the world.

Setup and Materials

- A large, unsliced loaf of bread (consider gluten-free)
- A food item that can be divided (Hint: 100 small cubes of bread or other food makes this easy to prepare.)
- One small strip of colored paper for each participant. Using the five colors listed below, divide the number of participants by the percentages listed for each color to determine the number of strips needed for each color. The total of all the colored strips will equal the number of participants. For instance, if there are 30 people in the group, 15 percent of 30 is about 5 strips of yellow paper and 60 percent of 30 is 18 strips of red paper.

Yellow/Africa  15 percent of the strips
Red/Asia 60 percent of the strips
Blue/Europe 10 percent of the strips
Purple/North America 10 percent of the strips
Green/South America 5 percent of the strips

- Place the colored strips of paper in a container and ask each participant to choose one (without telling them what the strips represent). Once participants each have a paper strip, inform them they have just chosen new nationalities, and the colors represent
five continents. Post the colors and continents on a flip chart.

• Assemble members of each continent in five separate areas around the room. Each group should select a leader.

Instructions

This simulation demonstrates the number of people in five areas of the world, and the way food resources are divided globally.

Hold up the loaf of bread and explain that it represents all the food eaten today in the world. Now distribute the bread cubes or other pieces of food according to the percentages shown below. Give the pieces of food to the leader of each world group. (Prepare the food in these amounts before the activity).

Yellow/Africa receives 8 percent of the food
Red/Asia receives 23 percent
Blue/Europe receives 36 percent
Purple/North America receives 22 percent
Green/South America receives 11 percent

Instruct leaders of each group to distribute their shares of the food among their people, reminding them they are in power and have the choice (or burden) of making important decisions. Their decision may be to keep a larger portion for themselves or their friends. Continents without much food may appeal to other groups for food assistance. Encourage dialogue and interaction between continents.

End the activity by asking all participants to hold up their shares of food.

Discuss

1. How did you feel when you recognized the considerable difference of food between the various continents?
2. How did this exercise compare to what you know about food dispersal throughout the world?
3. What can be done to remedy this disparity?
4. What do you believe are the causes of hunger? (Hunger is not only a lack of food, it occurs when people lack opportunity to earn enough to be educated and gain skills, to meet basic health needs, to have a voice in the decisions of the community.)


Out on a Limb

Participants will get the word out on the street to inform others about poverty. For example:

Fact: Three out of four rural Nicaraguans don’t have access to safe drinking water.

Items: Four plastic water bottles. Fill one with clean water and fill three with “dirty” water. Hang them together with the Poverty Fact—from a tree limb, inside a fellowship hall or classroom, or wherever you choose.

Be creative! Gather items that represent each fact to give it greater impact.

Setup and Materials

• Poverty Facts (included in this activity)—enlarge on a photocopier
• Items that illustrate each fact, such as plastic water bottles, toilet paper, paper money (not real), construction paper to make cutouts of items, etc.
• String and scissors

Instructions

Divide participants into teams of two or three. Give each team one Poverty Fact, string, and scissors. Display corresponding items (tin cans, plastic water bottles, paper clips, etc.) in a central location for everyone to access. The teams will use the string to hang the facts plus the corresponding items in visible places such as from tree limbs, doorframes, and backs of chairs.

Poverty Facts

Photocopy, enlarge, or print on card stock, and give one or two to each team.

POVERTY FACT:

Three out of four Nicaraguans don’t have access to safe drinking water.

POVERTY FACT:

Nearly one billion people entered the 21st century unable to read or sign their own names.
POVERTY FACT:

Half the world’s population lives on less than $2 a day.

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POVERTY FACT:

Half of the people in the United States are now living in poverty or earn a very low income.
POVERTY FACT:
Basic health and nutrition needs of the world’s poorest people could be met for $13 billion more a year. This is less than Americans and Europeans spend on pet food.

POVERTY FACT:
More than half a million women die in pregnancy and childbirth every year. Of these deaths, 99 percent are in developing countries.
POVERTY FACT:

We needed less than 1 percent of what the world spends on weapons to put every child into school by the year 2000. It didn’t happen.

POVERTY FACT:

If we represent the entire world’s water by a gallon jug, only a tablespoon of it is usable. Yet it is enough for everyone, if we share wisely.
POVERTY FACT:

More than 100 million school-age children in the developing world are not attending primary school.

POVERTY FACT:

People in one out of 10 households in the United States are living with hunger or are at risk of hunger.
POVERTY FACT:
In the developing world, 850 million people are illiterate. Nearly two-thirds of these are women.

POVERTY FACT:
Presently, 2.4 billion people lack access to improved sanitation.
Focus

What happens when people in a neighborhood ask, “Who are our neighbors”? Do we exclude some and become friends with others? Does that reflect God’s vision of shalom?

Focus Scripture

Mark 7:24–30

Hunger Awareness Activities

Injustice Volleyball Game

Participants will experience the inequalities between various cultures, opportunities, and abilities that may be present in our neighborhoods.

Setup and Materials

- Volleyball net and volleyballs
- Participants equally divided into four teams

Have everyone who wishes to play volleyball count off one through four. Not everyone is required to play; some may wish to judge lines or keep score. Encourage those not playing to watch the games carefully to see how players react to their situations.

Assign teams the following inequalities. Create a poster to show what the four teams represent.

- Team 1 = Majority culture or upper class
- Team 2 = Minority culture or middle class
- Team 3 = Disabled, uneducated, or elderly
- Team 4 = Immigrant or homeless

Instructions

Teams play rally volleyball (rally = a point is scored after each serve). Encourage the teams to play fairly and have fun.
• **Team 1** can determine the height of the net for each serve and may hit the ball any number of times.

• **Team 2** must hold hands with a teammate and may hit the ball only two times on its side of the net.

• **Team 3** must play in a sitting position and may hit the ball only two times on its side of the net.

• **Team 4** players must lie on their backs and may use only their feet.

Throughout the tournament, players may wish to switch teams to see how the rules affect other players.

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### Insights/What to Do

1. What impressions did you have about those treated unjustly? Can we all “play well” together?

2. What problems arise when we identify people this way (being disabled, an immigrant, or homeless)? Have we overlooked strengths and skills by our labeling?

3. What can we do to “level the playing field”?


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### Create Shalom Game

**Goal**

The goal is for players to create shalom in response to needs, using their best ideas, money, and skills.

**Setup**

1. Print all pages on letter-sized card stock. Print Money pages on one color, Create Shalom pages on another color, and Skill pages on a third color. Use a fourth color for blank spaces.

2. This game turns the classroom into a life-size board game. Tape the pages around the room high on the wall (above player’s heads) or on the floor. Print enough of each page (Money, Skill, Create Shalom) to run around the perimeter of the room or space.

3. Cut apart the Money cards. You may use a money symbol ($, €, £ or other) on the back (blank) side of the cards. Stack cards on a table in the center of the room.


5. Cut apart the Skill cards. Write “Skill” on the back of the cards. Stack cards on the table.

6. You need one die to roll. Create a large die out of a square box. Write the numbers 1 through 6 on the sides of the box. Players roll the die in the center of the room.

7. Divide class into at least two equal teams. Teams should have more than four players.

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### Charlie’s Walk

Participants will read a children’s story that expresses giving in a real and tangible way.

**Setup and Materials**


Read together *Charlie’s Walk*. In this story, Olivia looks forward to going to church and sharing her savings, but along the way, she responds to people in need and discovers the true purpose of her offering. And with the gift of a homeless man, Charlie, she can still share in church!

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**Discuss**

- What do you think of the choices Olivia made?
- Have you done something similar?
- Would you do the same, or do something differently? Share your ideas.

Rules

1. Each player acts as a game piece. Each player is part of a team but also moves individually around the game board when she or he rolls the die.

2. Teams should choose leaders. The leader of each team rolls the die to see which team begins first.

3. When a player lands on a Money space, the player picks the top Money card from the stack and reads it aloud. The team now has earned that amount of money.

4. When a player lands on a Skill space, the player picks the top Skill card from the stack and reads it aloud. The team now has that skill until they use it on a Create Shalom challenge space.

5. When a player lands on a Create Shalom challenge space, the player must “huddle up” with the team to create an idea to meet that need from their money and their skills. The team may also decide to create a solution that needs no money or skills. For instance, if a player lands on “A neighbor is sick,” they may say, “I have a listening skill, so I will visit my neighbor to listen to what she needs.” The Skill card for “listening” is spent, and put at the bottom of the Skills deck. However, the team also has the skills their team members already have. If a player can play piano and sing, the team has that skill also.

If the team decides to give or spend money to help that person, for example, “I will buy groceries for my sick neighbor,” return the Money card used to the bottom of the Money card deck.

Players should keep in mind they will face other Create Shalom challenges and should not spend all their money and skills on one challenge. The player will need to remember and return to his or her place on the game board.

At the end of the game, each team can list on a flip chart the ways they helped create shalom.
Create Shalom

Money

Skill

large box-size die

table with card decks
Create Shalom
Skill
Money
Create Shalom
an old man needs his yard mowed

Create Shalom
a student has no lunch or lunch money

Create Shalom
a school was destroyed in a hurricane

Create Shalom
a flood wiped out a family’s crops

Create Shalom
a family on your street is hungry

Create Shalom
a neighbor is sick

Create Shalom
a mother can’t afford to feed her children

Create Shalom
trash is dumped in your neighborhood

Create Shalom
a disabled person broke his crutches

Create Shalom
a sick person can’t walk his dogs

Create Shalom
a girl can’t afford to go to school

Create Shalom
a homeless man is hungry

Create Shalom
a tornado left families homeless

Create Shalom
a fire burned farms and crops

Create Shalom
your mother lost her job
Skill
play an instrument
Skill
build almost anything
Skill
make a speech

Skill
listen and talk to others
Skill
babysit
Skill
recycle cans

Skill
grow vegetables
Skill
raise chickens
Skill
walk dogs

Skill
invent things
Skill
make friends
Skill
play sports

Skill
run a business
Skill
read and write
Skill
sew, knit, crochet
<table>
<thead>
<tr>
<th>Money</th>
<th>Money</th>
<th>Money</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>mow a neighbor’s yard</td>
<td>birthday money</td>
<td>tooth fairy</td>
</tr>
<tr>
<td>Money</td>
<td>Money</td>
<td>Money</td>
</tr>
<tr>
<td>25</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>sell lemonade at your lemonade stand</td>
<td>babysit</td>
<td>recycle cans</td>
</tr>
<tr>
<td>Money</td>
<td>Money</td>
<td>Money</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>sell vegetables from your garden</td>
<td>sell eggs from your chickens</td>
<td>mow your yard</td>
</tr>
<tr>
<td>Money</td>
<td>Money</td>
<td>Money</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>recycle bottles</td>
<td>pick up trash on your street</td>
<td>allowance</td>
</tr>
<tr>
<td>Money</td>
<td>Money</td>
<td>Money</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>walk neighbor’s dog</td>
<td>help grandparents</td>
<td>wash windows</td>
</tr>
</tbody>
</table>
**Focus**

How do we care for others, when we are in need too?

**Focus Scripture**

Matthew 25:35

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**Hunger Awareness Activities**

**Games from Around the World**

Often where there is poverty, children make up games that do not involve any equipment (such as balls, baskets, or skates). Explain the games and invite all to participate.

**BRAZIL: Will You Buy My Donkey?**

Players sit in a circle. One donkey and one donkey seller stand in the center of the circle of players. The seller tries to sell his or her donkey to other players. The donkey seller chooses one person and asks, “Will you buy my donkey?” The player must answer “No, thank you” without laughing—with a straight face. The seller then says, “But my donkey can do cool tricks like…” The donkey does what the seller says it can do, like tap dance, do a somersault, or sing a song. If the player can answer without laughing, the seller moves on to the next player. If the player laughs, he or she becomes the donkey, the donkey becomes the seller, and the seller gets to join the circle.

**PHILIPPINES: Light and Shade (Araw-Lilim)**

Find a place outside where there is light and shade. Play this game on a sunny day or a moonlit night. One player is the tagger. He or she tries to tag or touch any one of the players who are in the light. A runner is safe from being tagged by staying in the shade. The one tagged becomes the tagger in the next game. If there are many players, the game becomes more interesting by having two or three taggers at the same time.
Divide the players into two equal teams. Name one of the teams *Crows* and the other *Cranes*. Line the two teams facing each other, about four or five feet (a meter or two) apart. Create a safety zone about 20 to 30 feet (six to nine meters) behind each team by drawing a line with sidewalk chalk or painter’s tape. Flip a coin. If the coin comes up heads, call “Crows!” The crows must turn and run with the cranes after them. If any crows make it to the safety zone, they are free. If a crow is tagged (tapped on the shoulder by a crane), it becomes a crane. After each round, line up the cranes and crows in their starting places again, and flip the coin. Play as long as you like.


**Sustainable People**

As in the example of today’s story of the people in Nakwamekwi, who cared for themselves so they could care for others in their village, participants will create a visual example of what it means to live a whole and sustainable life.

**Setup and Materials**

- Large pieces of butcher paper or newsprint (or draw outlines of one another’s bodies with sidewalk chalk on the floor or wall)
- Scissors, colored paper, and glue
- Washable markers or crayons

**Instructions**

Engage in a conversation about sustainable living. Discuss that living sustainably means living in a way that is healthy for our neighbors, our environment, and us. It means we take action to make the world a more peaceful and fair place. We commit to live sustainably by creating images of ourselves (self-portraits) and describing ways we can live sustainably.

Participants help trace outlines of one another’s bodies on the paper and cut them out. Each participant should write his or her name on the chest of the cutout and add details to personalize it.

Instruct participants to write or draw the way they choose to create shalom with the way they live. For instance, on the brain, they may write, “I will learn about what I can do about poverty” or on the pocket, write, “I will buy fair-trade products.”

When everyone finishes decorating the “sustainable people,” post them on a wall as a mural. Encourage participants to live out their commitments.

—“Sustainable People” adapted from Outreach International’s Hunger Challenge, www.outreach-international.org/hunger-challenge. Used by permission.
**Focus**
How do we care for others, even when we are in need too?

**Focus Scripture**
John 21:15–19

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**Hunger Awareness Activities**

**Feed My Sheep**
Participants will brainstorm ideas to create shalom in response to poverty and hunger. They will display the ideas on paper “sheep.”

We have explored four stories about creating shalom—stories that show creative responses to hunger and injustice.

**Story 1:** The Face of Hunger: At the Table—Council Bluffs Open Table

(Ask a volunteer to summarize the story in one sentence, for instance: “We learned to gather with people around a table to develop friendships, discover goals, and work with people to find ways to help them accomplish their dreams.”)

**Story 2:** The Face of Hunger: On the Street—Clay Cross Foodbank

**Story 3:** The Face of Hunger: In the Neighborhood—Pensacola Congregation

**Story 4:** The Face of Hunger: In the Village—Nakwamekwi Farm

**Setup and Materials**
- Paper sheep (print 35 copies of the sheep page at the end of this lesson)
- Washable markers
• Newsprint or butcher paper
• Tape

**Instructions**

Today’s scripture story is Jesus’ call to Peter to “feed my sheep.” Invite someone to read John 21:15–19.

Divide the group into four teams (with any number of team members per team). Assign each team one of the four words: **TRANSFORM** (**TRANSFORMATION** may be too long for most groups), **GENEROSITY**, **JUSTICE**, or **WHOLENESS**. Give each team enough paper sheep to spell its word on the sheep, using one letter per sheep (for example, **JUSTICE** = seven letters, seven “sheep” papers). On the sheep, they are to write the letters of the word they are given, one letter per sheep (see sample). Then, underneath that letter on the paper sheep, they are to brainstorm together and write an idea of how they can help create shalom starting with that letter.

When teams have completed this task, they can tape their sheep to newsprint or butcher paper, and post on a wall. Allow time for each team to share its ideas with the class.
Every 3.5 Seconds
Participants will visualize the magnitude of survival rates resulting from ending poverty and hunger around the world. This activity is a contrast to the one experienced in the first session.

Setup and Materials
• Background music
• Stopwatch, clock, phone, or watch that shows seconds
• Bell or chime
• For each person: one long-stem candle (and method for lighting it), flameless tea light, or small flashlight

Instructions
Seat everyone in a circle. Dim the lights in the room if possible.

Summarize
In our focus on ways to create shalom, we looked at some compelling and at times dire statistics. But the good news is that nearly one billion people have been taken out of extreme poverty in the past 20 years.*

Part of that success comes from the transfer of wealth from the developed world through a gift of goods or aid. Some of that success, and the only success that makes a truly sustainable change, is the approach that focuses on relationships and partnerships. Outreach International calls it “participatory human development.” Similar organizations refer to it generally as “authentic participation.” This means those in poverty know best what they need to change their lives. They need to participate in the process and to collaborate with those who have access to resources and methods to make lasting change a reality.

The great news is that streets, neighborhoods, and villages become models—signal communities—for those nearby. And good news travels fast. Soon people in neighboring towns wonder why a previously impoverished area is doing so well. One group of people, in building relationships, shares the good news with another group.

A person dies from poverty-related causes every 3.5 seconds throughout the world. But, if we share God's vision of shalom—of wholeness, transformation, generosity, and justice—we can abolish poverty and end suffering.

Invite participants to sit in a circle and give each a candle or light. Turn on background music and instruct them to turn on their lights or light their candles around the circle in turn, whenever the chime sounds or a bell rings. Each light represents a person who survives (rather than dies) every 3.5 seconds, because of the faithful and effective response of people who care.

When all the lights are on, share a prayer or affirmation with the group. Pray that each one will go forward in response to Jesus’ call to “Feed my sheep.”


*www.economist.com/news/leaders/21578665-nearly-1-billion-people-have-been-taken-out-extreme-poverty-20-years-world-should-aim