

LearningCycles

ENOUGH FOR EVERYONE

EXPERIENCING THE MILLENNIUM DEVELOPMENT GOALS

Developed by Tracey E. Herzer



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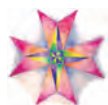
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About LearningCycles

What is LearningCycles?

LearningCycles is an innovative approach to faith formation. It takes seriously the spiritual development of children while providing creative and exciting activities that engage children in a whole new level of learning and retention. The rotation-style model means that children work on the same story or concept for several weeks, using different learning approaches in each workshop room they visit.

Ideas for possible workshops:

Art
Storytelling
Music
Group Activities
Cooking

Science Experiments
Games
Drama or Puppets
Movies
Geography or Map Excursions

Easy to Adapt

You can use the activities in this resource for shorter learning center events, normal classroom use, intergenerational gatherings, and more. Adapt what you find here to best suit your faith formation situation.



Recruiting LearningCycles Leaders

LearningCycles make it VERY easy to increase your number of volunteers, by dividing jobs into manageable parts. Here are some ways that parishioners of ALL ages can be involved:

CYCLE LEADERS sign up as part of a team of 2 or 3 adults who will teach one 4-6 week cycle. Teachers remain in the same workshop room each week of the cycle and teach the same lesson plan to different classes each week. Workshop rooms may use skills in areas as music, dance, cooking, quilting, gardening or painting, but you don't have to have a special skill in order to help. Teachers can sign up to help read stories, turn on computers, make popcorn, hand out art supplies, etc.

SHEPHERDS commit for the entire school year, but they never have to prepare or teach a lesson! Shepherds work in teams and travel with their class through each of the different workshops. Shepherds are the essential relationship part of this program, learning the children's names, providing continuity of leadership and being a friendly, safe presence in the classroom each week.

CYCLE COORDINATORS are needed for each different cycle. These people manage the details of a cycle, contacting all the volunteer teachers for that cycle, distributing the lesson plans, making sure supplies are purchased, etc.

Some churches have also used:

DECORATING TEAM A resourceful group of people is needed to create and plan new and evolving learning spaces. These folks might be interior designers, or they may be people who are just addicted to home improvement shows or have a knack for decorating inexpensively! Churches who share space or don't have the budget for large-scale renovations will need a group of creative thinkers to come up with props or posters that can be used on Sunday, but safely stored away during the week.

RESOURCE TEAM This "big picture" group can be comprised of all your cycle coordinators, as well as interested parents. Together the group handles trouble-shooting, long-range plans and communication to the entire church. For churches that already have a catechist or formation team, that committee can provide the functions of a Resource Team.



General Class Structure

1. **OPENING ACTIVITY** (10-15 minutes, as children arrive)

Welcome students and make sure everyone has a nametag. Opening activities give early arrivers something to start on immediately and provide a warm, busy room for children to enter. The activity could be simply drawing or decorating your nametag. It could also be coloring sheets or simple games. Check the “Filler Activities” of your lesson plan for ideas or ask your Cycle Coordinator.

2. **INTRODUCTIONS** (approximately 10 minutes)

- Introduce yourself: Tell students about you – your family, how long you have been at this church, what kind of work you do, what your hobbies are, why you signed up to help teach, etc.
- Introduce the cycle story or theme: Ask children what they’ve been studying or have done in other rooms on other weeks. Talk about the basic theme or season (see the Overview p. 6 for some ideas). Read the story to children.
- Introduce your activity: Tell the children which part of the story your room is focusing on, and perhaps ask them to re-tell you that part of the story in their own words.

3. **WORKSHOP ACTIVITY AND REFLECTION** (approximately 25-30 minutes)

See attached lesson plans for specific instructions about the main activity. Supplies should be in your classroom, but if you need help, ask your cycle coordinator. If you run low on supplies, please tell your coordinator so they can plan accordingly.

If children finish early, you can use any of the “Filler Activities” provided in each lesson plan. In addition, you may use activity sheets (see “Suggested Resources for this Cycle”) as “quiet work” for the early finishers while they wait for everyone to complete the task.

Try to plan your time so that children finish the activity and still have a few minutes to process the class by journaling or drawing. Encourage them to take their work seriously, and try to foster a semi-quiet atmosphere that allows children to think about what they have heard, seen and experienced. Ask questions like “What did you learn today?” or “How did you feel while doing this activity?” Connect your activity back to the story. Studies show us that quiet reflection time is what helps move items from short-term memory into long-term memory so this piece is VERY important!

4. **CLEAN UP** (approximately 5 minutes)

Have children help clean up and make sure everyone has their papers, jackets, etc. If parents come to the classroom to pick up their children, this is a good time to praise children in front of their parents. This is also a good time to discuss any concerns or questions quietly with parents. Tell the children goodbye. Thank them for coming.



Notes about this Program

About the MDGs

More than one billion people live on less than \$1 a day. 25,000 children die every day from preventable consequences of extreme poverty, and every year around 303,000 women die from complications of pregnancy (around 830 per day)—most of which occur in low-resource settings and most of which can absolutely be prevented.

In the year 2000, at the dawning of a new millennium, leaders from 189 nations – including the US – agreed to work together to cut extreme global poverty in half by 2015. These world leaders unanimously adopted the Millennium Declaration, which led to eight specific **Millennium Development Goals (MDGs)**, hoped to be achieved by 2015. While we know 2015 has come and gone and these goals have not yet been met, there is still a consistent commitment by these world leaders to work together towards these ends. If and when the world does meet them, more than 500 million people would be lifted out of extreme poverty.

How to Use this Program

This material was originally designed for a 4-day program where we had a Children's Program in two sections each day – one in the morning and one in the evening. The outlines and ideas contained in this document were our IDEAS about what we were going to do, but as any teacher, parent or catechist knows, things don't always go as planned. In reality, we ended up with significantly more ideas than we could possibly accomplish within our time limits, but we went ahead and included all ideas in this document so that you might pick and choose the activities that will work best with your group and your time limits.

You do not need to study the MDGs in any particular order, so feel free to move things around. Many of these ideas can easily be adapted to work for Children's Sunday School, VBS or other special programs. We encourage you to take these ideas and fit them to your group--make them your own, and share them with others!

Bag o' MDGs

We wanted the children to leave the program with small symbols of the Millennium Development Goals (MDGs) and so we created a little game. Each time the children gathered for a session, we had a large plastic tub filled with sand where they would dig for "treasure" and find that session's symbol. We gave the children small muslin bags that they could decorate and then use to hold their treasures. We told parents about the symbols and encouraged them to ask their child about that session's treasure, which gave the children opportunity to share their new-found knowledge about that MDG. You don't have to use the same symbols that we used; you can find many of these inexpensive items at discount stores, craft stores or party supply stores.

The MDGs in Child-Friendly Language

- GOAL 1** **No more empty bellies, everyone can have what they need.**
There is plenty of food for everyone to have enough.
- GOAL 2** **Primary School for all kids**
All children can go to at least a few years of primary school, regardless of where they live or how much money they have.
- GOAL 3** **Let girls & boys, women & men, be equal AND empower girls and women!**
Women are treated fairly and with respect, when they go to work, when they are at home with their families, and anywhere and everywhere they go!
- GOAL 4** **No more child deaths when they could have easily been prevented.**
Children under the age of five don't get sick or die from diseases that can be cured with a visit to the doctor and good medicine.
- GOAL 5** **Improve health for pregnant women.**
Pregnant women can visit a midwife, nurse or doctor during their pregnancy and when they have their baby. If they need medicine, it is available.
- GOAL 6** **Work to end AIDS, malaria and other diseases.**
People are protected from mosquitoes and other bugs that spread disease and make them sick, in simple ways like mosquito nets, or with medicine to make them better again.
- GOAL 7** **Create a healthy environment for everyone, always.**
Everyone has access to clean water to drink and use for washing. The environment is better protected so that all children, and their children's children and their children's children can enjoy the trees, fresh air, clean water, fresh food and beautiful places.
- GOAL 8** **“Thumbs up” to the whole world working together for good.**
Governments with many resources help those governments without as many resources, and people help other people in different countries by caring for them and sharing resources like time, knowledge, or economic resources, AND people help people in other countries by paying them fair prices for food or supplies that come from those countries and by not taking advantage of countries with less resources.

Design Plans – Background Info

What do we want children to get out of this?

- A basic understanding of the Millennium Development Goals (MDGs) through experiential learning
- Increased empathy for others: A chance to “walk in someone else’s shoes” – to connect with the feelings of what it means to live in poverty
- Understanding that we live in an incredibly resourced country (for some), we still want offer these learning centers with as much authenticity as possible – we don’t want to make light of our global situation, and we don’t want to mindlessly play at life & death situations.
- Find a balance between talking about these intense subjects and experiencing appropriately engaging activities
- We want children to experience compassionate and mindful play
- Kids develop respect and admiration for other cultures by playing – “Look how strong, intelligent, and communal yhey are!”
- A further understanding of God & God’s love for all of us
- Recognition of how their lives are both similar AND radically different as children living in poverty
- A sense of hope & connection with how we can help – make sure we end each session with “What Can We Do?” so children don’t feel frustrated or helpless or overwhelmed
- Try to get students to understand the ways we are connected and called to care for each other as a global family--try to avoid the pitfalls of developing a "Savior Complex"-- i.e., avoid portraying our culture or country as the "Savior" of another because of an unfair gloabl distribution of resources.
- State MDGs in positive terms
- Help kids experience & understand a model that will then challenge the adults – have opportunities for children to share what they learn with older folks – intergenerational learning & connections – sharing things they’ve cooked or created, etc.
- Adults perhaps invited into the kid’s activities & holy spaces?
- Use buddies in some activities: older/younger buddies
- Multi-dimensional and experiential learning – as many things as we can think of: art, music, cooking, stories, drama, exploration/experiments, games, prayer, etc.
 - Make a quilt where kids make one square, then let the adults add to it
 - Community building (the quilt?) Over the whole week?
 - Share & utilize stories

Process: We will use a variety of activities to teach the 8 Millennium Development Goals (MDGs). We will teach two goals each day (one in the morning / one in the afternoon) using activities and scripture stories. Each MDG will have two activities and the group will be split into 2 age-range groups so that each group will experience one activity and then switch spaces and experience the second activity.

Sources: These websites helped us enormously with facts, statistics and ideas:

http://www.e4gr.org/mdgs/fast_facts.html

<http://www.undp.org/mdg/>

<http://endpoverty2015.org/>

<http://www.tear.org.au/>

<http://www.beadforlife.org/>

<http://www.one.org/>

OVERVIEW OF MDG PROGRAM

MDG	Summary of Class Plans	Symbol in "Bag O' MDGs"
Extreme Poverty (Goal #1)	A: Go to a local field and experience gleaning; hear the Bible story of Ruth & Naomi B: Create drama about Joseph & brothers in famine	Penny
Primary Education (Goal #2)	A: Children experience two different types of school B: Make Jewish tefillin box for Shema – talk about how we learn	Small chalkboards & chalk
Gender Equality (Goal #3)	A: Walk to river & draw water; then purify water B: Baking different kinds of bread from around world	Small Mirror
Child Mortality (Goal #4)	A: Net prayers & games B: Labyrinth & quiet grief activities	Birthday candles
Maternal Health (Goal #5)	A: Babies & Bugs – health activities B: Make masks & depict family drama	Baby carriage charms
HIV/AIDS (Goal #6)	A: Make beads from small strips of newspaper B: Stories & cards to children with HIV/ AIDS	Gummy bugs
Environment/ Water (Goal #7)	A: Pick vegetables from a garden & make salsa B: Recycling awareness activity	Reusable water bottles
Global Partnerships (Goal #8)	A: Photo scavenger hunt + frames B: Music & Dance – Body of Christ	Peace keychain

MDG #1 – End Extreme Poverty

MDG: Eradicate extreme poverty & hunger

Bible connections:

Lazarus & the Rich Man, Joseph & famine, Ruth & Naomi, Mt. 25:31-46 – “the least of these”, Feeding of 5000, Widow’s mite

Key Concepts:

- One *billion* people live on less than \$1.00 a day.
- Every day 25,000 children die from *preventable* consequences of extreme poverty

Teacher’s Note: It’s important to keep in mind that some children in the room might have real experience with going hungry or always knowing where their next meal is coming from. Be aware of this as you talk about these themes.

Symbol for Bag o’ MDGs:

- Penny -- Explain to the children how a penny might seem like such a small amount of money to us, but how our pennies, joined together, can change the whole world. Introduce the concept of giving 0.7% -- Explain that some experts have said that if developed nations gave only 0.7% of their Gross National Product (GNP), that would be enough money to accomplish all of the MDGs by the year 2015. Give some examples of 0.7%: it is less than one penny of every dollar or it would mean giving up seven cents out of ten dollars.

ACTIVITY A: Gleaning in the Field

Materials Needed:

- Bible
- Large basket for holding wheat
- Anything to cut wheat?

Lesson Plan:

- If you live in an area where you have access to a field or large garden, try and make arrangements to go visit an actual field for gleaning. The Society of St. Andrew is one group that works to end hunger and their webpage maintains an interactive map to find gleaning groups: http://www.endhunger.org/gleaning_network.htm
- If you cannot arrange a visit to a field, try to find some already harvested grains to use in your discussion. Check with local food co-ops, grain elevators, farmers or health food stores.
- Begin the session by talking about how we get food. Ask questions such as:
 - When you’re hungry, what do you do? Go to the kitchen? Tell a parent? Open a cupboard or refrigerator?
 - Lots of times we say, “I’m starving!” but there are lots of people in the world who truly don’t have enough food to eat. What would that be like?
 - Loss of nutrition – hair, teeth, bones
 - Stomach growling
 - Other effects?

- Travel to a field (if possible) and meet the farmer to hear about his or her crops. As you travel, talk about how some farmers will allow people to come in and pick whatever is left over in the field after they have harvested most of the crops. This is called gleaning and it has happened for centuries – a little later we will even read a Bible story about gleaning.
- Ask the children to help you tell the Bible story about two women who were very hungry by reading some of the following Bible passages
 - Why were Ruth & Naomi hungry? (Ruth 1:1)
 - What was Ruth's idea to find some food? (Ruth 2:3)
 - How did Boaz treat Ruth? (Ruth 2:3-17)
- Have kids gather up wheat and learn how to separate the wheat kernels by rubbing it between their hands. Show them how they can chew the kernels like "wheat gum".
- Bring the rest of the wheat back to the church – give some to the younger children (and adults!) so they can experience it too.
- Talk about how some gleaning groups go to local fields after the harvest and take the crops that are left over to use or donate to food banks, etc. Taking families from your church to participate in gleaning for a day would be a great additional activity to try!

ACTIVITY B: A Bible Famine: Joseph & his Brothers

Materials Needed:

- Bible
- Simple costumes – fabric scraps

Lesson Plan:

- Begin the session by reading or summarizing the story of Joseph's brothers coming to Egypt to buy grain during the great famine (Genesis chapters 42-46)
- Ask some questions such as:
 - What might it feel like to be really hungry – for days and days?
 - What might it feel like to not be able to feed your family?
 - What do you think the brothers talked about on their way to Egypt?
 - What do you think Joseph thought when he first saw his brothers?
- After you have read the story, explain how the class will act out the story. Decide who will play which character – make sure that everyone is involved in some way.
- You don't necessarily need a script to do this. The adult or leader can act as a narrator, reading parts of the story from the Bible, and pausing to allow characters to ad lib short lines or act out the motions. You could also take the time to write a script, if you wanted to go that route!

- Keep the costumes VERY simple – just use fabric scraps, ropes, etc. – so children will rely more on their imaginations and not get caught up in who is wearing what.
- After you have finished with your drama and put the things away, gather the children back together to talk about how this story relates to the MDGs. Talk about how we (like Joseph) have opportunities to share (as individuals & as a society) with those who might not have enough food to eat.
- Talk with children about what 0.7% of their allowance would be and how a small amount of our money can make such a huge difference in other countries.

SAMPLE - DO NOT REPRODUCE

MDG #2 – Primary Education

MDG: Achieve Universal Primary Education – Send Every Child to School (Girls & Boys)

Bible connections:

Deut 6:4-9 (Shema), Parable of the leaven, Jesus teaching the disciples;
Jesus in the Temple; Samuel taught by Eli; Jesus grew in wisdom (Luke 2:52)

Key Concepts:

- Around 264 million children do not attend school, more are girls than boys
- Educated children have better access to economic opportunities, are less vulnerable to disease and contribute more to society

Symbol for Bag o' MDGs:

- Small chalkboards & chalk – Each child gets one craft-size chalkboard (approx. 3" x 2") and a piece of chalk. As they find their treasures, have them try to guess what the topic is today. We played a gathering game where children who had already found their treasure competed to see who could be the first one to draw an item the teacher called out: tree, house, smiley face, etc.

ACTIVITY A: School Days Experience

Materials Needed:

- | | |
|--------------------------------|----------------------|
| • Chalkboard & chalk | • Old gardening book |
| • computers | • Markers / crayons |
| • Pens / pencils | • Glue |
| • Paper | • Tape |
| • Bucket for water, a few cups | • Yarn |

Lesson Plan:

- Begin the session by asking students what school is like for them. Ask questions such as:
 - How many children are in your class at school?
 - What is your classroom like?
 - Who works at your school? How many jobs can you name – teachers, principals, office admin people, cleaning staff, etc.
 - What types of supplies do you need for school? Name some things you see in your classrooms each day.
 - Discuss some of the reasons why children might drop out of school:
 - distance to the nearest school
 - having to work to earn a living or to contribute to the family income
 - to care for a younger brother or sister, this especially applies to girls in the family
 - because they are sick and are not able to see a doctor to make them better
 - because their parents cannot afford the uniform, transportation or books that the school requires

- Jesus often taught by using stories. (Ask the children if they can think of any stories Jesus told)
- Ask the students: How else do people learn? ...in school? in church? at home? with friends?
- Explain that we will be experiencing two different ways of going to school. One group will meet inside an air-conditioned classroom, with books, computer, paper, markers, etc. The other group will meet outside, under a tree and hear stories, learn practical skills, the teacher writes with a stick in the dirt, etc.
- Divide the group of students in 2 groups. 1/4 of the children will be assigned to the US school, 3/4 to the school in Uganda. Students must create a presentation about local plant life.
 - Students in the US school will have access to the internet, craft supplies and one-on-one help from a teacher. A snack will be given to the children in the US class, but they will have to give a report/presentation or take a quick “test” on what they have learned
 - Children in the school in Uganda will meet under a tree, have one outdated book on plants (not necessarily local plants), no art or craft supplies and only one teacher. Water for the class from Uganda will be in a bucket near the end of the property. Make sure that this is not a completely negative experience: No book work, kids learn using song or rhyming game. Possibly eat a local plant – apple? Peas or beans?
- Gather the whole group together again.
 - What were the pros and cons of each learning experience?
 - What things were learned differently? What were learned the same?
 - How do the two experiences prepare you for different things?
 - Talk about how education is a privilege and help kids see what is and isn’t “fair” about education and where you are born.
- Have the students share the difference in two different types of classrooms, one from the US and one from Uganda – see information below:

Typical Classroom: Grade 4, Shaker Heights, OH USA

25 students

One teacher and special educational support

Desks and chairs for all students

Carpet on floor, store-room and sink

Blackboard

Overhead projector, TV and video,

2-3 computers with internet connection

Equipment for special activities like art and science

Other facilities: Large restroom with drinking fountain, library, playgrounds with special equipment, two sports fields, basketball and volleyball courts, Sports equipment, Assembly hall/gym, meal programs / meals provided

Typical Classroom: Class 4, Achisa village school, Teso province, Uganda

65 students

One teacher (educated to year 10)

One old desk and a broken chair (for the teacher)

Dirt floor, no windows, no running water

Makeshift blackboard, shortage of chalk

No electrical equipment, no power

Bare brick room, no special equipment

No meals provided

Other facilities: Single pit latrine, 1 km walk to nearest drinking water supply, no library, basic text books shared between 5-10 students, Open field (students mow the grass) One basketball hoop made from a hubcap (students create a makeshift ball from plastic and string, No sports equipment

- Discussion Questions
 - How would life be different if you had no education?
 - How do you feel about the differences in educational opportunities between the USA and developing countries?
 - How might education help people escape from poverty?
 - In what ways do you think God might want us to respond to this information?
- Filler or Substitute Activities:
 - Have children pick something they know about and try to teach it to a partner

ACTIVITY B: Keepers of the Story

Materials Needed:

- | | |
|--|--|
| • Bible | • Needle and thread |
| • Sticks for story sticks | • Small paper squares |
| • Beads, pipecleaners, ribbon, paint, etc. | • The Shema written out in Hebrew – see sample from Internet below |
| • Woodburner | • Pens / pencils |
| • Chalkboard & chalk | • Markers / crayons |
| • Scissors | • Glue |
| • Matchbox for each child | • Tape |
| • Armband elastic | • Yarn |

Lesson Plan:

- Begin the session by reading Deuteronomy 6:4-9 (NRSV: You shall love the Lord your God with all your heart, with all your soul and with all your might”) and talk about what this means. Why is it important to teach things to our children?

Deuteronomy 6:4-9 (The Message)

Attention, Israel! God, our God! God the one and only!

Love God, your God, with your whole heart: love God with all that's in you, love God with all you've got!

Write these commandments that I've given you today on your hearts. Get them inside of you and then get them inside your children. Talk about them wherever you are, sitting at home or walking in the street; talk about them from the time you get up in the morning to when you fall into bed at night. Tie them on your hands and foreheads as a reminder; inscribe them on the doorposts of your homes and on your city gates.



- Explain how the Jewish people call this passage the “Shema” which is the first words in Hebrew that means “Hear, O Israel”. Tell the children that Jews keep the Shema in some very special places – the tefillin (small box – see more info below) and the –mezuzah (on their doors)
- We will be making small boxes (from matchboxes) that remind us of Jewish tefillin that can hold the words of the Shema.
 - Tefillin (also called *phylacteries*) are two small leather boxes with long leather straps attached. In Jewish tradition, the boxes are worn on the left forearm and on the forehead. Inside the boxes are passages from the scriptures. The arm-tefillin is worn on the left arm as a reminder to keep God's laws with all your heart, because it is near to the heart. Tefillin on the forehead reminds the person to concentrate on the teachings of the Torah (our Old Testament) with all your mind. Tefillin are worn when praying at home or in the synagogue.
 - We will be making our own boxes with the words of the Shema inside. It will help us remember to love God with all of ourselves and to show that love to others.

- After we make our tefillin, we want to talk about other ways that we pass things on to our children. Although the Jews have a special way of doing this with the Shema, they are certainly not the only ones to pass important truths on to children.
- Let's look at another example: Story Sticks (Native American tradition)
 - Share with students what it means to be a "keeper of the Story". God's story is one that teaches us to love God and love each other. (Ask children to give some example of what they know about God's Story) The world's story is made up of lots of different people from many different places. (Ask children to give some examples of who, what and where make up the world's story)
 - Everyone here is a keeper of God's story and the world's story. It is important to pass on what you learn about God's story and the world's story. (Ask children to share who might not get talked about often, like people who are intentionally kept out of the story or whose stories are not told / heard— esp. girls who are less likely to receive education.) As "story keepers" we need to remember to share what we learn and tell God's story and the world's story.
 - As storykeepers, we also must remember that each person's story is sacred and needs to be heard. We must make room for all peoples' stories, and we must take special care to lift up the stories that history has tried to keep hidden.
 - Have each child choose a stick to make into a story stick using material provided.

Lessons on The Millennium Development Goals

A unit of lesson plans by Chris Lynn

Lessons for Millennium Development Goals

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Mary and Martha's Bed and Breakfast

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MDG # 1, 3, & 8: All children & families will have the resources they need, and the whole world will work together.

Good News Broadcasting

Bible story: Matthew 25:31-46

MDG #2: All children will go to school.

Temple Tales

Bible Story: Matthew 25: 31-46

MDGs #2 & 3 All children will be protected with their rights respected.

Faith Quest

Bible story: Matthew 25:31-46

MDGs # 4, 5 & 6: All children get the essential healthcare they need.

Millennium Development Goals Teacher Overview

As a community of Christians at our parish, we should all - from children to adults - be studying and acting on fulfilling these goals.

Miracles are the vehicle through which God is revealed. Just as God was revealed in the plagues of the Exodus story and the images from the wilderness experience, so God Incarnate, in the form of Jesus, was revealed in a new world order where the distribution of resources is indeed like a banquet where everyone sits at the table.

Children are spiritual beings who care deeply for their environment and the people in their world. For the purposes of this curriculum, the eight UN goals have been adapted and combined to help children better understand the mission of the church.

One in two people living in poverty today is a child – most often a girl. Children are hardest hit by poverty because they are impacted at the most critical stage of their growth and development. Addressing the needs of these children is at the heart of the MDGs.

Using a variety of learning styles, children will learn how they can impact their world. To accommodate the schedule, the eight goals have been combined and restated for our young learners:

- A. All children will go to school. (MDG #2)
- B. All children will get the essential healthcare they need. (MDG # 4, 5 & 6)
- C. No child will go to bed hungry. (MDG #1)
- D. All children will be protected with their rights respected. (MDG #2 & 3)
- E. All children will grow up in economies which work for them. (MDG #1 & 8)

Millennium Development Goals Mary and Martha's Bed and Breakfast

Bible story: Mt. 25: 31-46

Memory Verse: "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

MDG # 1, 3, & 8 – No child will go to bed hungry. All children and families are of equal worth and should receive the distribution of food and all resources that they need. All the countries in the world should work together to achieve a just distribution of the world's resources.

Learning Objectives:

Through various exercises and discussions children will:

- Become familiar with the meaning of the goal.
- Recognize their part in helping to fulfill this goal.

Overview:

- Open a discussion about hunger in the world.
- Experience some demonstrations about the distribution of resources in the world.

In Advance:

- Study the background information on the MDGs and what the Catholic Church - globally or locally - is doing to help.
- What does our church do to feed the hungry and distribute resources?
- Do you work in any of these ministries? Be prepared to talk about this experience.

Supplies:

Exercise #1: "Is it Fair?"

- Continent placards and cookies

Exercise #2: 100 paper cups (not Styrofoam- look for compostable), 3 boxes of cereal

- Cereal (lots of it!) and cups
- Placards that say:
 1. 72%: Africa, Asia, South America
 2. 22%: Russia and Eastern Europe
 3. 6%: United States of America

Exercise #3:

1. Traditional (Mercator) World Map
2. Peters Projection Map: available on Internet

<http://odt.org> (\$29.95)

http://www.thesavvytraveller.com/world_views/maps/odt/peters.htm

3. An optional resource is the book “Material World: A Global Family Portrait” by Peter Menzel (ISBN 0871564378). This is a photographic essay of families outside their home surrounded by their worldly possessions. It is sure to facilitate discussion.
4. Consider the use of National Geographic pictures. Clipped from magazines that parishioners will gladly donate, and may even help in the search process...you can put together a series of your own pictures to demonstrate the diversity of wealth and poverty. This particular lesson is based on the use of Peters’ Maps, but it is an easy stretch for the use of these pictures.

Also:

- Bibles
- Journal books or paper

LESSON PLAN:

Introduce yourself and greet the children. Get someone to pass out nametags and take attendance and also assist you during the class. You can always ask a student to do this, for greater participation, but if you do, let him/her know before the class begins if there are specific tasks you would like him/her to help enable.

Opening Prayer for all grade levels:

Let us pray:

Please help the children in low resourced countries and communities to have access to food and clean water. Please help people to keep warm when it's cold. Look after those who are sick;

give everyone access to the medicine they need to make them better, and help all children to play happily and safely with their friends.

Please God, don't let anyone be hungry or thirsty.

Bless all mothers, fathers, children & families. We want to think always, as you do, of the world's most vulnerable. Amen.

For children in grades 1 and 2, show them where the story is found in the Bible (Mt. 25: 31-46). Read them the story about separating the sheep and the goats.

Children in 3-6: Give each child a Bible. Help them find the story in the Bible (Mt. 25: 31-46). Ask for volunteers to read the verses or you can read it to them.

LESSON:

(Modify the wording of the discussion to accommodate the various age groups and their development)

Teacher:

- Have you ever seen a person experiencing homelessness or someone who was asking for food or money on the street?
- What was your reaction?
- What did you assume about that person?
- If you could ask a question of that person, what would it be?

Generally, we might want to know how the person got to be homeless. It would be very rude to ask someone experiencing homelessness this question, but we should do the work to inform ourselves and try to understand some of the complex root causes of homelessness.

In America: For some, they experience mental illness and do not have access to the care they need. Others have family problems, or they get sick and can't pay their bills. They may have lost their job, and some might suffer from drug or alcohol abuse.

Many people live from paycheck to paycheck; one unexpected crisis could send many people into a time of financial distress.

What they all have in common is that they no longer are able to afford shelter, food, or clothing for themselves or their families. **They survive through their own resilience and through receiving the compassion of others.**

God provided enough resources to sustain all people on earth. God left it to humans to distribute those resources in a fair way.

Teacher information: You may choose one or two of the following exercises to do with the children.

Let's look at ways food is distributed in the world:

Exercise #1: Is it Fair?²

Create placards that represent the population of the world's continents:

5%/North America

9%/Central and South America

9%/Europe

12%/Africa

0.5%/Australia

64.5%/Asia.

Divide the children in your class proportionately to each continent.

Give 80% of the cookies to the children in North America.

Divide the remaining 20% of the cookies among everyone else.

Discussion:

- How did you feel when the cookies were handed out?
- How would it feel to be hungry every day while other people had more food than they could possibly eat?
- What do you think happens to the children who don't get enough food?
- How can people share the earth's resources in a way that is fair to everyone?

Exercise #2:³

The tables and cups are already set up as per supply list. The cereal represents all the basic resources of the earth. Roughly 72% of the world's population has access to only about 22% of the world's resources, while the United States, with only 6% of the world's population, consumes about 40% of the world's resources.

Before you start this demonstration, explain that if any cereal falls on the floor it is to be left there, and that all of the materials will be re-used for similar demonstrations.

² Reprinted with permission from Celebrating Peace by Kelly Guinan. © 1994, Herald Publishing House, Independence, MO. ISBN-0-8309-0681-9.

³ Reprinted with permission from Peacemaking Creatively through the Arts by Phyllis Vos Wezeman. © 1990, Educational Ministries Inc., Prescott, AZ. ISBN 1-877871-01-X.

Pour the first box of cereal primarily into the 72 cups (representing low resource nations), but also pour some into the cups on the second table. Set the empty box on the “Low Resource” table.

Pour the second box mostly into the cups on the second table, with some also going into a few of the “USA” cups. Set the empty box on the second table.

Pour the contents of the third box completely into the six cups on the “USA” table, causing the cereal to overflow these cups and to spill all over the table. Set the box on this table.

To reflect even more accurately the misdistribution of resources, the realities of hunger within the USA and the wealth of a few in low resource nations, pour most of cereal from at least one of the six USA cups into a few of the other five cups on this table. Pour cereal from a few of the 72 cups into a few of the others, so that some of the “Low Resource” cups overflow.

Discussion:

- What have you learned from this demonstration?
- What do you think should be done about this uneven distribution of food?
- How does this apply to you sitting right here?

Exercise #3 for Grades 1-2:

Have the children look at a traditional map. Look at the countries on the map. There are so many countries in the world and just think of all the people who live in them and all the people who need to have enough food to eat.

Teacher reads this story:

Have you ever been hungry? Lots of children and grown-ups in our world today are hungry all the time. They have no food to eat. Today we are going to learn about how some people in our world have lots of food, and lots of people in the world have hardly any food. Jesus wanted us all to have enough food. He wanted those of us who have lots of food to share it with those who don't have as much. One day, when Jesus was talking to a huge crowd of people—thousands of people—the people got very hungry. They wanted to eat. But there was no food except for food one little boy had with him. He had two fish in a basket and five loaves of bread in a basket. That would never be enough to feed all 5,000 of those people. The little boy gave the basket with two fish and the basket with the

loaves of bread to Jesus. All the hungry people sat down. Then Jesus took the little bit of food and said a prayer to thank God for it. Then a miracle happened!

There were suddenly lots and lots of fish and many, many loaves of bread! There was even enough food to have leftovers! All the people in the crowd said, "This is indeed the prophet who is to come into the world." The people knew that Jesus was the Son of God and could work miracles!!

Ask:

- Did everyone in this story get enough food to eat?
- What do you think Jesus would have us do to help feed hungry people in the world?

Exercise #3 for Grades 3-6

(Peters Projection Maps and traditional map needed)

Have the children look at a traditional map. Look at the countries on the map. Which of the following do you think is the biggest in size: France, Germany, Great Britain, Brazil, Italy or Japan?

Traditionally, Brazil is put last, although it is actually the largest country on the list. We associate power with size: the bigger the country, the more powerful the country.

What is interesting is that our current view of the world is based on a view where Europe is the center of the earth's surface and the equator is actually two-thirds down from where it really is. Therefore, the Southern Hemisphere is radically reduced in size and the emphasis of power/size is enhanced.

Dr. Arno Peters developed a map. It presents every country and continent in its true scale in relation to the equator. (Show the children the Peters Projection Map)

OR use the National Geographic pictures you collected and have the children reflect on the diversity of wealth from what is obviously based on geography.

Ask: How does this affect the way you perceive the need to **distribute** the world's resources?

Think about the story we read in Matthew. What does this story tell us about our helping others? What would happen if every person on Earth, who had more than he/she needed, shared with someone who didn't?

How can you be a person of faith and know that children are hungry? How can you believe that God provides while you experience hunger or homelessness or any variety of inhuman conditions. (There are a variety of responses here.)

1. God is looking for willing partners on earth to be bodies through which God works. Is God looking for you?
2. God is waiting for another person to open her/his heart to being God's hands. After all, how can you be a person of faith and let people go hungry?
3. As Betsie ten Boom said on her deathbed in a Nazi concentration camp, "There is no pit so deep that God is not deeper still."
We are not alone in our despair; God is with us.

What can we do to help feed everyone in the world

You can end with a brainstorm in your class about what your class or parish can do to address this injustice in your community!

Journal Question:

Write or draw 3 actions you can take to help feed the hungry.

Closing Prayer

Let us pray:

Dear Ever-Present God, We ask that you help us to be the ones who feed others, rather than selfishly keeping our resources for ourselves. Help us to be compassionate to everyone we meet, treating them as if were Jesus Christ
Amen.