Create Shalom:
Abolish Poverty, End Suffering

Community of Christ
Lessons for Children Ages 6–11
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Community of Christ

Reunion 2014
Create Shalom: Abolish Poverty, End Suffering
Lessons for Children Ages 6–11
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**Introduction**

This course includes six lessons for children ages 6–11 to learn who they are as Community of Christ and how they can share God’s vision of shalom with those who are hungry. It addresses the Mission Initiative Abolish Poverty, End Suffering with stories of Jesus Christ in ministry to the hungry, as well as stories of Community of Christ in response to those who are hungry or struggling in poverty in various places of the world. It emphasizes sustainable change and just action, as well as compassionate response in times of need.

**Materials for All Lessons**

Before the first lesson, gather the materials listed below. You will need these for all lessons.

- A flip chart or poster board and markers (or a whiteboard and dry-erase markers)
- Pencils, crayons, and washable markers
- Healthy snacks and drinks
- Bible (New Revised Standard Version)
- Doctrine and Covenants 163:4a —online at www.CofChrist.org
- Construction paper and tape or push pins to make signs for classroom walls
- A globe or world map
- Flags made of small self-adhesive paper sheets. Label each flag with “Create Shalom.”
- Children’s passports (created in lesson 1)
- Music
  - “All around the World”
  - “G*E*N*E*R*O*S*I*T*Y”
  - “Let Us Answer the Call”
- *Community of Christ Sings* (CCS) —order from www.heraldhouse.org
  - “As God Is Joy” CCS 366
  - “Draw the Circle Wide” CCS 273
  - “Find Your Wholeness” CCS 643
- Find a list of specific materials and supplies with each lesson.

**Music, Games, Crafts**

Music, games, and crafts used in these lessons are listed below.

**Music**

- “All Around the World” ......................... 48
- “G*E*N*E*R*O*S*I*T*Y  ....................... 54
- “Let Us Answer the Call” ....................... 55

**Games**

- Bridge, House, Well ......................... Lesson 3
- Create Shalom ............................. Lessons 4 and 5
- Crows and Cranes ......................... Lesson 6
- Face It .................................... Lesson 2
- Light and Shade .......................... Lesson 6
- Red Rover ................................ Lesson 1
- Tug o’ Peace ................................. Lesson 2
- Will You Buy My Donkey? ................. Lesson 6

**Crafts**

- Expression of Shalom: Mandala ............. Lesson 1
- Local Project: Plant a Gift ................. Lesson 5
- Passport .................................. Lesson 1
- Sheep .................................... Lesson 6
- What Can We Do? ........................ Lesson 6
- Working Together: Squiggles .............. Lesson 2
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

Objectives
The learners will…
• define hunger, poverty, poor, and shalom.
• discover there are many hungry people in the world and see the disparity between rich and poor.
• discover who they are as Community of Christ and disciples of Jesus Christ by reading We Share.
• create a mandala expression of God's vision of shalom using clay or markers.
• make a passport to begin their mission to Abolish Poverty, End Suffering.
• learn songs of Community of Christ.

Materials
• Red Rover Game: construction paper (one sheet for each child), broad-tipped washable markers, safety pins or fabric tape (or duct tape) to attach paper to children's shirts
• Mandalas: craft paper or newsprint to cover tabletops, large cardboard circles (16 in./40 cm.): one for each group of children (see activity instructions); colorful air-drying clay or washable markers
• Who Is Hungry? Two bowls, 83 uncooked beans or other small objects
• Passport: Photocopy one passport for each child (from last pages of this lesson). Assembly requires scissors, double-sided tape, and a stapler.
  Optional: instant-print camera to take a "passport" photo of each child

Resources
• We Share by Monica Bradford, illustrated by Sue Cornelison (Herald Publishing House, 2012, ISBN 9780830915743) or PowerPoint slides included on the companion CD and projection equipment
Welcome

Warmly welcome children as they enter the space. Invite children to sit in a circle with you and offer an opening prayer for the day’s activities.

Go around the room to welcome each by name and discover where they come from. Give each child a sheet of construction or copy paper and a broad-tipped marker. Have each child write on the paper his or her name and home city. If you like, have them include home state or province and country. Use safety pins, fabric tape, or duct tape to attach paper to each child’s shirt. Now play Red Rover to get to know each other better.

Play Red Rover Game

Invite children to play a game called Red Rover. Tell children rover means “one who roves,” a “traveler.”

Divide the class into two teams, and form two lines of players, about 30 feet apart. Each team holds hands forming a chain. We will call these Team A and Team B.

Explain the game: Team A calls out, “Red Rover, Red Rover, send [name of player on Team B] right over.” In this version of the game, say, “Red Rover, Red Rover, send someone from [Canada, the Bronx, Springfield] right over.”

In the traditional game, the goal for the person called is to run through Team A’s line by breaking their chain of hands. In our game, the calling team welcomes the new person called over by patting the player on the back, shaking hands, and saying the child’s name. The goal in our game is for each team to welcome someone new from the other team until all children have been welcomed to the opposite side.

Definitions: Hungry, Poor, and Poverty

Tell children we will explore together how we can respond to people who are hungry, poor, and live in poverty. Write these words on a flip chart. Ask children if they know what each of these words mean. Let them brainstorm and come up with definitions on which all agree.

Hungry—wanting or needing food
Poor—lacking money or resources
Poverty—living without money and resources needed for health, safety, or opportunity

Explain that poverty and hunger happen in every part of the world. It happens in places far away, on our own streets, and in our own neighborhoods. Hunger can make you sick if you have not had food for many days, or when the only food you have is not healthy for you. People can become hungry and poor from many causes: perhaps rains don’t come and a farmer can’t grow crops to sell for money, or the vegetables in the garden don’t grow so the farmer’s family is hungry. Perhaps a father or mother loses a job and can’t buy food. Or maybe a disaster like a tornado, fire, or flood causes the hunger.

There is much hunger and poverty in the world, but God hopes we respond by caring for others.

Who Is Hungry?

Divide the class into two groups again. Give one person in each group an empty bowl. Tell one group: this group is the richest 20 percent of the world’s people. The second group is the poorest 20 percent of the world’s people.

Put one bean in the bowl of the poorest group, and 30 beans in the bowl of the richest group. This is how the world was 50 years ago; the world’s richest people had 30 times the income of the world’s poorest people. That means if a person living in poverty makes $10 today, a rich person makes $300. Imagine that!

Now add 35 more beans to the rich group’s bowl. Leave the single bean in the poor group’s bowl. Tell them this is how the world was just a year ago. The wealthy people have 65 percent of the world’s wealth, and those in poverty only have one percent. In other words, the rich people became even richer, and the poor didn’t do any better.

Discuss with children: do you think this is fair?

Have children read Doctrine and Covenants 163:4a and Isaiah 58:6–7. Paraphrase the scripture passages if you wish.

God, the Eternal Creator, weeps for the poor, displaced, mistreated, and diseased of the world because of their unnecessary suffering. Such conditions are not God’s will. Open your ears to hear the pleading of mothers and fathers in all nations
who desperately seek a future of hope for their children. Do not turn away from them. For in their welfare resides your welfare.

—Doctrine and Covenants 163:4a

Is not this the fast that I choose: to loose the bonds of injustice…to let the oppressed go free…to share your bread with the hungry, and bring the homeless poor into your house…

—Isaiah 58:6–7

Ask: What do these scripture passages say to us? Summarize by saying that in Community of Christ, one of our Mission Initiatives is to Abolish Poverty, End Suffering. Let’s learn what we can do about that.

Share a healthy snack.


RESPOND
Takes the learners from hearing to doing

Definition: Shalom

Write the word SHALOM on a flip chart.

Invite children to create a definition of shalom. (Shalom means a fullness or completeness of peace.) Have you ever felt this way? Where did it happen? Who were you with? Tell about it. This is God’s vision for creation: shalom.

Ask children to imagine a perfect world—the world the way God created it. Discuss:

• What do you think this perfect world looks like?
• What is in it (such as, what animals, plants, people, and water sources)?
• What would it feel like to live there?
• How would the inhabitants act with one another?
• Do you think people would be sad in this perfect world? Would they be poor? Would they be hungry?

What Can We Do? We Can Share Shalom

Tell children:

In our classes, we are going to travel to many places in different parts of the world and be the people Jesus Christ taught us to be. We are going to find people who are suffering, hungry, and very poor and we are going to learn how to abolish poverty and end suffering the best we can!

First, let’s get ready for the journey. Let’s find out who we are and what we believe. As followers of Jesus Christ and members of Community of Christ, we believe in certain things. These are written in a book you may have already read. The title of the book is We Share.

Have children 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). Stress 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).

Ask children these questions and write their responses on a flip chart:
• What do we share? What do you remember from what we just read?
• With whom do we share?
• What do we believe about community? (God’s vision is for us to live in peace together; we are to live like Jesus in community with others, we trust in and belong to each other, we make good choices to make our world better, and so on.)
• What does it say about being different from others? (It makes us stronger.)
• Whom are we supposed to be like? (Jesus)

Expression of Shalom: Mandala

Invite children to create an expression of shalom—of creation at peace—as God imagined it. Tell the children to create a mandala that depicts what they think God’s vision of shalom is for all creation. It can include images, symbols, colors, or shapes that represent plants, animals, stars, sky, and people sharing with one another. Have them work in groups, using either air-drying clay or colorful markers.

The mandala artwork should be in the shape of a large circle. A mandala is a geometric figure that represents the universe, usually in a circle, with designs repeated around the center. Suggest children think about some of the images from the We Share book to include in their mandalas.

In a large class, divide children into groups of four, with each group gathered around a table. Cover tabletops with craft paper or newsprint. Trace large circles on cardboard, about the size of a large pizza (16 in./40 cm.). Each group will need one cardboard circle.

Choose one of these two methods—or one that fits your group and space—for creating a shalom mandala:

1. Use colorful air-drying clay to create a three-dimensional clay mandala on the cardboard circle.
2. Use washable markers to draw and color a mandala on the cardboard circle.

The groups will start in the center of the cardboard and create repeated patterns in rings around the center until the whole cardboard is filled. When all have finished, review the artwork and hear children’s explanations of what they created. Display the artwork for others to enjoy.

Note:
Watch How to Grow a Mandala at www.youtube.com.

More mandala creation options:

► Cut shapes from construction paper and tape to large concentric circles outlined on a wall with painter’s tape.

► Go on a nature walk and collect items to place around the concentric circles of a mandala drawn on a large sheet of paper.

Globe and Passports

Show the globe or world map. Invite children to point out the state and country where they live. Tell children that to travel to places outside our own country, we need passports.

A passport is a legal document given by a person’s government. A passport shows the traveler is a citizen of a country with a right to protection while traveling to other
countries. Each country a person travels to stamps the passport and puts a date on the stamp so the traveler can legally travel in that country.

Make passports:

1. Photocopy one set of pages (at the end of this lesson) for each child.

2. Children will cut on solid lines, fold on dotted lines, and tape pages together using double-sided tape.

3. Have children assemble so the page numbers are in order and staple along the fold to make a booklet. (Tell children to be careful with staples.)

4. Trim around all pages following the rounded lines on the cover.

5. Children write their names on the covers of their passports, and then write their names and addresses on page 1.

6. If possible, take photos of the children, print and have them tape to page 1 in their passports. Or have children draw pictures of themselves in the box on page 1.

7. On page 2, today’s theme, children will write the word SHALOM in the center of the circle stamp.

8. Remind children to bring their passports to the next class, or keep passports in the classroom.

SEND

Explores how the lesson might be lived out

Tell children that today we learned about God’s vision for creation: shalom, and we created Mandalas of God’s vision of shalom. We learned from We Share who we are as followers of Jesus Christ. When we remember who we are, we can go on this mission to Abolish Poverty, End Suffering. We have these skills: to give hope, share love, seek peace, live peacefully together, be like Jesus, care for everything God created, value and love all people, use our gifts to do good, be peacemakers, make good choices to make the world a better place, and trust in and belong to one another.

Learn to sing these songs and sing each day during the Send segment. Music includes:

- “All Around the World” (p. 48)
- “As God Is Joy” CCS 366
- “Draw the Circle Wide” CCS 273
- “Find Your Wholeness” CCS 643
- “G*E*N*E*R*O*S*I*T*Y” (p. 54)
- “Let Us Answer the Call” (p. 55)
- “Peace Salaam Shalom” CCS 310

BLESS

Time of prayer, praise, blessing, and hope

Offer a blessing on the children and invite children to share their prayers.
PASSPORT  Print one set on a color printer for each student. Cut on solid lines, fold on dotted lines. Tape pages together, staple book.
What I will do at my table:
__________________________
street:
__________________________
neighborhood:
__________________________
village:
__________________________
Name:
__________________________
City/State/Province/Country:
8

PASSPORT continued

Create Shalom: Come, You Hungry

Feed My Sheep

My Idea:

PAGE 1 (tape to back of page 2)

PAGE 2 (tape to back of page 1)

PAGE 7 (tape to back of page 8)

PAGE 8 (tape to back of page 7)
PASSPORT continued

In the Village

My Idea: 6

At the Table

My Idea: 3

On the Street

My Idea: 4

In the Neighborhood

My Idea: 5
Focus
How does sharing a meal help build friendships and change lives?

Focus Scripture

Objectives
The learners will...

- share with other students in a cooperative game called "Tug o' Peace."
- define transformation.
- explore a Jesus Story about transformation when Jesus shared a meal with his disciples.
- explore the Create Shalom Story: Open Table about the Council Bluffs Congregation in Iowa sharing to transform lives.
- work together to create a drawing from an initial squiggle.
- write an invitation to someone they would like to invite to their table.
- play a friendship game called "Face It."
- learn songs of Community of Christ.

Materials
- Long rope to play “Tug o’ Peace”
- Optional: Shel Silverstein's poem “Hug o’ War”
- “Shalom Village” sign
- “Council Bluffs Open Table” sign
- Masking or painter’s tape, or sidewalk chalk to draw on classroom floor
- Blank invitations, one for each child

Create Shalom Village
Shalom Village will be a representation of a village you add to daily with each new story location. Mark off a corner of the classroom—a large enough space for children to easily move around in (use sidewalk chalk or painter’s tape on the floor to mark a large space). Tape a “Shalom Village” sign to the wall.

For today’s lesson, add a table to the space and chairs enough for everyone to sit around the table together.
Welcome

Warmly welcome the children as they enter the space. Invite children to sit in a circle with you and offer an opening prayer for your time together.

Tug o’ Peace

Divide children into two groups and have them sit on each side of a long rope. Ask if any have played the game “Tug o’ War”? Explain that they are going to play a “Tug o’ Peace” game instead. The goal of the game is for each team to pull on the rope in such a way that it pulls both groups into a standing position at the same time. Be careful that children don’t hurt their hands on the rope. After playing the game, discuss that “Tug o’ Peace” is a cooperative game. Why is it good to learn to cooperate with others and work together? What did you learn about working together?


ENGAGE

Invites exploration and interaction

Jesus Story: Jesus at a Meal with Friends

Tell children today’s Jesus Story is about two people changed by meeting Jesus. Invite children to walk with you outside along a path, if possible. Tell the story of two disciples who were walking on the road from Jerusalem to the town of Emmaus. (If possible, show where these towns are on a first-century Bible map.) The disciples were telling a traveler all about Jesus and the cross; Jesus had just been crucified. Invite kids to tell you everything they know about Jesus as if you are the traveler (Jesus) with whom the disciples are talking.

The disciples enjoyed talking to this traveler so much, they wanted him to come to the town of Emmaus and eat with them there. The traveler agreed!

Gather the children at the table in Shalom Village with you. Continue the story. Tell them that while the disciples were talking with a traveler they thought was a stranger, they suddenly recognized him as Jesus!

Tell children this is the idea behind another story we are going to share together today. Connect with today’s scripture passage on how we “see” each other when we are in relationship together. Ask a volunteer to read Luke 24:13–35 from a Bible or the adapted version below:

Two of Jesus’ followers were going to a village called Emmaus…talking with each other about everything that had happened. While they were talking, Jesus himself joined them, and walked with them, but they didn’t recognize him. As they came near the village, they begged him, “Stay with us as the day is nearly over.” So he went in to a place to stay. When they were at the table, he took bread, blessed and broke it, and gave it to them. Then their eyes were opened, and they recognized it was Jesus; but he vanished from their sight. They said to each other, “Were not our hearts burning within us while he was talking to us on the road, while he was explaining the scriptures to us?” They got up and returned to Jerusalem; and they found the eleven disciples gathered together. They said, “The Lord has risen indeed!” Then they told what had happened on the road, and how Jesus was made known to them when they shared the bread at the table.


Ask: What happens when we share a meal together? (We become closer friends, we get to know each other, and we care about each other.)

Definition: Transformation

Write the word transformation on a flip chart. Invite children to create a definition of transformation. Transformation is a complete or dramatic change. Ask: In the Jesus story, was Jesus changed or were the disciples changed? (Or perhaps both?) As disciples of Jesus Christ, we can become transformed (changed) in a way that makes us more like Jesus, caring for and sharing with others.

Share a healthy snack with the children.

Create Shalom Story: Open Table

While still at the table in Shalom Village, tell children that each day, this is the location for storytelling as they explore places where people are sharing God’s vision of shalom.

1. First, find the setting of the Jesus Story (in the general Jerusalem area). We may not locate the Jesus Stories on a map every day, but for this first day, as children “travel” around the globe to discover where stories happen, it’s important for them to see also where Jesus’ ministry took place (in a general way). Put a Create Shalom sticky-note flag there.
2. Have children find Council Bluffs, Iowa, USA, the setting for today's story, on a map or globe. Put a Create Shalom sticky-note flag there.

3. Have children turn to “At the Table” on page 3 in their passports and write “Council Bluffs, Iowa” on the stamp on that page.

4. Add the sign for Council Bluffs Open Table on the wall near the table.

Tell the story:

The people in the Council Bluffs Congregation like to help people in need. They have a thrift store, and a pantry. (Ask: What is a thrift store? What is a pantry?)

They helped people who were poor, but they didn't know the people. They weren’t friends with them. The Council Bluffs Congregation didn't like this. They wanted to know these people better.

One day, they met a man named Andy. They invited him to their congregation, to sit at a table and talk with them.

Andy told how he lived in poverty, how he didn't have an education, how he had lost his job, his home, and his family. He told his story and described his hopes for the future. The people of the Council Bluffs Congregation listened. They wanted to help Andy in two ways:

1. They wanted to make a plan with Andy so he could feel God's love and experience God's shalom. They knew for Andy this meant medical care, a place to live, education, and other help.

2. They wanted to become his friends.

People call this way of helping other people Open Table. Open Table is a way a group of people can gather around one person or family to work together to help the person or family find a way out of poverty. They sit at a table to talk about the person's dreams and needs. They may help the person with a job, a car, riding the bus, insurance, a place to live, education, a career, or medical care. They don't tell a person what to do. They become friends to work together. All are blessed by the friendship when they do.

Andy learned to budget his money, share the story of his life, and fix his family relationships. He learned how to make responsible choices, and how to forgive. Eventually he was baptized by Community of Christ priesthood in the Council Bluffs Congregation—Andy's new community of friends.

These friendships are just as important as helping with money, clothing, food, and a place to live. Friendship is what Jesus showed us how to share.

Ask: What is your idea of sharing with someone at a table (in other words, sharing a meal or giving other kinds of help), someone you can talk with? Write your idea in your passport on page 3 “At the Table.”

RESPOND

Working Together: Squiggles

Encourage kids to understand we have to work with others to share God's shalom.

Divide the class into groups of four children each. Sit around tables or on the floor. Give each group a large sheet of paper (larger than letter size) and draw a large squiggle on each sheet of paper. Challenge groups to draw a picture together using the squiggle as a starting point. Choose:

1. Jesus sitting at the table with his two disciples in Emmaus.

2. The people of the Council Bluffs Congregation at the table with Andy.

3. A drawing of themselves sitting with a friend at a table.

The goal is for the children to work together as a team and turn the squiggle into a beautiful picture. There are many ways to help others, but what works best is if we become friends first.

Have the groups show their drawings and tell what it was like to work together. Display their drawings.
**Invitation**

Ask: Have you ever invited someone to a meal or into your home or your group? Tell about it. Give each child a blank invitation and markers or crayons. Have each one draw a picture of someone they could invite to sit at a table with them. On the front of the card, they may write the person's name. When they go home from class, they may use this as an invitation to invite that person to begin a new friendship.

**Play a Friendship Game: Face It**

Have children choose a partner (or assign partners) and have them face each other. Play the game in three stages:

1. One member of each pair makes a face and his or her partner has to “mirror” it (i.e., the child might raise both eyebrows, smile really big, wink an eye, or laugh in a silly way). Then it is the receiving child’s turn to start the funny faces, and the first person to mirror them.

2. Now put two teams together. One team decides together what action to do, which now can include body movements, and the second team has to mirror them. Teams take turns being leaders in this part of the game.

3. Put half the teams on one side of the room, with the other half on the other side. Each group has now become a big team that must decide together what movement they will make. All children on the team have to do the movement together (for instance, all hop on one foot, or turn in a circle). The second team has to mirror the movements of the first group. Then the second team makes up movements for the first group to do. The movements can become complex, but the starting team has to be able to do it (for example, one person cannot stand on his head—everyone must be able to do the movement on a team).

4. Optional: Allow the class to form one big group and plan some movements that you will mirror. The children will love it!

**SEND**

Explores how the lesson might be lived out

Sing the songs introduced in lesson 1 or other favorite songs from the *Community of Christ Sings*, camp songs, or others.

**BLESS**

Time of prayer, praise, blessing, and hope

Offer a blessing on the children and invite children to share their prayers.
Council Bluffs

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

Focus Scripture
Matthew 15:32–39

Objectives
The learners will...
• add their home street names to a sign in Shalom Village and describe what happens on their streets.
• define generosity.
• explore a Jesus Story about generosity in which Jesus cares for thousands who are hungry.
• explore a Create Shalom Story about the Clay Cross Foodbank that meets emergency food needs for people.
• create storefronts for Shalom Village of services that help people in need.
• play “Bridge, House, Well,” a game of safe places and close friendships.
• sing songs of Community of Christ.

Materials
• Sidewalk chalk, or masking or painter’s tape
• Snack of “loaves and fishes” (fish crackers and oyster crackers)
• Paper sign: “Clay Cross Foodbank”
• Optional: photos of Clay Cross Foodbank
• Optional: whistle for game

Shalom Village
Before class, add to Shalom Village some “streets” on the floor, marked with masking tape or sidewalk chalk.
During today’s lesson, children will add street signs and buildings that provide emergency services.
GATHER
*Activates background knowledge, prepares, and motivates for lesson*

Warmly welcome the children as they enter the space. Invite them to sit in a circle with you and offer an opening prayer for your time together.

Invite children to Shalom Village with you. Have children create “street signs” by writing the names of their home streets on letter-sized paper and taping them to the walls.

Sit by the street signs, find on what street each child lives, and discuss:

1. What events happen on their streets—kids riding bikes, people walking dogs or pushing babies in strollers, people riding bikes, kids playing basketball, lemonade stands, vegetable markets, or children singing?


3. Could you get help on your street if there was an emergency?

Have kids use large sheets of butcher paper, newsprint, poster board, and markers to create storefronts or building facades of places to help people in emergencies (such as a food market, homeless shelter, medical clinic, or other locations they identified in their discussion). Add these “storefronts” to Shalom Village. Our village, street, and neighborhood can be places where we feel we belong, and are cared for and safe.

ENGAGE
*Invites exploration and interaction*

**Jesus Story: Jesus Feeds a Big Crowd**

Invite children to walk or sit with you outside (if possible) as you tell the story of Jesus preaching to the crowds. Have children locate today's stories on the map or globe you flagged in the previous class.

People knew Jesus by this time. They knew he had a special message. They began following him. In this story, Jesus and his disciples were traveling through the countryside. Jesus was teaching people about God and healing the sick. The crowds grew larger until there were thousands of people following him. They followed him until they were far from their homes. Jesus and his disciples became concerned the people were hungry. *This was an emergency!* Does anyone know what happened next?

Read today’s scripture passage or ask a volunteer to read it from a Bible or this adapted version:

Jesus called his disciples to him and said, “I have great love and concern for these people, because they have been with me now for three days and have nothing to eat; and I do not want to send them away hungry….” The disciples said, “Where are we to get enough food in the desert to feed such a huge crowd?” Jesus asked, “How many loaves of bread do you have?” They said, “Seven, and a few small fish.” Jesus had the crowd sit on the ground, took the seven loaves and the fish. After giving thanks he broke the food and gave them to the disciples, and the disciples gave them to the crowds. And four thousand men, besides women and children ate and were filled. They picked up seven baskets full of leftovers.

—Matthew 15:32–39, adapted

Ask children to retell the story. Start them out with “Jesus was telling a large crowd of people about God’s vision of shalom…. ” Ask each child to add a sentence to the story.

When done, summarize that Jesus and his disciples cared for the needs of the crowds who needed emergency food. Some believe that when Jesus and the disciples began sharing, the crowd also generously shared what they had so there was enough for everyone, with some leftover. We should follow Jesus’ example too, to share generously what we have with others. What does “generous” mean?

**Definition: Generous**

Write the word *GENEROUS* on a flip chart. Invite children to create a definition of generosity. Generosity is the way God loves us and the way we love others. We should give from our hearts to help God, others, and ourselves. This is giving to our true capacity.

Sometimes people need food in case of an emergency. Can you think of times like that? (floods, fire, hurricanes, earthquakes) How do we help people at those times? (collect cans of healthy food and drinks for them)

Share a snack of “loaves and fishes” with children. “Loaves” can be oyster crackers, and “fish” can be fish-shaped crackers, or serve any other healthy snack. Include water or a healthy drink.
Create Shalom Story: Clay Cross Foodbank

Invite children to gather at the table in the village.

1. Have children find Clay Cross, Chesterfield, UK, on the globe or map. (It is north of London, about 150 mi./240 km.) Put a Create Shalom sticky-note flag there.

2. Have children turn to “On the Street” on page 4 in their passports and write “Clay Cross, UK” on the stamp on that page.

3. Add the sign for Clay Cross Foodbank near the new village buildings.

4. View the pictures of the Clay Cross Foodbank.

Tell the story:

Foodbank is a program in food markets (grocery stores) that collects food to give to people in emergencies. Foodbank works with churches and communities in the United Kingdom. There is no budget for buying food, yet the warehouse is always full. Foodbank relies on the generosity of the community—people giving from their hearts, out of their own generosity.

The local Community of Christ congregation in Clay Cross, United Kingdom, has inspired 96 volunteers from 20 churches to set up a Foodbank in three food markets. Volunteers ask shoppers to give a can or two to help local families. Foodbank helps people by providing three days of emergency food.

Some customers give a whole trolley (shopping cart) load. One customer bought and gave the whole stock of instant mash potatoes. One weekend, Clay Cross Foodbank collected enough food to last six months—13,200 lbs. (6,000 kg.).

Community of Christ in Clay Cross helped one man, Steven, who was angry after losing his job and benefits. He didn’t want a church or grocery store to help him. He was embarrassed. But he made friends with Community of Christ members, and now he not only gets emergency food from Foodbank, he also gives food when he can!

Discuss: In what ways did the people helping with the Foodbank program show generosity?

Note: For more information, look up Clay Cross Foodbank online at www.claycross.foodbank.org.uk.

RESPOND

Places of Caring and Generosity

Continue the discussion:

1. Have you ever helped someone in an emergency? Tell about it.

2. Have you been in an emergency and needed help from another? How did it feel?

3. Do you have a food pantry or foodbank in your congregation or community? Tell about it.

4. How can we share generosity with people in emergency situations?

What Can We Do?

Ask children: What is your idea of helping someone in an emergency?

Discuss their ideas first. They may wish to collect cans of food, help set up a food pantry or neighborhood garden, learn first aid, help with a soup kitchen, pack extra food for their school lunches in case other children do not have lunches, work in a community garden, or other service projects.

Invite children to share their final ideas with one another and finish the sentence “I will …” at the bottom of page 4 in their passports.

Play a Game: Bridge, House, Well

Show the actions for Bridge, House, and Well before playing the game.

Bridge: Outside people arch their arms up together to make a bridge. The middle person lies down on his or her stomach and wiggles like a flowing river, or makes a fish face with his or her hands as the gills.

House: Outside people make a roof with their straight arms arching over the person in the middle. The middle person acts as a door (opening his or her arms like a door on a hinge) or a window (holding their arms in the shape of a square with his or her smiling face in the window).
**Well:** Outside people hold up hands in the shape of a big circle (like hugging a tree or large beach ball). The person in the middle can act out working a pulley to raise a bucket of water from the well and drinking from it.

Have all players stand in a circle shoulder to shoulder. Ask a volunteer to be the caller. The caller stands in the middle of the circle. The caller will point to a player in the circle and shout out either “Bridge,” “House,” or “Well.” The person you point to and the children on each side of that person must make the shape of the command with their bodies. If any of these three players make the wrong shape or does it too slowly, they switch places with the caller.

A person does not want to be in the middle for a long time—the caller should try to surprise or trick the players they point to so they can switch out. There are no time limits to this game, but make sure to stop while the participants are still having fun so they will want to play it again!

### Adaptations:

1. Invite all children, in groups of three, to form either a Bridge, House, or Well. When you blow a whistle, the children must change position (a child who was drinking water from the well now must become part of the well; a child who is inside the house now must become part of the structure of the house). Blow the whistle often to keep regrouping them.

2. When all children are in shapes of a Bridge, House, or Well, blow a whistle and children inside each structure must move to another structure.

3. When all children are in shapes of a Bridge, House, or Well, and you blow a whistle, they must change into another structure, for example, from a Bridge to a Well, or a Well to a House.

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**SEND**

*Explores how the lesson might be lived out*

Sing the songs introduced in lesson 1 or other favorite songs from *Community of Christ Sings*, camp songs, or others.

**BLESS**

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

Offer a blessing on the children and invite children to share their prayers.

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*Play a Game: Bridge, House, Well*

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Hunger Challenge,

[www.outreach-international.org](http://www.outreach-international.org)
Clay Cross Foodbank
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 Scriptures
Mark 7:24–30
Matthew 15:21–28

Objectives
The learners will…

• add to Shalom Village by drawing neighborhood homes on butcher paper or newsprint.
• define justice.
• explore a Jesus Story about Jesus responding to a person in need from another culture.
• explore a Create Shalom Story about the Pensacola Congregation in Florida meeting a need in their neighborhood.
• play Create Shalom, a game about using resources to respond to needs in an affirming, sustainable way.

Materials
• Butcher paper or newsprint, bold washable markers, tape or pins to display art on classroom walls
• Paper sign: “Pensacola Congregation”
• Create Shalom Game (at end of this lesson)

Shalom Village
During today’s lesson, children will add houses to the neighborhood in Shalom Village.
Warmly welcome the children as they enter the space. Invite children to sit in a circle with you and offer an opening prayer for your time together.

Create a Neighborhood
Write the word NEIGHBORHOOD on a flip chart. Invite children to create a definition of a neighborhood. A neighborhood is an area made up mostly of homes or apartments where people live.

Invite children to add neighborhood homes and buildings to Shalom Village. Provide large sheets of butcher paper or newsprint and bold washable markers for children to create neighborhood buildings. It could be their homes, a gas or petrol station, food market, school, or church. Tape or pin the building drawings to Shalom Village.

ENGAGE
Invites exploration and interaction

Definition: Justice
Write the word JUSTICE on a flip chart. Invite children to create a definition of justice. Justice is similar to “fairness,” but slightly different. Justice is what is right according to the law. When talking about justice today, we talk about what would be just and fair in God’s vision of shalom. When we work for justice, we are trying to change the cause of problems.

Ask children for examples of fairness and unfairness. Have they ever experienced unfair treatment?

Jesus Story: Jesus in a New Neighborhood
Invite children to walk with you along a path outside (if possible), and talk about the many days Jesus had been traveling and helping others. The crowds followed him wherever he went. Jesus liked to help people, but he became tired too! In this story, Jesus rested in a place where he thought people might not find him.

Arrive back at Shalom Village and sit at the table together. Tell children that in today’s story, Jesus went through a part of the country he usually did not cross, and he went into a home to rest.

Read today’s scripture passage or ask a volunteer to read it from a Bible or this adapted version (from two Gospel accounts):

Jesus went away to a land where he usually did not travel. He entered a house and did not want anyone to know he was there. Yet he could not escape notice. A Gentile woman came in, and bowed down at his feet. She begged him to heal her daughter. But he did not answer her at all. And his disciples urged him, saying, “Send her away, for she keeps shouting after us.” He answered the mother, “Let the children be fed first, for it is not fair to take the children’s food and throw it to the dogs.” But she answered him, “Yes, Lord, yet even the dogs eat the crumbs that fall from their masters’ table.” Then Jesus said to her, “Woman, great is your faith! Let it be done for you as you wish.” The mother went home, found her daughter lying on the bed, and the illness gone.

—Mark 7:24–30 and Matthew 15:21–28, adapted

Children might enjoy acting out this story after hearing it. Let them improvise based on what they remember of the story.

Discuss
1. What do you think of Jesus’ response? This doesn't sound like Jesus. Maybe he was tired. Did the woman give up her question?

2. The woman said, “Even the dogs eat the crumbs that fall from their masters’ table.” What do you think she was saying? She meant she was not included in the big feast, but she was happy with the crumbs that fell under the table. She would be happy with any little blessing she might receive, for the sake of her daughter.

3. When the woman stood up to Jesus, what did Jesus say to her when she talked about the crumbs? Jesus said, “Great is your faith!” Her daughter was healed. Imagine how accepted, loved, and cared for the woman felt! Perhaps this was a reminder for Jesus that we need to help those in need, even when we are tired and don’t feel like helping.

4. Sometimes we are in places or with people who are not part of our usual “crowd.” They may be different from our friends. We may feel strange, uncomfortable, or afraid. Do you ever feel like that? Do you know people who might feel like that? Tell about it.
Create Shalom Story: Pensacola Congregation

Today’s story is about a congregation in an old neighborhood. Perhaps at one time, the members of the congregation lived closer to the church, or the church neighborhood was new. Now many people who live in that neighborhood are poor.

1. Have children find Pensacola, Florida, on the globe or map (the westernmost city in Florida, in the Florida panhandle).

2. Put a Create Shalom sticky-note flag there.

3. Have children turn to “In the Neighborhood” on page 5 in their passports and write “Pensacola, Florida” on the stamp on that page.

4. Add the sign for Pensacola Congregation near the neighborhood houses in Shalom Village.

Tell the story:

The members of the Pensacola Congregation in Florida wanted to make friends with the people in their neighborhood.

One day a boy, “Junior,” came to a men’s meeting at the church. All he said was “I’m hungry.” The men grabbed some canned goods to send home with him, but Junior kept saying, “I’m hungry.” They realized he was hungry now. So, they found leftover chicken and rice from a potluck, warmed it up, and gave it to him. He sat at a table and wolfed it down. When he said again, “I’m hungry,” they gave him a second helping.

A few days later Junior brought other children to the church. The congregation began a Jesus and Me (JAM) club, and soon dozens of children were coming to the church to learn about Jesus. Their parents and grandparents came, too. Now the congregation is part of the neighborhood, sharing Jesus with people who live nearby.

We believe God’s vision of shalom is that no one will be hungry, live in poverty, or be left out. God’s vision of shalom is just and fair. When Jesus healed the Gentile woman’s daughter, he gave us a model of caring for everyone in our neighborhoods.

While at the table, serve the children a healthy snack.

What Can We Do?

Ask children: What is your idea of helping someone in your neighborhood? In your neighborhood, are there people who are overlooked, ignored, or not invited? Who are they?

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

Discuss the book: 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.

Invite children to finish the sentence “I will…” at the bottom of page 5 in their passports.

Play Create Shalom Game

In this game, a team of players will respond to hunger and poverty needs, using their best ideas and spending their resources wisely. This game is a life-sized game in which you set up the room as a game board. Children are their own game pieces and they move around the board, acquire resources, and collaborate on solutions. Directions and pages to create the game are at the end of this lesson.

NOTE: You may wish to create blank cards, too, so children can create their own ideas for how to earn Money (Money cards) for Skills (Skill cards), or a circumstance that needs a loving and generous response (Create Shalom cards).

SEND

Explore how the lesson might be lived out

Sing the songs introduced in lesson 1 or other favorite songs from Community of Christ Sings, camp songs, or others.

BLESS

Time of prayer, praise, blessing, and hope

Offer a blessing on the children and invite them to share their prayers.
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 children'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.

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

Create Shalom

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>15</th>
<th>10</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Money</strong> mow a neighbor’s yard</td>
<td><strong>Money</strong> birthday money</td>
<td><strong>Money</strong> tooth fairy</td>
</tr>
<tr>
<td>25</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>Money</strong> sell lemonade at your lemonade stand</td>
<td><strong>Money</strong> babysit</td>
<td><strong>Money</strong> recycle cans</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td><strong>Money</strong> sell vegetables from your garden</td>
<td><strong>Money</strong> sell eggs from your chickens</td>
<td><strong>Money</strong> mow your yard</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>Money</strong> recycle bottles</td>
<td><strong>Money</strong> pick up trash on your street</td>
<td><strong>Money</strong> allowance</td>
</tr>
<tr>
<td>10</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td><strong>Money</strong> walk neighbor’s dog</td>
<td><strong>Money</strong> help grandparents</td>
<td><strong>Money</strong> wash windows</td>
</tr>
</tbody>
</table>
Pensacola Congregation
Focus
How do we care for others, even when we are in need too?

Focus Scripture
Matthew 25:35

Objectives
The learners will…

- add to Shalom Village by creating drawings of farmland: such as fields of crops, vegetable gardens, or fruit trees.
- define wholeness.
- explore a Jesus Story about Jesus sharing God’s vision of shalom.
- explore a Create Shalom Story: Nakwamekwi about villagers in Lodwar, Kenya, planting crops and growing vegetables to help feed neighbors, even when they themselves were starving.
- play “Create Shalom” to brainstorm ways to respond to needs.
- plant flowers or vegetables as a local project.

Materials
- Butcher paper or newsprint and broad-tipped washable markers, tape or pins to post drawings
- “Nakwamekwi Farm” sign
- Photos of people in Nakwamekwi, at the end of this lesson
- Create Shalom Game
- Planting materials for “Local Project: Plant a Gift” in this lesson. See activity for more details.

Shalom Village
During today's lesson, children will add farm crops to Shalom Village.
Warmly welcome the children as they enter the space.

Invite children to sit in a circle with you and offer an opening prayer for the day's activities.

Invite the children to gather at Shalom Village.

Tell children that today we will complete our Shalom Village. What is a village? A village is a group of homes and buildings, larger than a neighborhood and smaller than a town, usually in a rural area. In rural areas, people often farm the land, grow vegetables and fruit, and use wells or pumps for water.

Provide butcher paper or newsprint and bold-colored markers for children to draw fields of crops, a vegetable garden, and wells or water pumps to add to Shalom Village. Pin or tape their drawings to Shalom Village.

This may be a good time to serve the healthy snack and drink for the children.

Create Shalom Story: Nakwamekwi

In Shalom Village, point out the sign “Nakwamekwi Farm.” Today’s story is about a congregation in Kenya, a country of Africa.

1. Have children find Kenya on the globe or map (Kenya is on the eastern side of Africa)
2. Put a Create Shalom sticky-note flag there.
3. Have children turn to page 6 in their passports “In the Village” and write “Kenya” on the stamp on that page.
4. Add the sign for Nakwamekwi Farm on the wall near the farm fields.
5. Show children photos of Nakwamekwi.

Tell the story:

Today’s story takes place in a poor village called Nakwamekwi. This land is very hot and dusty, with temperatures often over 105°F/40°C, and only a few inches of rain a year. It is hard for the people who live there to grow food. They don’t have enough or the right food to stay healthy, and they have little medical care or opportunity for education.

But the people are hardworking and caring. They get joy from sharing what they have, and they enjoy each other. A Community of Christ congregation is growing there. The congregation had a farm that for over 10 years has helped grow food to feed many in the village. But droughts (when it didn’t rain), and then floods, ruined the farm and many wells.

The people wanted to begin a new farm, up on a hill. They cleared the forest but had to stop. They had so little food they were too weak to work. They asked the church leaders for help so they could keep working. Money came for the food, and soon they had the strength to continue work on the farm. They planted crops and drilled wells. They harvested the crops, and now they are taking care of themselves and those who are hungry in the village of Nakwamekwi. They worked to have health and wholeness in their village.
**RESPOND**

*Takes the learners from hearing to doing*

**What Can We Do?**

Our mission is to help create God’s vision of shalom, to abolish poverty, and end suffering. All people can do their parts to reach this goal. As the people in Nakwamekwi village believed, we experience shalom when we live in a community where all are doing well. Sometimes we need to help others for a while, because our goal is to create God’s vision of shalom for everyone. But we also want people to help themselves. That is how people feel “whole.”

Ask children: What is your idea of helping yourself, as the people in Kenya did, so you can help others?

Discuss their ideas. They may wish to learn skills, like cardiopulmonary resuscitation (CPR) or first aid, playing an instrument, or mastering a language other than their own. Or they may wish to save more of their money to give to mission tithes (local, mission center, and worldwide ministries) or to organizations that help others in a sustainable way. Or they may wish to be more willing to respond to needs when asked.

Invite children to share their final ideas with one another and finish the sentence “I will …” at the bottom of page 6 “In the Village” in their passports.

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**Play Create Shalom**

Play Create Shalom again today so children become more experienced responding to needs. Their responses and ideas today should be more thoughtful and creative because of the example of the people of Nakwamekwi.

**Local Project: Plant a Gift**

Plan a project on the church land, in the neighborhood, or for a person in need that involves planting and growing. It can be planting herbs or beautiful flowers in pots, growing vegetables or fruit in a garden, or planting trees. Or, it may be an individual flower in a flowerpot the child can take home to share with someone they thought of during the series of lessons on poverty and hunger.

**SEND**

*Explores how the lesson might be lived out*

Sing the songs introduced in lesson 1 or other favorite songs from *Community of Christ Sings*, camp songs, or others.

**BLESS**

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

Offer a blessing on the children and invite them to share their prayers.
Nakwamekwi Farm
Focus
What can I do myself, or with my family or congregation, to make a change that helps end hunger?

Focus Scripture
John 21:15–19

Objectives
The learners will…
- review what shalom means and what gifts we share in Community of Christ to help make shalom happen.
- explore a Jesus Story of Jesus calling Peter to “feed my sheep” as a response to loving Christ.
- on paper cutouts of people posted in the Shalom Village, write ideas to respond to those in need.
- play games children play in other cultures.

Materials
- Sheep Craft: black construction paper, cotton balls, white markers or colored pencils, scissors, tape or pins

Shalom Village
During today’s lesson, children will create “sheep” by tracing their own hands and will place these symbols of themselves in Shalom Village.
Warmly welcome the children as they enter the space. Invite children to sit in a circle with you and offer an opening prayer for the day's activities.

Craft: Sheep

Invite children to sit at the table with you to make a sheep craft. If they ask why they are making sheep, tell them soon we'll be reading a Jesus Story to find out.

1. Using white colored pencil or dark paper markers, have children trace around one of their hands.
2. Turn hand cutout so the fingers are facing down.
3. Glue cotton balls to the hand, covering the palm area and leaving fingers open.
4. Add eyes and ears to the thumb for the sheep face using white colored pencil or dark paper marker.
5. Have each child write his or her name on one of the legs and then hang the sheep somewhere in the village.

Create Shalom Stories

When Jesus talked about sheep, he meant all the people he cared for; in other words, everyone! Remember our stories? Who did Jesus eat with, provide for, and care about in each story?

Ask questions to help children recall the Jesus Stories and the Create Shalom Stories. These stories tell what Jesus did, and what Community of Christ members did for others.

Story 1: Jesus had a meal with two disciples. He loved and cared about his disciples.

Our Create Shalom Story was about “Open Table,” where a few people come together with one person at a time to help him or her find shalom.

Story 2: Jesus fed thousands who listened to him talk of God's kingdom.

Our Create Shalom Story was about the “Foodbank” in the United Kingdom where people buy groceries to give to people without food during emergencies.

Story 3: Jesus healed a woman's daughter who only asked for “crumbs from the table.”

Our Create Shalom Story was about a church in a neighborhood that fed a child who was hungry and then began a Jesus and Me (JAM) club for all children who come to that congregation.

Story 4: Jesus said we show our love for him if we feed the hungry and care for others.
Our Create Shalom Story was about a congregation in Kenya whose members grew food on their farms to feed others, even when they were weak from not having enough food for themselves.

**Story 5:**  Today’s Jesus Story is about “Feed My Sheep” when Jesus asks Peter (and us) to care for others.

Have children turn to page 7 in their passports and write what they can do.

**RESPOND**

*Takes the learners from hearing to doing*

**What Can We Do?**

Ask children: Who are Jesus’ sheep? How can we feed them?

Sheep are what Jesus called all people. Jesus called himself a shepherd who cared for his sheep. We can be shepherds too.

1. Give each child several sticky notes. Ask them to write on the notes what they can do to help people who are hungry and who live in poverty. When they are finished, sticky notes should be posted near their sheep on the village wall.

2. Read the ideas together. Discuss what they can do in their own families or congregations.

3. In their passports on page 8, have them write ideas for each of the places where they “traveled” during the lessons. What ideas excite them? Invite the class to discuss the ideas.

**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). Invite children to play some of these games. They may have other ideas for games that do not require equipment.

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

Point out Brazil on a map or globe.

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 donkey to other players. The donkey seller chooses one person and asks him or her, “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 has to do 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)*

Point out the Philippines on a map or globe.

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.

**WEST AFRICA: Crows and Cranes**

Point out the countries around West Africa on a map or globe.

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.

*Adapted from “Games from Around the World,” Outreach International Hunger Challenge. Used by permission.
Sing the songs introduced in lesson 1 or other favorite songs from *Community of Christ Sings*, camp songs, or others.

Since this is the last lesson, offer a special blessing on the children that they will go forward and share God's vision of shalom with all creation. Pray that together we may abolish poverty and end suffering. Invite children to share their prayers and commitments.
All Around the World

D A D D

Voice

All around the world there are people in need, right next door down the road or a -

Piano

G D

cross the sea. With lots of helping hands a lit - tle does a
lot of good you see, it's true that all around the world starts with you and me. All around the world all around the world there are people helping others all around the world. We can
It's true that
tiny, mu
strong build ao
other and help each share
it's true that

all a-round the world starts with you and me.

In a vil-lage or a ci-ty there's a lot that we can do. For our
neighbors near and far we can show them God's love too. All the

good we do together helps our human family, it's true that

all around the world starts with you and me
All around the world, all around the world there are people helping others all around the world. We can share and help each other build a strong community, it's true that...
all around the world starts with you and me. you and me.
G*E*N*E*R*O*S*I*T*Y

G to the E to the N E R O to the S to the I T Y God

shares it with us, we help it grow then we

spread it a-round and that's how we roll gen-e-ros-i-ty yeah gen-e-

D A D

ro-si-ty Gen-e-ro-o-o-si-ty gen-e-ro-o-o-si-ty From

G D G

God to us, from us to the world gen-e-ro-o-o-si-ty

G to the E to the N E R O to the S to the I T Y we can

change the world if we really care by the way we love and grow and share gen-e-

D A D

ro-si-ty yeah gen-e-ro-si-ty Gen-e ro-o-o-si-ty gen-e-

D G D

ro-o-o-si-ty From God to us, from us to the world gen-e-

A

1. D

ro-o-o-si-ty Gen-e
Let Us Answer the Call

What can we do in a world that is full of people who are crying in need? Putting love into action is where we begin, spreading...
peace begins with you and with me. We care

for one another we share the love of Jesus. In what-

ever we do let his light shine on through. When we see

some one who’s hurting no matter how big or how small,
To Coda

let us answer the call.

Peace can happen; love is the answer. Everyone can do their share, following Jesus every step of the way.

Love is much stronger when it's given away. We care;
In whatever we do, let his light shine on through. When we see someone who's hurting, no matter how big or how small, let us answer the call.

We will answer the call.