

Seeing Jesus

**Social Justice Activities for Today
Based on Matthew 25**

PHYLLIS VOS WEZEMAN



The Pastoral Center

Dedication

To Jennifer Spencer Pitcher ...

... a friend who uses her talent, time, and treasure—personally and professionally—in ministry to the hungry, thirsty, stranger, poor, sick, and imprisoned. P.V.W.

Acknowledgments

Colleen Aalsburg Wiessner
(February 6, 1954—August 5, 2009)

In loving tribute to Colleen, *Seeing Jesus* is Phyllis' timely, yet timeless, revision of the out-of-print book *When Did We See You? Sixty Creative Activities to Help Fourth to Eighth Graders Recognize Jesus Today* (Wezeman, Phyllis Vos and Colleen Aalsburg Wiessner. Notre Dame, IN: Ave Maria Press, 1994). Colleen was an extraordinarily gifted educator and Assistant Professor in the Department of Adult and Higher Education at North Carolina State University. May her legacy live on as readers are challenged to use their gifts to serve others.

Thanks to Kenneth R. Wezeman for writing the Bible Background on Matthew 25:31-46 for this resource.

We are grateful to Ave Maria Press for permission to use illustrations that appeared in the original edition of this book.

ISBN 978-1-949628-23-4
Printed in the United States of America.
10 9 8 7 6 5 4 3 2 1 — 22 21 20 19

Copyright © 1994, 2020 Phyllis Vos Wezeman. All rights reserved. Published by The Pastoral Center / PastoralCenter.com. You are allowed to share and make unlimited copies of this document for use within the parish or school community that licensed it. If you serve more than one community, each should purchase its own license. You may not post this document to any web site (without explicit permission to do so). Thank you for cooperating with our honor system regarding our eResource licenses.

The Scripture passages contained herein are from the *New Revised Standard Version of the Bible*, copyright © 1989, by the Division of Christian Education of the National Council of Churches in the U.S.A. All rights reserved.

TABLE OF CONTENTS

Introduction	5
--------------------	---

Bible Background	7
------------------------	---

I Was Hungry	9
--------------------	---

Working for Justice	12
Dispelling the Myths	14
Hungering for Happiness	18
Setting the Example	22
Recognizing the Hungry	30
Caring through Prayer	35
Sharing Your Resources	38
Multiplying the Food	43
Remembering the Hungry	45
Spreading the Word	47

I Was Thirsty	51
---------------------	----

Thirsting for God	54
Appreciating Water	57
Quenching a Thirst	60
Discovering Water Facts	63
Refreshing Water Themes	74
Praising God for Water	77
Exploring Pollution Problems	80
Living Water	83

Flowing with Justice	86
Filling a Cup in Jesus' Name	89

I Was a Stranger	91
------------------------	----

Displaying Hospitality	94
Welcoming New Neighbors	96
Putting Out the Welcome Mat	100
Talking at Home	102
Engaging Others	105
Singing the Language of Love	108
Offering a Prayer	111
Showing Kindness to All	113
Blessing a Stranger	115
Making New Friends	119

I Was Poor	121
------------------	-----

Clothing the Poor	123
Expressing the Pain	125
Becoming Personally Involved	127
Searching for Support	130
Encouraging through Music	133
Addressing Unemployment	135
Giving for the Poor	138
Celebrating the Caring	141
Responding to Needs	143
Helping the Homeless	145

I Was Sick _____ 147

Sending a Caring Message	150
Identifying the Feelings.....	152
Focusing on Feelings	154
Meeting Special Needs.....	158
Creating Recipes for Healthy Living	161
Uplifting the Sick	165
Proclaiming the Message.....	172
Ministering In Mercy.....	175
Taking Care of the Sick	179
Portraying Health Issues	181

I Was Imprisoned _____ 183

Spreading Some Sunshine.....	185
Suffering for Their Beliefs	187
Breaking Down Walls	189

Overcoming the Bonds of Materialism..	191
Learning about Literary.....	193
Unlocking the Fears.....	197
Hiding in a Secret Prison	199
Reading about Addictions.....	202
Touching with Love	205
Feeling Trapped by Abuse.....	208

Bibliography _____ 211

Resources _____ 213

Methods _____ 214

About the Author _____ 224

INTRODUCTION

Who are the **hungry**?

Could she be the elderly woman living down the street who can no longer get to the market on her own?

Who are the **thirsty**?

Can he be the young adolescent yearning for God to help him make sense of his life?

Who is the **stranger**?

Could she be the new girl at school who has just moved to the area with her family?

Who are the **poor**?

Would they be the people whose home and possessions were destroyed in the overnight fire?

Who are the **sick**?

Could he be the teenager who seeks to control his low self-image by eating the wrong foods?

Who are the **imprisoned**?

Might she be the young girl suffering from the pain of physical abuse?

Jesus concluded a long discourse recorded in the gospel of Matthew with a parable of a king who judged his subjects based on how they treated one another. In fact, the king told his people, “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.” Christians have always taken this to mean that by sharing God’s love with the “least of these,” they are doing it for Jesus.

The difficulty in this teaching often comes in identifying the least ones. Generally, the words seems so abstract. Who actually knows a person who is physically hungry? Who is acquainted with someone who has been jailed? By looking at these six questions in a new light, the participants will be helped to a clearer understanding of who these people are and how to help meet their needs. The learners will also realize that everyone comes into daily contact with someone in one or more of these categories and that, from time to time, they may also fit some of these classifications. Through recognizing the least of these, meeting their needs, and sharing God’s love, the young people will find out what it is like to come face to face with Jesus Christ.

Called the parable of the last judgment, the story of the king and his subjects is only fifteen verses long, yet Matthew 25:31-46 provides a concise synopsis of themes such as justice, love in action, and faithfulness which are woven throughout the Bible. Even the location of this passage makes an important point. In the same discourse, Jesus also shares the parable of the ten bridesmaids, a message that reminds his followers of his imminent return, and the parable of the talents, which tells Christians that their God-given talents must be multiplied for the good of others and of God's kingdom. In both parables we are told how to use our time before Jesus returns.

In Matthew 25:31-46, Jesus is even more specific. He presents a clear model of discipleship. We are reminded that Christ is always with us, sometimes disguised as those around us who need our help. Most importantly, these are not tasks for the highly skilled or the uniquely called, they are something which every follower can and must do in the name of Christ. Since Jesus would no longer be on earth with the disciples, he wanted to make it clear that

good deeds done for others were the same as kindnesses expressed directly to him.

The six chapters of *Seeing Jesus* each contain 10 learning activities which explore one aspect of the chapter's theme. Each lesson plan is organized into three parts: Learn, Locate, and Lead. Learn presents a short description of the theme of the activity and describes what the students will do. Locate provides a list of supplies and preparations needed in order to present the learning experience. Lead details the directions for successfully guiding a group through the design. Although each lesson is related to the passage, Matthew 25:31-46, it is also organized around another story or verse from the Bible which further illustrates the specific topic.

Sharing God's love was a task not only given to the disciples thousands of years ago, it is the responsibility of every Christian in any age. *Seeing Jesus* provides creative, concrete methods for responding to Jesus' commission. It once again challenges each and every learner with the question, "What will you do?"

BIBLE BACKGROUND

Matthew 25:31-46

The Gospel of Matthew was written for a Jewish audience. This is evident in many ways. Matthew opens with a genealogy that demonstrates that Jesus descended from Abraham and, furthermore, that he was in the line of David, the great King of Israel. Already in the second chapter, the story of the magi is presented to demonstrate that Jesus was born to be the King. The theme of the kingship of Jesus continues throughout the book. For example, when Matthew tells the story of Jesus' triumphal entry into Jerusalem, he takes care to point out that the prophet Zechariah said that the King would come meek and riding on a donkey. In the Matthew 25 passage, verse 34, Jesus, who often referred to himself as the "Son of Man," equates the "Son of Man" with the "King."

Furthermore, as the gospel unfolds, there are many references to Old Testament prophecies and quotations from the Old Testament with which only a Jewish audience would be intimately familiar. Matthew takes great care to show how prophecy is fulfilled in Jesus and his ministry. In chapter 2, Matthew says that the murder of innocent children ordered by

Herod, as well as the return from the flight into Egypt, are fulfillment of prophecy. The theme of fulfillment of prophecy occurs in other passages, e.g. 13:14, 35 and 26:56. The message is clear that Jesus is the Messiah and King promised in prophecy.

In the chapters leading up to Matthew 25, Jesus clearly stands in judgment over the hypocrisy of the Pharisees. As Messiah and King, he has every right to do so. When asked what the greatest commandment is (22:36) Jesus responds that it is to love God completely, and a second commandment is to "love your neighbor as yourself." [Looking back at the Ten Commandments that structure is obvious already in Exodus 20. There the Lord says he loved Israel—"brought you out of the land of Egypt"—so Israel should love the Lord and one another.] Jesus criticizes the Pharisees for keeping commandments so that they will be praised and admired for their piety while lacking love for their neighbors. They are only "actors" playing a role. (ὑποκριτής = hypocrite, the Greek word meaning actor.) They put on the "mask" of the Greek theater to look pious, but they have no real piety. They speak the proper theological language, but it doesn't affect their hearts. Their actions show no love for their neighbors. So, Jesus

goes on to justly pronounce condemnation on their actions in chapter 23.

Jesus then begins a discourse on the end of this age. He describes the end times in chapter 24. That brings us to the focus of our passage. In Matthew 25 he describes the coming of the Son of Man with his angels at the end of time. He will sit on his throne and separate the sheep from the goats. The sheep are those with true piety. The goats are the “actors.” The goats will be shown to be pretending while the sheep have real faith, the ones who have been changed by God’s love. They are the ones who saw their neighbor in need and helped. They are the ones who demonstrate their faith in their love for others.

When we feed the hungry, give a drink to the thirsty, offer hospitality to the stranger, clothe those exposed to the elements, minister to the sick, or visit the imprisoned, we are demonstrating that the love God has shown us has affected our hearts. The apostle John sums up Jesus’ message succinctly when he says, “Dear friends, since God loved us, we also ought to love one another” (1 John 4:11).

I WAS HUNGRY

Over and over again the Bible tells of God's concern for those who are hungry. At creation God provided everything people needed in order to live. It is only after Adam and Eve sinned that people had to struggle to survive and to work hard to meet their needs. Isaiah 55:1 proclaims the day when people will be able to come, buy, and eat ... without money and without price. The image of heaven as a banquet reveals God's ideal. Even the poor, the lame, and the outcast will have a place at God's table.

Throughout salvation history God provided food for people in miraculous ways. Manna in the wilderness, Exodus 16:4-35, and the feeding of the 5,000, Mark 6:34-44, are just two examples. God also provided food through faithful servants who put love into action and cared for those who were hungry. They were commended for their justice and kindness. In the parable of the last judgment, Matthew 25:40, Jesus said of these people, 'Just as you did it to one of the least of these who are members of my family, you did it to me.'

This chapter considers three types of hunger which are present both in biblical stories and in the world today. The activities in this chapter will help the participants explore causes, effects, and solutions of physical, emotional, and spiritual hunger. They will discover what it means to feed those who are hungry, meeting their needs in the name of Jesus.

I WAS HUNGRY

Chart

<i>Title</i>	<i>Scripture</i>	<i>Theme</i>	<i>Activity/Method</i>	<i>Page</i>
Overview	<ul style="list-style-type: none"> ▶ Exodus 16:4-35 ▶ Isaiah 55:1 ▶ Matthew 6:34-44 ▶ Matthew 25:35a, 36b, 37a, 42a, 44a ▶ Matthew 25:40 	<ul style="list-style-type: none"> ▶ Hunger 		9
Working for Justice	<ul style="list-style-type: none"> ▶ Psalm 146:7 	<ul style="list-style-type: none"> ▶ Hunger Relief Organizations 	<ul style="list-style-type: none"> ▶ Banners/Textiles: Brown Paper Bag Banner 	12
Dispelling the Myths	<ul style="list-style-type: none"> ▶ Matthew 12:1-8 	<ul style="list-style-type: none"> ▶ Hunger Myths and Realities 	<ul style="list-style-type: none"> ▶ Creative Writing: Fairy Tales 	14
Hungering for Happiness	<ul style="list-style-type: none"> ▶ Matthew 5:6 	<ul style="list-style-type: none"> ▶ Hunger for Happiness 	<ul style="list-style-type: none"> ▶ Drama: Talk Show 	18
Setting the Example	<ul style="list-style-type: none"> ▶ Genesis 1:29-31 ▶ Genesis 18:1-8 ▶ Genesis 45:16-24 ▶ Genesis 47:13-17 ▶ Exodus 13:3-10 ▶ Ruth 2:1-16 ▶ 2 Samuel 9 ▶ 1 Kings 17:8-16 ▶ 1 Kings 19:1-15 ▶ 2 Kings 2:42-44 ▶ Daniel 1:8-17 ▶ Matthew 8:14-15 ▶ Matthew 12:1-8 ▶ Matthew 25:35-40 ▶ Matthew 26:17-29 ▶ Luke 10:29-37 ▶ Luke 12:15-21 ▶ Luke 14:15-24 ▶ Luke 16:19-31 ▶ John 6:1-14 	<ul style="list-style-type: none"> ▶ Biblical and Contemporary Hunger Situations 	<ul style="list-style-type: none"> ▶ Game: Biblical Situation Cards and Contemporary Situation Cards 	22

	<ul style="list-style-type: none"> ▶ John 21:4-14 ▶ Acts 2:43-47 ▶ Acts 6:1-7 ▶ Acts 16:11-15 ▶ James 2:14-17 			
Recognizing the Hungry	<ul style="list-style-type: none"> ▶ Isaiah 58:10 ▶ Matthew 25:35-45 	<ul style="list-style-type: none"> ▶ Hunger Awareness and Action 	<ul style="list-style-type: none"> ▶ Dance/Gesture/Movement: Gestural Interpretation ▶ Music: Song - "I Was Hungry" 	30
Caring through Prayer	<ul style="list-style-type: none"> ▶ John 21:4-18 	<ul style="list-style-type: none"> ▶ Emotional Hunger 	<ul style="list-style-type: none"> ▶ Art: Cut Outs/Prayers ▶ Storytelling: Feed My Sheep 	35
Sharing Your Resources	<ul style="list-style-type: none"> ▶ John 15:13 	<ul style="list-style-type: none"> ▶ Sacrificial Giving 	<ul style="list-style-type: none"> ▶ Puppetry: Brown Paper Grocery Bag Body Puppet ▶ Storytelling: "The Rabbit In the Moon" 	38
Multiplying the Food	<ul style="list-style-type: none"> ▶ Matthew 14:13-21 ▶ Mark 6:31-55 ▶ Luke 9:12-17 ▶ John 6:1-14 	<ul style="list-style-type: none"> ▶ Feeding the 5,000 	<ul style="list-style-type: none"> ▶ Storytelling: Rhythm Story - "Multiplying the Food" 	43
Remembering the Hungry	<ul style="list-style-type: none"> ▶ Matthew 6:11 	<ul style="list-style-type: none"> ▶ Daily Bread/ The Lord's Prayer ▶ Hunger Reminder 	<ul style="list-style-type: none"> ▶ Art: Wooden Spoon 	45
Spreading the Word	<ul style="list-style-type: none"> ▶ Luke 16:19-31 	<ul style="list-style-type: none"> ▶ World Food Distribution 	<ul style="list-style-type: none"> ▶ Art: Bread Symbols/Actions ▶ Creative Writing: Litany ▶ Culinary: Breads of the World 	47

Working for Justice

Psalm 146:7

**Happy are those who
execute justice for the oppressed;
who give food to the hungry.**

Learn

Participants will discover ways people help to feed the hungry and create a banner to advertise a need or a program related to this theme.

Locate

- ▶ Bags, boxes, and wrappers from food
- ▶ Bags, brown paper or burlap, or a piece of natural colored burlap
- ▶ Bible
- ▶ Glue
- ▶ Information on one or more food programs
- ▶ Labels from cans and jars
- ▶ Markers, dark colors
- ▶ Scissors
- ▶ Tape

Lead

There are many ways in which we can live the words of Psalm 146:7: execute justice for the oppressed and give food to the hungry. Hunger programs of parishes, organizations, and schools are supported through the efforts of people who give food, money, and time. However, many people still need to know how they can help to feed those in

need. In this activity the participants will learn some of the ways Christians help to feed the hungry. They will communicate the problem of physical hunger to their local faith community and make a banner to advertise a need or a program related to this theme.

Ask the participants to name ways in which their church, school, or organization helps to feed the hungry. Activities or programs might include the following:

- ▶ advertising for volunteers to help in a food bank;
- ▶ baking items to raise funds for a hunger program;
- ▶ buying canned goods to support a food pantry;
- ▶ collecting food for disaster relief;
- ▶ filling food baskets;
- ▶ gleaning food at local farms;
- ▶ harvesting leftover garden foods for distribution or sale;
- ▶ hosting a soup supper to raise money for a cause;
- ▶ offering food items to a homeless shelter;
- ▶ taking a collection for food relief through programs such as the Catholic Relief Services Rice Bowl
- ▶ volunteering at a soup kitchen

Next, help the participants understand that there are many steps involving both actions and people which are needed to feed the hungry. Ask the group to suggest ways that food gets from the people who donate it to those who need it. Act out the process with

the participants. Set up a chain of people and events which occur in order for the hungry to be fed. This could include, for example:

- ▶ people who donate food or money to pay for food;
- ▶ people who box or package food to be delivered to a program;
- ▶ people who drive food to the program;
- ▶ people who provide space for the food to be stored and distributed;
- ▶ people who unpack food and organize it for distribution;
- ▶ people who distribute the food;
- ▶ people who come to the program to receive food which they need;
- ▶ people who clean and maintain the distribution center.

Read Psalm 146:7 to the group. Discuss how this verse relates to feeding the hungry. Ask the students what they might do to help people become aware of the hungry in the community and how they could invite more people to help feed those who need food.

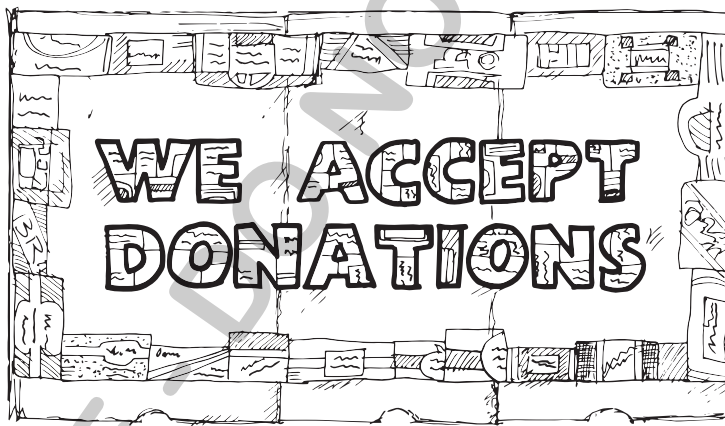
Provide information about a local organization and explain some of its specific needs. An agency may request food to distribute, money to purchase special items, or volunteers to work at a site. Invite the group to make a banner to advertise the needs of a local hunger relief organization. Several banners could be made, depending

on the number of participants and the variety of hunger programs in which the church is involved.

As a background for the banner, use brown paper grocery bags, a burlap bag, or a piece of burlap which have been taped together. Decorate the banner in one of several ways:

Draw outlines of letters on labels and wrappers using thick, dark-colored markers. Cut out the letters, leaving the dark borders so that the letters will stand out clearly. Tape or glue in place on the banner.

Make a collage using the outer packaging from food. Labels from cans or jars, wrappers, bags, or box surfaces can all be arranged on the banner and then glued or taped in place. Write the message or information in dark permanent marker across the surface of the collage.



Use labels and wrappers to create a border around the edges of the banner. For the message, use more labels or plain paper cut into letters which describe the food program's need.

Provide the materials and allow the group

to use them to design a banner. Assign or suggest one of the construction methods, if necessary.

Close the session by gathering in a circle around the completed banner(s). Pray that God will use the artwork to help those who see it reach out and help hungry people. Together, hang the banner(s) in a prominent place in the church or school where it will be seen throughout the week.

Dispelling the Myths

Matthew 12:7

‘I desire mercy and not sacrifice.’

Learn

Participants will discover myths and realities about the causes of hunger and write fairy tales to share truths about this topic.

Locate

- ▶ Bible
- ▶ Copy machine or printer
- ▶ Crayons or markers
- ▶ Paper for copy machine or printer
- ▶ Paper or poster board for presentations
- ▶ Pencils or pens
- ▶ Resource sheet: "Myths and Realities of Hunger"
- ▶ Resources on the myths and realities of hunger

Advance Preparation

- ▶ Assemble resource materials on the myths and realities of hunger.
- ▶ If desired, invite speakers from agencies that deal with hunger issues.

Lead

It would seem that most people in the world want to do something to combat the problem of hunger. Unfortunately, many people have been misinformed about the causes of this issue which has led to false myths. When these myths are not addressed, people can become complacent and resistant to offer their assistance. In this activity, participants will uncover the differences between myths and realities and write fairy tales to share the truth about causes of hunger.

Tell the participants that there are many common misconceptions, or myths, about world hunger. Explain that exploring some of these widespread, yet only partially valid, beliefs can help people work to address the causes and to end the issue. Distribute a copy of the "Myths and Realities of Hunger" resource sheet to each participant. Assign small groups one myth and reality statement. Direct them to research information on the issue and then report their findings to the class. Remark that those considering each issue could depict the data they find on a chalkboard or a piece of newsprint or poster board to use in their presentation. They could also create a PowerPoint presentation, including pictures, to be projected for the group. In addition, invited speakers from hunger related agencies might work with the teams to present the facts.

Allow time for the students to prepare the data on their assigned myth and reality statements. Offer guidance, as well as encouragement, as needed. Once everyone has completed the task, invite each group

to make a presentation. Take time for comments and questions after each talk.

Once the hunger information has been discussed, apply the lesson by inviting the participants to write a fairy tale for each myth and reality. Share the example provided or write a sample with the entire group. Assign individuals or partners to write fairy tales for each of the statements. Distribute paper, pens, and pencils for the project. Share the results with the entire class.

Example

► Myth One

There is not enough food for everyone in the world.

Sample Fairy Tale

Once there was a king who loved to eat. One day he wondered, "What if I ate so much that I would run out of all of my favorite foods?" The king decided that would make him very sad. He called together his palace servants and told them to build walls around all of the fields and factories of food. The king commanded the servants to put his seal on the gate in each wall. Although the king continued to share food with his loyal subjects, he made sure that no one else would be able to steal what now belonged to him.

► Reality

The world's grain production alone could provide everyone in the world with enough calories and protein for good health. Unfortunately, because people who are hungry are also poor, the grain is not equally or fairly distributed to all nations.

Sample Fairy Tale

Once there was a king who loved to eat. One day he wondered, "What if I ate so much that I would run out of all of my favorite foods?" The king decided that it was not fair for him to have more and better food than everyone else, or to eat so much that others might not have enough food. So, he called together all of his servants and sent them out to see if the subjects of the land had enough to eat. The king began an education program in all of the kingdom to remind people to care about everyone and to be wise about what they ate. Then he called together a meeting of all the other kings of the world to figure out a plan to make sure that there would always be enough food for all of the kingdoms.

After the fairy tales are written, invite volunteers to share their stories with the class. To extend the activity, offer the writers the opportunity to illustrate their fairy tales. Provide crayons and markers. Display the finished projects in the classroom or combine them to form a class book on the myths and realities of hunger.

Myths and Realities of Hunger

Myth One

There is not enough food for everyone in the world.

Reality One

The world's grain production alone could provide everyone in the world with enough calories and protein for good health. Unfortunately, because people who are hungry are also poor, the grain is not equally or fairly distributed to all nations.

Myth Two

There isn't enough suitable land for farming.

Reality Two

Unfortunately, much potential farm land is uncultivated or inefficiently used. In many countries with widespread hunger, a few land owners control nearly all agricultural production. Their land is sometimes used for cash crops such as coffee or cotton instead of food. In many places, one harvest is gathered per year when there could be two or three. In some areas, valuable farmland is being paved over to build more houses and businesses. Other acreage is damaged by erosion or overgrazing.

Myth Three

There are too many people to feed.

Reality Three

Overpopulation is not the cause of hunger. Actually, just the opposite is true. Many poor families have a large number of children in the hope that some will survive to work in the fields or in the city to add to the family's income.

Myth Four

Hunger is the result of natural disasters.

Reality Four

In some areas, hunger can be directly traced to floods, droughts, and other natural disasters. Yet, starvation is also common in many other parts of the world where no natural disasters have occurred.

Myth Five

Modern, large-scale agriculture is the answer.

Reality Five

Small farmers don't have the money to invest in machinery, fuels, and fertilizers. In less developed countries, reliance on machines may actually displace workers, thus adding to the hunger problem by taking away people's sources of income. Many studies have shown that small farms actually produce more food per acre than large farms.

Myth Six

People are lazy.

Reality Six

Nobody wants to starve. In countries where unemployment and illiteracy are widespread, jobs are not available for many people. Therefore, many hungry people do not have money to buy food.

Myth Seven

Growing more food will mean less hunger in poor countries.

Reality Seven

Until a more equitable method for distributing food between rich and poor nations is established, it does not matter how much more food is grown. Sometimes excess food never makes it to the hungry ones.

Myth Eight

Hunger is a contest between rich countries and poor countries.

Reality Eight

It must be acknowledged that, rich or poor, all people of the world are part of the same global food system. Food is gradually coming under the control of a few huge corporations that grow and market food for the benefit of people who have money to buy it. People in poor countries pay food

prices that are determined by what people in rich countries are willing to pay. Even in rich countries, small farmers find themselves unable to afford the machinery they need, and people on fixed incomes cannot afford to pay high prices for the food they must have to survive.

Myth Nine

More foreign monetary aid must be provided to poorer nations.

Reality Nine

Unfortunately, foreign aid is not always used to develop a country's ability to feed hungry citizens and it might be used for other purposes such as defense.

Myth Ten

People will eat anything they are given.

Reality Ten

In some countries and cultures people have strict dietary practices and principles. There are certain foods they cannot and will not eat.

Adapted from:

Lappe, Frances Moore and Joseph Collins.
World Hunger: Twelve Myths. New York, NY:
Grove Press, 1998.

Hungering for Happiness

Matthew 5:6

‘Blessed are those who hunger and thirst for righteousness, for they will be filled.’

Learn

Participants will explore the theme of hungering for happiness by creating and presenting a television-style talk show.

Locate

- ▶ Bible
- ▶ Chairs or stools
- ▶ Clipboard
- ▶ Copy machine or printer
- ▶ Markers
- ▶ Microphone for prop
- ▶ Paper for copy machine or printer
- ▶ Poster board
- ▶ Props for commercials (optional)
- ▶ Props for set such as lamp, plant, rug, and/or table (optional)
- ▶ Resource sheet: "Talk Show Questions"

Advance Preparation

- ▶ Prepare a sign for the game show, such as a logo and a name, by drawing a design and writing words on poster board.
- ▶ Reproduce the Talk Show Questions for people who will play the parts.

Lead

In the words of the fifth Beatitude, Matthew 5:6, Jesus explained that some people hunger for happiness much in the same way that others hunger for food. Unfortunately, many individuals seek to find happiness in ways that will never completely satisfy them. In the Sermon on the Mount, Jesus explained that blessed or happy people are those who hunger and thirst for righteousness. They are the ones who will be filled. In this activity, the participants will create and present a television-style talk show that discusses many different ways that people search for happiness. They will discover some of the ways that God provides happiness to those who experience a hunger to do what is right.

Begin by reading the scripture verse for this session, Matthew 5:6, to the class. Ask the learners to explain the meaning of the word "righteousness." If necessary, add information to enhance the definition. For example, righteousness means acting in a just, upright manner; doing what is good, right, or proper. It means seeking to do what God wants us to do. Tell the group that being right with God is a brief way of remembering the meaning of righteousness.

Talk about the contrast of hungering and thirsting for righteousness and the kind of hungering and thirsting which is heard on many radio programs or seen on numerous television stations, especially on talk shows. Ask the students if they have ever listened to or watched morning, afternoon, or evening talk shows. Allow the group to name as many of these types of programs

as they can recall in a few minutes. Ask the students why they think there are so many of these kinds of shows. Mention some of the hopeless dilemmas and life situations that are presented on these programs. Compare the hunger and thirst for righteousness to the hunger and thirst which is often seen on talk shows. Allow time for discussion.

Tell the group that they are going to produce their own television-type talk show. The topic of the program will be the search for happiness. The name of the show, or a promotional teaser, could be "I'll Be Happy If ... Seekers of Happiness Tell Stories about the Search!" Of course, the group can suggest its own title for the production. Assign roles like host(s), guests, crew, and members of the audience. One or more group members, or a leader or teacher, can serve as the host, interviewing a number of guests playing different parts. Each guest will be seeking happiness in a specific way, such as through education, fame, friends, fun, possessions, money, or travel. Determine the specific topic for each talk show guest. If there are additional members of the class, assign them parts as crew or audience members.

Allow time for preparation. Distribute the questions to the guests and guide them as they decide how they will respond to them.

While the guests are working, the hosts should prepare their presentation, too. In between each guest, the host can make an announcement setting up the audience for the next speaker. They can use statements like, "Coming up next, On the Fast Track: Happiness through Success," to form a bridge between the guest appearances.

During the preparation period, members of the audience could plan commercial breaks for the show. These should relate to a product or experience which offers happiness. Possible topics include vacation

spots to enjoy, loans to help people afford the things they want, products which make folks feel happier about their appearance, and entertainment opportunities.

While the host, guests, and audience members are working on their parts, have the crew create a set for the show. Comfortable chairs or stools can be used for a setting in which the host and guest will talk. All guests can sit in chairs in front, or guests can be called to come up one at a time. Commercial breaks may be used as a time to re-arrange people. Provide a prop microphone for the host. Other props, such as a lamp, plant, rug, or table could be added to make the set attractive for the show. A sign with the name of the show may serve as a background.

Once the hosts, guests, commercial-makers, and production crew have completed their tasks, talk about the role of the audience. The audience will be made up of any group members who are not doing their presentation at that time. Therefore, participants will be playing more than one role during the talk show production. The audience can challenge the guests to look in other places for happiness. Perhaps a call-in guest could be prepared to help explain how the guests will find real happiness. Members of the audience could explain ways in which God has helped them to feel happy. Make sure the students do not give simplistic solutions to very deep voids which so many people feel in their lives. Explain that it is not helpful to quickly say, "God will take care of it," to people who are searching for meaning. Audience members may also tell ways in which they struggled in similar situations and what helped them in the process.

Present the talk show. The host should ask each guest how the thing they are seeking can or cannot provide happiness. Each

interview might end with the question, “Are you happy?” Instruct each guest to answer that question with the phrase, “No, not yet, but I’ll keep trying.” Ask the students to stay in their roles throughout the show as much as possible. Assist the participants throughout the production to help things flow as smoothly as possible.

After the production, discuss the experience with the participants. Pass the prop microphone around and let each person respond individually to questions like “What did you learn from doing the production?” or “What advice would you give to people who are searching for happiness?” Remind the students of the need to seek God in all decisions.

Close the session with a guided prayer. Suggest a topic and allow time so each person can silently pray about it. If desired, begin the prayer with a few general petitions of thanksgiving to God. Then proceed with the response, “Lord, hear our prayer.” Lead

the group in praying for some or all of the following things:

- ▶ We thank you for the things which we learned today.
- ▶ We pray for the many people who are hungering for happiness.
- ▶ Please help to satisfy the people who are hungering for happiness.
- ▶ Please help me to look for happiness in the right places.
- ▶ Thank you for the happiness you provide.

End the prayer by saying, “Thank you that you always hear and answer our prayers. Amen.”

If desired, present the talk show for one or more additional groups. Possible settings include a church potluck, a youth group meeting, or a Sunday School class. Parents, as well as younger or older students, will all benefit from seeing the show. In addition, the production group will learn more each time it is offered.

Talk Show Questions

Choose any or all of the following questions to ask the guests.

- ▶ Why did you think _____ would make you happy?
- ▶ Did _____ provide happiness?
- ▶ Describe your quest to search for happiness through _____.
- ▶ Tell us three ways that you are happier because of _____.

SAMPLE - DO NOT REPRODUCE

Setting the Example

Genesis 47:13

Now there was no food in all the land, for the famine was very severe. The land of Egypt and the land of Canaan languished because of the famine.

Learn

Participants will play a game to learn about biblical people who helped the hungry and to respond to contemporary situations involving people who need food.

Locate

- ▶ Bags, brown paper grocery type
- ▶ Bags, cans, and packages of food
- ▶ Bibles
- ▶ Copy machine or printer
- ▶ Paper cutter or scissors
- ▶ Paper for copy machine or printer, 2 colors
- ▶ Resource sheet: "Bible Situation Game Cards"

- ▶ Resource sheet: "Contemporary Situation Game Cards"
- ▶ Tables

Advance Preparation

- ▶ Arrange to gather enough food to fill at least one large paper grocery bag per small group. Announce ahead of time that participants should bring one or two food items to class to donate to people in need.
- ▶ Duplicate the Bible Situation Game Cards and the Contemporary Situation Game Cards resource sheets on two different colors of paper. Cut the cards apart and stack each set in a different pile. Be sure to prepare a set of both types of cards for each table.
- ▶ Set up a table for each small group of four to six participants. Place a paper grocery bag; a variety of bags, boxes, and cans of food; a Bible; and the two decks of cards on each table.



Lead

In the Bible there are many Old Testament and New Testament stories of people who fed the hungry. Genesis 47:13-17, the account of Joseph, is an example of how God rescued a family by satisfying their physical and spiritual hungers. In this lesson, the participants will use a game format to read about biblical people and discover ways they fed others. Players will encounter contemporary situations related to hunger and decide how to respond to needs. The activity will also help learners understand how their lives can be examples for others to follow.

As the participants arrive, seat four to six people around each table. Read Genesis 47:13-17 to the group. Remark that this is a story of what Joseph did to help hungry people. Tell the class that they will play a game to discover other examples of people in the Bible who fed the hungry. In addition, they will decide what people today, including themselves, can do to assist those in need of food.

Explain that the object of the game is to fill a grocery bag with the food items on their table. This is accomplished by taking turns and working cooperatively to answer

questions. To begin the game, a player may choose a card from either pile. One set of cards describes biblical situations in which people were fed and the other stack suggests contemporary situations related to hunger issues. The player who picked the card attempts to answer the question. If it is a Bible Situation, the player can state the answer or look up the verse before responding. A contemporary card may have several answers and the player may offer all ideas that come to mind. After the player has had an opportunity to answer, other players can add ideas or suggestions. Each time a question is answered the player who picked the card chooses a food item to place in the grocery bag. Everyone wins when the bag is filled. Note that players should alternate picking cards from opposite decks, for example, if the first player picks from the Bible Situation stack, the second player should select from the Contemporary Situation pile.

Continue playing the game until the grocery bag is filled with food items. Emphasize that everyone wins when people share what they have with others. Decide as a group what to do with the bag(s) of food. After the decision is made, form a circle around the bag or bags and pray for those who will receive the food.

Answers- Bible Situation Cards

Old Testament

1. Eden
2. Abraham, Sarah
3. Joseph
4. Moses
5. Ruth
6. Mephibosheth
7. meal, oil
8. angel
9. Elisha, 100
10. Daniel

New Testament

1. She was healed
2. Grain field/Grain
3. Him
4. Remembrance
5. A Samaritan
6. Storing food
7. The poor
8. Lazarus
9. 5,000
10. Shore
11. The needy
12. Deacons
13. Lydia
14. Faith, Works

Bible Situation Game Cards (1/3)

<p>Bible Situation - Old Testament #1</p> <p>God provided everything Adam and Eve would need to eat in order to survive. It was all in a garden called _____. Check it out: Genesis 1:29-31</p>	<p>Bible Situation - Old Testament #2</p> <p>_____ saw three strangers traveling toward him in the desert. He and _____ welcomed them and fed them a meal. Check it out: Genesis 18:1-8.</p>
<p>Bible Situation - Old Testament #3</p> <p>_____ gave grain to his brothers and to many others during a famine which kept them from growing food. Check it out: Genesis 45:16-24.</p>	<p>Bible Situation - Old Testament #4</p> <p>This great leader named _____ helped the people of God celebrate the Passover with a special meal so that they would always remember how God set them free from slavery. Check it out: Exodus 13:3-10.</p>
<p>Bible Situation - Old Testament #5</p> <p>Boaz let _____ glean the extra grain in the fields. He fed her a meal and also told his workers to leave some extra grain for her. Check it out: Ruth 2:1-16.</p>	<p>Bible Situation - Old Testament #6</p> <p>David invited _____ to eat at his table because he was the son of David's friend Jonathan. This was unusual because _____ was crippled and came from the family who fought against David. Check it out: 2 Samuel 9.</p>
<p>Bible Situation - Old Testament #7</p> <p>A widow shared her last _____ and _____ with Elijah. A miracle occurred and she and her son did not run out of food for many days. Check it out: 1 Kings 17:8-16.</p>	<p>Bible Situation - Old Testament #8</p> <p>Elijah was so sad he sat under a tree and decided to die. God sent an _____ to encourage him and to bring him food. Check it out: 1 Kings 19:1-15.</p>

Bible Situation Game Cards (2/3)

<p>Bible Situation - Old Testament #9</p> <p>A man gave twenty loaves of barley bread and fresh grain to _____ to thank God for providing food for him. _____ used it to feed _____ people and there was some left over. Check it out: 2 Kings 4:42-44.</p>	<p>Bible Situation - Old Testament #10</p> <p>_____ refused to eat the "junk food" offered to him by King Nebuchadnezzar's servant. He chose, instead, to eat the healthy food he knew would be good for him and would please God. Check it out: Daniel 1:8-17.</p>
<p>Bible Situation - New Testament #1</p> <p>Peter's mother-in-law got up and prepared a meal for Jesus and his followers right after _____. Check it out: Matthew 8:14-15.</p>	<p>Bible Situation - New Testament #2</p> <p>Jesus and his followers were hungry. Passing through a _____ they picked _____ to eat. They were criticized for working on the Sabbath. Jesus said it is more important to feed the hungry and to show kindness than to follow rules that are not compassionate. Check it out: Matthew 12:1-8.</p>
<p>Bible Situation - New Testament #3</p> <p>Jesus said whenever you fed the least of these, you did it to _____. Check it out: Matthew 25:35-40.</p>	<p>Bible Situation - New Testament #4</p> <p>Jesus fed his disciples a final meal before he died. Why? _____. Check it out: Matthew 26:17-29.</p>
<p>Bible Situation - New Testament #5</p> <p>_____ paid an innkeeper to feed and take care of an injured man until he recovered from being mugged. Check it out: Luke 10:29-37.</p>	<p>Bible Situation - New Testament #6</p> <p>Jesus warned against _____ instead of sharing it with others and being generous to God. Check it out: Luke 12:15-21.</p>

Bible Situation Game Cards (3/3)

<p>Bible Situation - New Testament #7</p> <p>A person prepared a huge banquet and invited many friends to share it. When they were too busy to come _____ were invited to eat it instead. Check it out: Luke 14:15-24.</p>	<p>Bible Situation - New Testament #8</p> <p>The rich man refused to share food with the poor man _____. What happened? Check it out: Luke 16:19-31.</p>
<p>Bible Situation - New Testament #9</p> <p>A young boy shared his lunch of five loaves and two fish. Jesus used it to feed a hungry crowd of _____ people. Check it out: John 6:1-14.</p>	<p>Bible Situation - New Testament #10</p> <p>The disciples had fished all night without catching anything. Jesus told them to cast their nets on the other side. They caught more than the boat could hold. Then Jesus fed them breakfast on the _____. Check it out: John 21:4-14.</p>
<p>Bible Situation - New Testament #11</p> <p>The first Christians lived together and shared everything they owned or earned. They gave food to _____. Check it out: Acts 2:43-47.</p>	<p>Bible Situation - New Testament #12</p> <p>Special servants called _____ were chosen by the first Christians to make sure the widows were not neglected in the distribution of food. Check it out: Acts 6:1-7.</p>
<p>Bible Situation - New Testament #13</p> <p>_____ gave Paul, Timothy, and Silas a place to stay and fed them so that they could work for God in the area where she lived. Check it out: Acts 16:11-15.</p>	<p>Bible Situation - New Testament #14</p> <p>The book of James says _____ without _____ is dead. Believing in God, but not feeding those who are hungry is wrong. Wishing hungry people peace is not enough. Check it out: James 2:14-17.</p>

Contemporary Situation Game Cards (1/3)

<i>Contemporary Situation #1</i>	<i>Contemporary Situation #2</i>
Althof was just elected to student council. The council wants to help the students to do something to make a difference for hungry people. How can they set an example?	Asa's church collected money at Vacation Bible School to help feed hungry people. How can they use it to help set an example?
<i>Contemporary Situation #3</i>	<i>Contemporary Situation #4</i>
Benjamin sees a lot of kids wasting food everyday at lunch. What could he do to make a difference and to set an example?	Brianna's elderly neighbor has a hard time getting to the store. Brianna's mother says the woman does not eat well and also does not have much money. What example could Brianna set?
<i>Contemporary Situation #5</i>	<i>Contemporary Situation #6</i>
Bryant lives on a farm. This year his family garden produced more than his family could eat or preserve. What example could Bryant set for others?	Byoung noticed recently that another boy in his class often has little or no food for lunch. The boy tries not to let anyone see. How can Byoung set an example?
<i>Contemporary Situation #7</i>	<i>Contemporary Situation #8</i>
Connie saw a show about starving children on television and it gave her nightmares. Now every time she sees an advertisement she changes the channel or flips the page of the magazine. What could she do to set an example?	Denelza's pastor announced that the Sunday School will be collecting food for the church's food pantry. How can she help and set an example?

Contemporary Situation Game Cards (2/3)

<p>Contemporary Situation #9</p> <p>Djemillah's priest preached a sermon on hunger. He ended by saying everyone can do something about hunger. He asked each person to choose something to do and to write it on a piece of paper to put in the offering plate next week. What could Djemillah do to set an example?</p>	<p>Contemporary Situation #10</p> <p>Emillio's mother just had surgery and his father is very busy taking care of his family and his job. How could Emillio set an example?</p>
<p>Contemporary Situation #11</p> <p>Georgia feels like she hears about hungry people or programs to help hungry people every day. She feels guilty that she has food and others don't. There are so many things that need to be done that she can't figure out what to do. How can Georgia set an example?</p>	<p>Contemporary Situation #12</p> <p>Abdul saw on the news that people were starving in a country half way around the world. It made him very sad, but he doesn't know what he can do to help. How could he set an example?</p>
<p>Contemporary Situation #13</p> <p>Jennifer goes to a church that doesn't do anything to feed hungry people. It bothers her a lot. What can she do to set an example?</p>	<p>Contemporary Situation #14</p> <p>Lisa's church had a special dinner. Too much food was prepared and now there is a lot left over. What could Lisa do to set an example and to avoid waste?</p>
<p>Contemporary Situation #15</p> <p>Lo Duc's Boy Scout troop gave him grocery bags to distribute for Scouting for Food. People are supposed to fill them and place them in front of their houses for pick-up. The food will go to a food pantry to help hungry people. How can Lo Duc set an example and help make the program a success?</p>	<p>Contemporary Situation #16</p> <p>Mark heard about a group that helps to glean the fields after the farmers are done harvesting. The food they collect is given to several food programs. How could Mark set an example?</p>

Contemporary Situation Game Cards (3/3)

<p>Contemporary Situation #17</p> <p>Michael noticed that the food for the food pantry often piles up and sits there for weeks. What could Michael do to help set an example?</p>	<p>Contemporary Situation #18</p> <p>Nikki's youth club was asked to change one eating habit that would make a small difference in combating hunger. What could Nikki do to set an example?</p>
<p>Contemporary Situation #19</p> <p>Rebecca heard about a program called Project Heifer. They send live animals to countries all around the world to help people learn how to produce their own food. How can Rebecca set an example?</p>	<p>Contemporary Situation #20</p> <p>Rita's youth group has been studying hunger around the world. What can they do to set an example and to make a difference for hungry people around the globe?</p>
<p>Contemporary Situation #21</p> <p>Tanya's church has a homeless shelter. They need food to serve their guests and money to buy other food supplies. What can her youth group do to set an example?</p>	<p>Contemporary Situation #22</p> <p>Thomas has always wanted to volunteer in a soup kitchen. What could he do to follow through on his idea and to set an example?</p>
<p>Contemporary Situation #23</p> <p>Tirena's church was told they could use the empty lot next door in any way they want. How could it be used to set an example?</p>	<p>Contemporary Situation #24</p> <p>Naomi recently learned that people who have no food occasionally knock on the pastor's door and ask for help. How could Naomi set an example?</p>

Caring through Prayer

John 21:17b

And he said to him, 'Lord, you know everything; you know that I love you.'
Jesus said to him, 'Feed my sheep.'

Learn

Participants will retell the story of Jesus and Peter, consider people who are emotionally and spiritually hungry, and participate in a prayer activity to remember them.

Locate

- ▶ Basket
- ▶ Bible
- ▶ Copy machine or printer
- ▶ Crayons
- ▶ Markers
- ▶ Paper for copy machine or printer
- ▶ Pencils
- ▶ Resource sheet: "Pattern for Bread and Person"
- ▶ Scissors

Advance Preparation

Duplicate and cut out the bread pattern and the figure pattern for each participant. Separate the cut outs into two piles.

Lead

Peter wanted to serve Jesus. When the two met on the shore after Jesus' resurrection, Jesus instructed Peter: "Feed my lambs. Tend my sheep." This story is a reminder that there are people like Peter who are emotionally and spiritually, rather than physically, hungry. Many hurting, lonely people who hunger for love and affection need to be fed by people who care for them. Through this activity the participants will identify some of these people's needs and respond to them with prayer.

Welcome the participants to the session. Arrange chairs in a circle or sit with the group on the floor. Ask each person to share one interesting thing that has happened since the last meeting. Show concern for and interest in the responses which are offered.

After a time of casual conversation, read the Bible story for the lesson, John 21:4-18. Assign four people the following parts:

- ▶ Narrator
- ▶ Jesus
- ▶ "The disciple whom Jesus loved"
- ▶ Peter.

Offer background information on the passage before reading it. This story is set after Jesus' death and resurrection. Since fishing was the job most of the disciples gave up to become Jesus' helpers, once Jesus had left them, they returned to their previous occupation. Peter is the central character of this episode. In previous chapters of John, it was reported that Peter denied knowing

Jesus three times. The appearance, recorded in John 21, is described as the third time that Jesus revealed himself to his disciples after the resurrection.

Invite the participants to read their assigned parts of the scripture passage. Following the reading, have the learners imagine more of what took place in the story. Ask questions like:

- ▶ How might the disciples have felt about Jesus' suggestion concerning fishing?
- ▶ What must the disciples have thought about Jesus' advice after they caught so many fish?
- ▶ What would it be like to share a meal with Jesus?
- ▶ How do you think Peter felt when he saw Jesus again?
- ▶ Why do you think Jesus asked Peter the same question three times?
- ▶ What do you think Jesus meant when he told Peter to feed his sheep?

Provide a summary to conclude this portion of the lesson. This story begins with Jesus helping the disciples to catch fish. Then Jesus lovingly feeds them a meal on the shore. Finally, Jesus shows Peter that he still loves him and gives Peter a job to do. Jesus called himself the Good Shepherd. He took care of people just like a shepherd cares for a flock of sheep. When Jesus was preparing to return to heaven he asked Peter to take care of and to feed his sheep. Matthew 25 makes it clear that it is the job of every Christian to feed Jesus' sheep just as if they were caring for Christ himself.

It is very important to share food with those who have a physical hunger. But, Peter had a different kind of hunger. He was hungry for Jesus' love and acceptance. Peter needed to be forgiven by Jesus. Jesus knew what Peter needed and was willing to feed Peter.

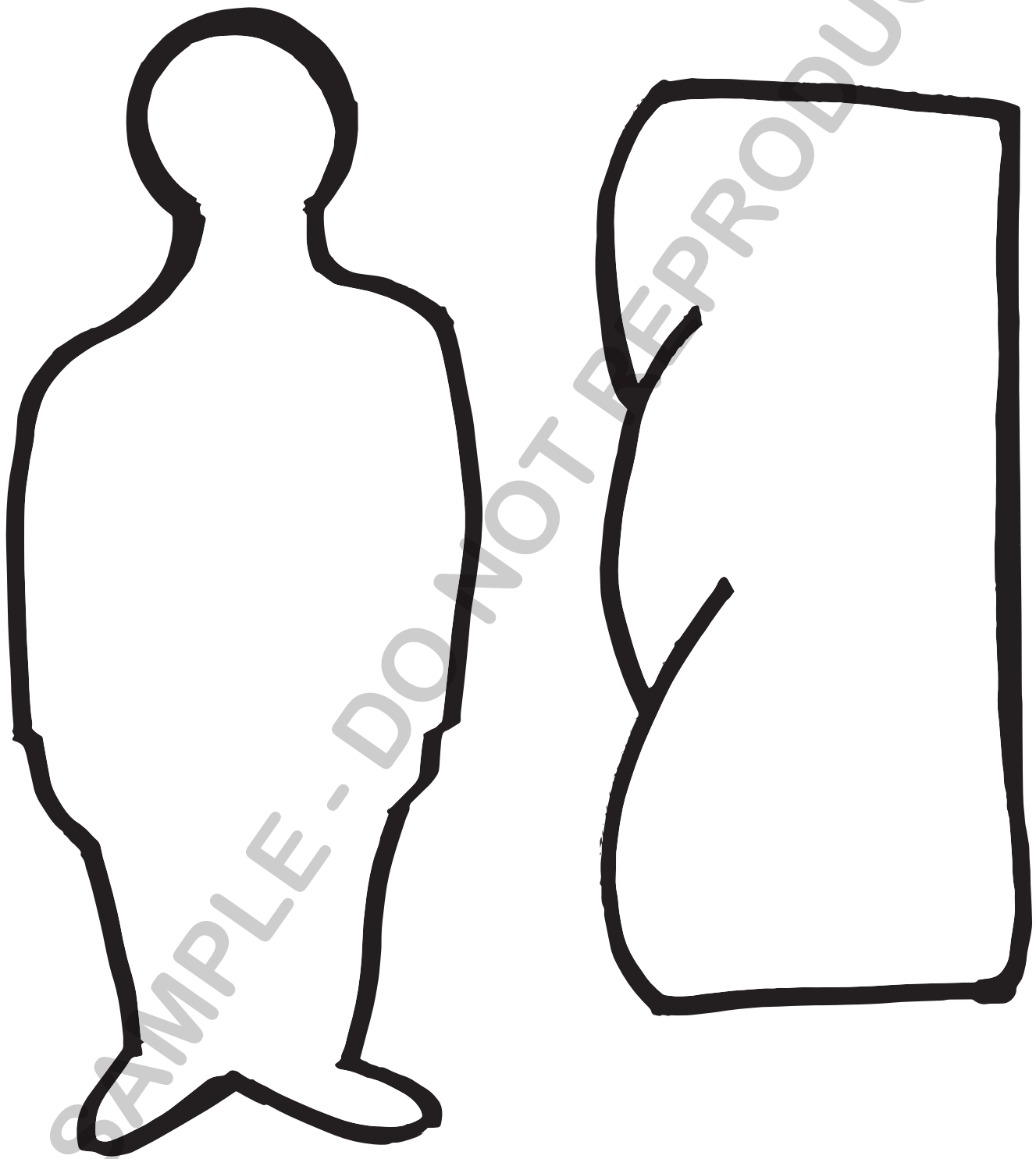
There are many people who feel like Peter. They are hungry emotionally and spiritually rather than physically. Some of them might be abused, angry, guilty, hurt, lonely, rejected, sad, scared, or unloved. Distribute the people figures, as well as markers or pens, and have the participants write these words on a cutout. Allow the group to suggest other words to describe spiritual hunger and add them to the figures as well. After the cutouts are prepared, invite the group to trade figures so each person has one for the next part of the activity.

Distribute the cutouts of the loaves of bread. Discuss what solutions are needed to feed the hungers listed on the people figures. For example, someone who is lonely needs a friend to listen to him or her. An individual who is guilty requires forgiveness. These solutions should be written on the bread loaf cutouts. When each need or hunger has been discussed and a solution has been suggested and recorded on a shape, the cutouts can be placed in a bread basket and set in the middle of the group.

When the basket is full, pass it around the circle and ask each person to take one piece of bread. Note that the cutout does not need to be the one the person made. While holding the bread, the person is to pray for one way of feeding the hungry. Allow a time of silence after each person's prayer. Continue around the circle until everyone has addressed one hunger with a solution.

After this prayer activity, encourage the participants to take the pieces of bread and the figures of people home with them to continue to pray for those who hunger in the ways described on the cutouts. Remind the learners that they may be the answer to one of the prayers. Challenge them to put their prayers into action in helping to feed Jesus' sheep.

Pattern for Bread and Person



Sharing Your Resources

John 15:13

No one has greater love than this,
to lay down one's life for one's friends.

Learn

Participants will consider the theme of sacrificial giving by making paper bag body puppets and sharing the Japanese folktale "The Rabbit In the Moon."

Locate

- ▶ Bags, brown paper grocery type
- ▶ Bags, plastic
- ▶ Bible
- ▶ Chairs, 2
- ▶ Copy machine or printer
- ▶ Glue
- ▶ Markers
- ▶ Paper, construction
- ▶ Paper for copy machine or printer
- ▶ Props, artificial or real
 - ▶ Apple
 - ▶ Banana
 - ▶ Grapes
 - ▶ Orange
 - ▶ Pear
 - ▶ Seaweed
 - ▶ Sticks
- ▶ Resource sheet: "'The Rabbit in the Moon' Script"
- ▶ Rubber bands, medium – 2 per puppet
- ▶ Scissors

- ▶ Staplers
- ▶ Staples
- ▶ Yarn

Advance Preparation

- ▶ Duplicate copies of "'The Rabbit in the Moon' Script."
- ▶ Set up two chairs to be used during the puppet show.
- ▶ Scatter the props around the room for the characters to pick up during the presentation.

Lead

A Japanese folktale, "The Rabbit In the Moon" (Pratt, David and Elsa Kula. *Magic Animals of Japan*. Berkeley, CA: Parnassus Press, 1967), emphasizes the message of John 15:3, "laying down one's life for a friend." By engaging in a dramatic re-enactment of the story the participants will discover that each person can use his or her own unique gifts to help those who are hungry. In this lesson, the class will create paper grocery bag body puppets to represent the characters in the book and use them to share this message with others.

Introduce the theme of "giving for others" to the class by sharing a summary of the story:

"The Rabbit In The Moon" is a Japanese folktale of an old man who lives in the moon. One day he decides to go to earth to locate the kindest animal in the forest. Disguised as a beggar, the man asks a variety of animals for food. Each

animal brings the man something to eat. Although the rabbit too searches for food to share, he is sad because he does not find anything to present to the man. So, instead of food, he offers the man sticks, and tells him to use them to build a bonfire. Rabbit meat, he says, is very delicious. The old man realizes that because the rabbit is willing to offer the gift of himself, he is the kindest animal in the forest.

Explain that the learners will make puppets and use them to present this folktale. Invite each person to choose one of the following characters to construct for the skit:

- ▶ Bear
- ▶ Duck
- ▶ Lamb
- ▶ Lion
- ▶ Monkey
- ▶ Old man
- ▶ Rabbit
- ▶ Wolf

Depending on the number of participants, additional animals may be incorporated into the script or several students may construct the same type of character.

Demonstrate the procedure for making the puppets. Explain that the group is going to recycle brown paper grocery bags and plastic food or garbage sacks into body puppets. This type of puppet is worn, rather than held, to operate it.

Start with a full size brown paper grocery bag. The bottom flap becomes the puppet's head and the rest of the bag forms the body. Pick a full sheet of construction paper and glue it to the body portion of the bag. Cut another piece of construction paper to fit the flap and glue it in place as well. Decorate the head and the body of the character with markers and construction paper pieces.

Make a neck strap by cutting a 30" by 2" piece of yarn. Staple the center of the yarn to the middle of the top of the bag. For arms, cut two 18" x 2" strips of plastic bag. Tie a rubber band to the end of each piece of plastic. Staple the other end of each arm strip to the paper bag, just below the flap.

Provide the materials and allow time for the participants to create their puppets. Offer individualized instruction and encouragement during the process.

Once the puppets are completed, invite each person to wear and work his or her animal or person. Tell them to tie the yarn around their neck and to slip the rubber bands over their wrists. The person's motions and movements manipulate the puppet.

Gather the group in a circle on the floor or on chairs. Explain that the story will be presented in a participatory manner. One person, serving as the narrator, will guide the telling of the folktale. This person should read the lines slowly, giving the puppeteers ample time to act out their parts. When the narrator mentions a particular animal, that serves as a signal for the puppeteer wearing that character to get ready to participate in the story. Give the narrator a copy of the script. If desired, give each actor a copy of the narration as well or have a leader whisper words to each participant, in turn, having the person repeat the words loudly as if the puppet were saying the lines. Tell the group that the props mentioned in the script have been scattered around the area, and that they are to look for and to locate them at the appropriate point in the play. The following props go with each character:

- ▶ Apple - Lamb
- ▶ Banana - Monkey
- ▶ Grapes - Wolf
- ▶ Orange - Lion

- Pear - Bear
- Seaweed - Duck
- Sticks - Rabbit

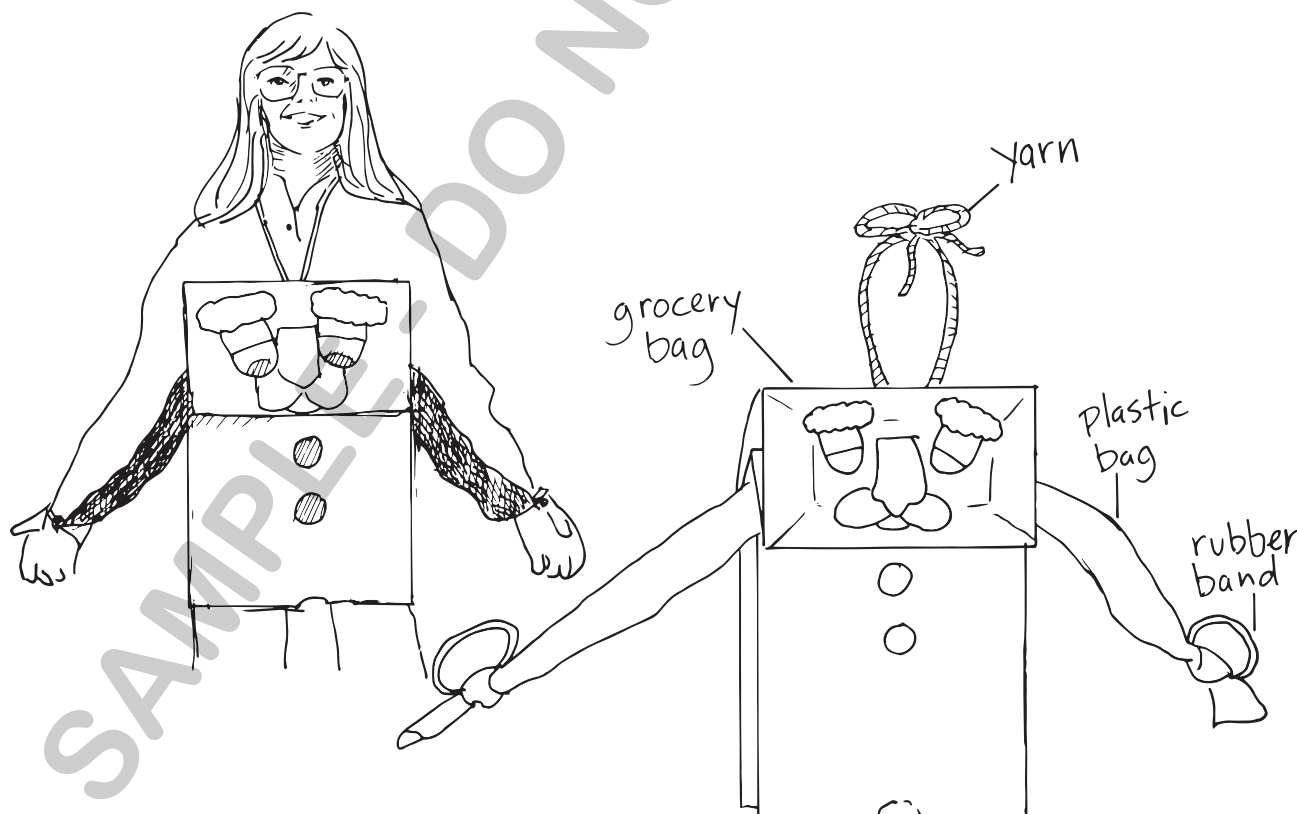
Once the instructions are shared, invite everyone to get ready to begin the action. Present the play and tell the story.

At the conclusion of the puppet show, invite the participants to share their reactions to the story. Ask questions like: How were all of the animals generous? Since every animal helped the old man, why was the rabbit considered the kindest of all? Most people will answer because the rabbit was willing to give of herself. Emphasize that the willingness of the rabbit to give its life for the old man does not imply that the children should copy the rabbit but rather they should identify ways that they can give of

themselves for others, especially for hungry people.

Ask the group to brainstorm some ways to be like the rabbit, giving of themselves for someone else, especially for those in need of food. Consider responses such as sharing creativity, energy, ideas, money, talents, and time. If desired, develop each suggestion into a specific action plan including the students' involvement in their families, congregations, schools, and communities.

Conclude by considering ways in which Christians are called to be like the "rabbit" because of the example Jesus set through his life, death, and resurrection. Invite each person to make a commitment to do one "rabbit-like" thing in the coming week. Conclude the session, if appropriate, by offering these reflections as silent or shared prayers.



"The Rabbit in the Moon" Script

[The old man stands on a chair. Each animal bows, steps forward, or reacts as its name is called.]

Narrator: Our story begins with an old man who lives in the moon. As he looked down on the earth he saw many interesting animals in the forest. He saw a monkey, a wolf, a bear, and a lion. Near the stream in the meadow at the edge of the forest he saw a lamb, a duck, and a rabbit.

The old man said:

Old Man: I wonder which animal is the kindest animal in the world.

[Jumps off chair and stands in the circle.]

Narrator: The old man jumped down out of the moon, turned himself into a beggar, and walked into the forest.

The old man said:

Old Man: I'm hungry. I'm so hungry.

Narrator: When all the animals heard the old man, they said together:

Animals: *[Animals talk to each other.]*

Let's help the old man.

Narrator: They talked among themselves and decided to go out and look for some good things to eat.

Animals: *[All the animals go to look for food. Each finds an item to give to the old man.]*

Narrator: The old man waited patiently until all the animals returned.

Then the monkey said:

Monkey: *[Monkey walks to the man and offers him the banana.]*

Konnichi Wa. (Good Afternoon.) I found you something delicious to eat. I found you a banana.

Old Man: *[Man takes the banana.]*

Arigato. (Thank you.) I like bananas.

Narrator: And the monkey was very pleased to be able to help the old man.

[Monkey returns to place.]

Next the wolf came to the old man and said:

Wolf: *[Wolf walks to the man and offers him the grapes.]*

Konnichi Wa. I found something good for you to eat. I love grapes. These are for you.

Old Man: *[Man takes the grapes.]*

Arigato. Grapes are very good. I will enjoy them.

Narrator: The wolf was very glad that he could help the old man.

[Wolf returns to place.]

The bear came to the old man next. He said:

Bear: *[Bear walks to the man and offers him the pear.]*

Konnichi Wa. I found you something to eat. Pears are very good. Now you will not be hungry.

Old Man: *[Man takes the pear.]*

Arigato. You are very kind.

Narrator: It made the bear happy to help the old man.

[Bear returns to place.]

The lion, too, had found something for the old man to eat.

Lion: *[Lion walks to man and offers him the orange.]*

Konnichi Wa. I found you something to eat. This orange will be good for you.

Old Man: *[Man takes the orange.]*

Arigato. I love fresh oranges.

Narrator: That made the lion very happy.

[Lion returns to place.]

The meadow animals had also looked for food. The lamb came to the old man.

Lamb: *[Lamb walks to man and offers him the apple.]*

Konnichi Wa. I like to eat apples. I found one to share with you so you will not be hungry.

Old Man: *[Man takes the apple.]*

Arigato. I will like it.

Narrator: The lamb bounced off happily.

[Lamb returns to place.]

The duck waddled to see the old man.

Duck *[Duck walks to man and offers seaweed.]*

I went to my stream and found you this nice fresh seaweed. It is full of vitamins.

Old Man: *[Man takes seaweed.]*

Arigato. Vitamins will help me.

Narrator: The duck let out a happy quack and returned to the meadow stream.

[Duck returns to place.]

Then it was the rabbit's turn.

[Rabbit walks to man.]

She came up to the old man crying. The old man said:

Old Man: What is the matter?

Narrator: But the rabbit kept crying. The old man said:

Old Man: Don't cry rabbit. What is wrong?

Rabbit: I couldn't find you anything to eat. I feel so sad.

Old Man: That's okay. The other animals brought me many things to eat. I will not be hungry.

Rabbit: *[Rabbit offers man sticks.]*

Old man. I brought some sticks. If you build a big bonfire, rabbit meat is very delicious.

Old Man: *[Man takes sticks.]*

You, rabbit, are very kind. You mean you'd be willing to give your life to help me?

Rabbit: I would if you really needed it.

Old Man: You, rabbit, are the kindest animal in the whole world. Come with me back to the moon.

[Man and rabbit stand on chairs.]

Narrator: In Japan, and in other countries around the world, if you look at the full moon, you don't see the picture of a man, but instead you might see the face of a rabbit.

METHODS

Architecture

Walls	I Was Imprisoned	Breaking Down Walls
-------	------------------	---------------------

Art

Bread Symbols/Actions	I Was Hungry	Spreading the Word
Cartoons	I Was Poor	Helping the Homeless
Chalk Mural	I Was Thirsty	Appreciating Water
Clay Cup	I Was Thirsty	Filling a Cup in Jesus' Name
Collage	I Was Imprisoned	Overcoming the Bonds of Materialism
Cooperative Cartoon	I Was Sick	Portraying Health Issues
Cut Outs/Prayers	I Was Hungry	Caring through Prayer
Fabric Stitched Card	I Was Sick	Sending a Caring Message
Graffiti Wall	I Was a Stranger	Putting Out the Welcome Mat
Love Mobile	I Was a Stranger	Singing the Language of Love
Origami Cup	I Was Thirsty	Quenching a Thirst
Pennant	I Was Sick	Ministering in Mercy
Pin Punched Paper Heart Decoration	I Was a Stranger	Welcoming New Neighbors
Poster (Prayer Marathon)	I Was Sick	Uplifting the Sick
Poster (Sun Rays)	I Was Imprisoned	Spreading Some Sunshine
P-R-A-Y-ing Hands	I Was a Stranger	Offering a Prayer
Sponge Print Card	I Was Thirsty	Thirsting for God
Three-D Display on Water Themes	I Was Thirsty	Praising God for Water
Welcome Wreath	I Was a Stranger	Displaying Hospitality
Wooden Spoon	I Was Hungry	Remembering the Hungry
Woven Mat	I Was Poor	Addressing Unemployment Issues

Banners/Textiles

Brown Paper Bag Banner	I Was Hungry	Working for Justice
Patchwork Banner or Quilt	I Was Poor	Responding to Needs
Pocket Banner	I Was Sick	Taking Care of the Sick
Rag Doll	I Was Poor	Clothing the Poor
Weaving	I Was Imprisoned	Feeling Trapped by Abuse

Creative Writing

A-Z Poems/Prayers	I Was Thirsty	Praising God for Water
Acrostic Poem	I Was a Stranger	Offering a Prayer
Acrostic Poem	I Was a Stranger	Putting Out the Welcome Mat
Fairy Tales	I Was Hungry	Dispelling the Myths
Five Word Poems	I Was Thirsty	Appreciating Water
Healing Prayer	I Was Sick	Focusing on Feelings
Journal	I Was Sick	Identifying the Feelings
Letters	I Was Imprisoned	Suffering for Their Beliefs
Letters	I Was Sick	Ministering in Mercy
Litany	I Was Hungry	Spreading the Word
Litany	I Was Thirsty	Flowing with Justice
Picture Booklet	I Was Thirsty	Living Water
Poems of Lament	I Was Poor	Expressing the Pain
Prayer Marathon	I Was Sick	Uplifting the Sick
Public Service Announcement	I Was Sick	Proclaiming the Message
Recipes for Healthy Living	I Was Sick	Creating Recipes for Healthy Living
Word Web	I Was Sick	Portraying Health Issues

Culinary

Breads of the World	I Was Hungry	Spreading the Word
Cupcakes	I Was Poor	Celebrating the Caring
Pretzels/Water	I Was Thirsty	Thirsting for God

Dance/Gesture/Movement

Friendship Song	I Was a Stranger	Making New Friends
Gestural Interpretation	I Was Hungry	Recognizing the Hungry
Gestural Interpretation	I Was Imprisoned	Touching with Love

Drama

Care and Care-less Skit	I Was Thirsty	Quenching a Thirst
Freeze Frame	I Was Sick	Focusing on Feelings
Improvisation	I Was a Stranger	Talking at Home
Mime	I Was Sick	Identifying the Feelings
Monologues	I Was Poor	Becoming Personally Involved
Talk Show	I Was Hungry	Hungering for Happiness

Games

Bags/Objects	I Was Thirsty	Refreshing Water Themes
Biblical Situation Cards	I Was Hungry	Setting the Example
Buckets/Ten Categories	I Was Thirsty	Discovering Water Facts
Concentration – Crime Fighters	I Was Imprisoned	Unlocking the Fears
Contemporary Situation Cards	I Was Hungry	Setting the Example
Go Fish	I Was Sick	Meeting Special Needs
Matching Emotion/Illness	I Was Sick	Focusing on Feelings
Maze/Obstacle Course	I Was Imprisoned	Overcoming the Bonds of Materialism
Puddle Hop	I Was Thirsty	Thirsting for God
Riddles	I Was a Stranger	Blessing a Stranger
Scavenger Hunt	I Was Poor	Searching for Support

Scrambled Words	I Was Imprisoned	Learning about Literacy
Tray of Objects	I Was Thirsty	Exploring Pollution Problems
World of Welcome Matching Game	I Was a Stranger	Engaging Others

Music

Friendship Song	I Was a Stranger	Making New Friends
Listen to Lyrics	I Was Poor	Encouraging through Music
Listen/Play/Write Songs	I Was Thirsty	Refreshing Water Themes
Song: “By Your Touch”	I Was Imprisoned	Touching with Love
Song: “Healing Hands”	I Was Imprisoned	Touching with Love
Song: “I Was Hungry”	I Was Hungry	Recognizing the Hungry
Song: “Love In Any Language”	I Was a Stranger	Singing the Language of Love
Song: “The Tree Song”	I Was Thirsty	Thirsting for God
Song to “Row, Row, Your Boat”	I Was Imprisoned	Learning about Literacy

Photography

Film - “Martin the Cobbler”	I Was a Stranger	Showing Kindness to All
Picture Booklet	I Was Thirsty	Living Water
Pictures – Hands	I Was Imprisoned	Touching with Love
Pictures – Items/Crime	I Was Imprisoned	Unlocking the Fears

Puppetry

Balloon Rod Puppet	I Was Thirsty	Exploring Pollution Problems
Bottle Rod Puppet	I Was Poor	Giving for the Poor
Brown Paper Grocery Bag Body Puppet	I Was Sick	Sharing Your Resources
Paper Tube Rod Puppet	I Was Sick	Proclaiming the Message
Plastic Tub Rod Puppet	I Was a Stranger	Showing Kindness to All
Soft Sculpture Rod Puppet	I Was Imprisoned	Hiding in a Secret Prison

Storytelling

Biographies	I Was Imprisoned	Suffering for Their Beliefs
Book – <i>Benjamin Brody's Backyard Bag</i>	I Was Poor	Helping the Homeless
Book – Cobbler Martin	I Was a Stranger	Showing Kindness to All
First Person Stories	I Was Poor	Becoming Personally Involved
Folktale – “The Rabbit In the Moon”	I Was Hungry	Sharing Your Resources
Read-a-Thon	I Was a Imprisoned	Reading about Addictions
Rhythm Story: “Multiplying the Food”	I Was Hungry	Multiplying the Food
Storytelling: Feed My Sheep	I Was a Stranger	Caring through Prayer
“Where Love Is, God Is”	I Was a Stranger	Showing Kindness to All

Scripture: Old Testament

Genesis 1:1-2; 9-10	I Was Thirsty	Living Water
Genesis 1:1-10	I Was Thirsty	Appreciating Water
Genesis 1:29-31	I Was Hungry	Setting the Example
Genesis 5:1-9:17	I Was Thirsty	Discovering Water Facts
Genesis 18:1-8	I Was Hungry	Setting the Example
Genesis 18:1-10	I Was a Stranger	Blessing a Stranger
Genesis 19:1-3	I Was a Stranger	Engaging Others
Genesis 24:43-46	I Was Thirsty	Quenching a Thirst
Genesis 29:9-20	I Was a Stranger	Blessing a Stranger
Genesis 45:16-24	I Was Hungry	Setting the Example
Genesis 47:13-17	I Was Hungry	Setting the Example
Exodus 13:3-10	I Was Hungry	Setting the Example
Exodus 14:1-21	I Was Thirsty	Discovering Water Facts
Exodus 15:23	I Was Thirsty	Exploring Pollution Problems
Exodus 16:4-35	I Was Hungry	Overview
Deuteronomy 8:7-9	I Was Thirsty	Living Water
Ruth 2	I Was Poor	Overview

Ruth 2	I Was a Stranger	Offering a Prayer
Ruth 2:1-16	I Was Hungry	Setting the Example
2 Samuel 9	I Was Hungry	Setting the Example
1 Kings 4:1-7	I Was Poor	Overview
1 Kings 17:7-16	I Was Poor	Overview
1 Kings 17:8-16	I Was Hungry	Setting the Example
1 Kings 17:8-16	I Was a Stranger	Blessing a Stranger
1 Kings 19:1-15	I Was Hungry	Setting the Example
2 Kings 4:42-44	I Was Hungry	Setting the Example
2 Kings 4:8-17	I Was a Stranger	Blessing a Stranger
Psalms 1:1-3	I Was Thirsty	Living Water
Psalms 1:3	I Was Thirsty	Refreshing Water Themes
Psalms 1 – Psalm 7	I Was Poor	Expressing the Pain
Psalms 23	I Was Sick	Uplifting the Sick
Psalms 23:1-2	I Was Thirsty	Living Water
Psalms 25	I Was Poor	Expressing the Pain
Psalms 25:16	I Was Sick	Sending a Caring Message
Psalms 41:1-2a	I Was Thirsty	Living Water
Psalms 42:1-2	I Was Thirsty	Thirsting for God
Psalms 46	I Was Sick	Uplifting the Sick
Psalms 46:1	I Was Imprisoned	Hiding in a Secret Prison
Psalms 65:9-10	I Was Thirsty	Living Water; Praising God for Water
Psalms 90:17	I Was Poor	Addressing Unemployment Issues
Psalms 100:5	I Was Sick	Proclaiming the Message
Psalms 103:1-5	I Was Sick	Uplifting the Sick
Psalms 107:10	I Was Imprisoned	Unlocking the Fears
Psalms 118:4-5	I Was Sick	Uplifting the Sick
Psalms 139:7-14	I Was Sick	Uplifting the Sick
Psalms 142:7	I Was Imprisoned	Reading about Addictions

Psalms 146:7	I Was Hungry	Working for Justice
Isaiah 35:5-7	I Was Thirsty	Living Water
Isaiah 40:30-31	I Was Sick	Uplifting the Sick
Isaiah 41:17	I Was Thirsty	Discovering Water Facts
Isaiah 41:17-20	I Was Thirsty	Living Water
Isaiah 43:1-3a	I Was Sick	Uplifting the Sick
Isaiah 55:1	I Was Hungry	Overview
Isaiah 58:7	I Was Poor	Helping the Homeless
Isaiah 58:10	I Was Hungry	Recognizing the Hungry
Isaiah 58:11	I Was Thirsty	Living Water
Isaiah 61:1	I Was Imprisoned	Overview
Jeremiah 17:7-8	I Was Thirsty	Thirsting for God
Jeremiah 29:11-13	I Was Sick	Uplifting the Sick
Daniel 1:8-17	I Was Hungry	Setting the Example
Amos 5:24	I Was Thirsty	Flowing with Justice
Jonah 1-2	I Was Thirsty	Discovering Water Facts
Zechariah 9:12	I Was Imprisoned	Feeling Trapped by Abuse

Scripture: New Testament

Matthew 3:11	I Was Thirsty	Living Water
Matthew 3:17	I Was Thirsty	Discovering Water Facts
Matthew 5:3	I Was Poor	Overview
Matthew 5:4	I Was Sick	Identifying the Feelings
Matthew 5:6	I Was Hungry	Hungering for Happiness
Matthew 5:6	I Was Thirsty	Thirsting for God
Matthew 5:7	I Was Sick	Ministering In Mercy
Matthew 5:10-12	I Was Imprisoned	Suffering for Their Beliefs
Matthew 6:11	I Was Hungry	Remembering the Hungry
Matthew 6:34-44	I Was Hungry	Overview

Matthew 8:3	I Was Imprisoned	Touching with Love
Matthew 8:14-15	I Was Hungry	Setting the Example
Matthew 8:15	I Was Imprisoned	Touching with Love
Matthew 12:1-8	I Was Hungry	Dispelling the Myths
Matthew 12:1-8	I Was Hungry	Setting the Example
Matthew 14:13-21	I Was Hungry	Multiplying the Food
Matthew 22:36-40	I Was a Stranger	Singing the Language of Love
Matthew 25	I Was Poor	Encouraging through Music
Matthew 25:35-40	I Was Hungry	Setting the Example
Matthew 25:35-45	I Was Hungry	Recognizing the Hungry
Matthew 25:35a, 36b, 37a, 42a, 44a	I Was Hungry	Overview
Matthew 25:35b, 37b, 42b, 44a	I Was Thirsty	Overview
Matthew 25:35c, 38a, 43a, 44a	I Was a Stranger	Overview
Matthew 25:36a, 38b, 43b, 44b	I Was Poor	Overview
Matthew 25:36b	I Was Sick	Taking Care of the Sick
Matthew 25:36b, 39a, 43c, 44b	I Was Sick	Overview
Matthew 25:36c, 39b, 43c, 44a	I Was Imprisoned	Overview
Matthew 25:40	I Was Hungry	Overview
Matthew 26:17-29	I Was Hungry	Setting the Example
Mark 5:41	I Was Imprisoned	Touching with Love
Mark 6:31-55	I Was Hungry	Multiplying the Food
Mark 9:41	I Was Thirsty	Filling a Cup in Jesus' Name
Mark 10:16	I Was Imprisoned	Touching with Love
Mark 12:41-44	I Was Poor	Giving for the Poor
Luke 1:26-38	I Was a Stranger	Blessing a Stranger
Luke 4:18-21	I Was Sick	Uplifting the Sick
Luke 6:30-31	I Was Poor	Celebrating the Caring
Luke 9:12-17	I Was Hungry	Multiplying the Food
Luke 10:25-37	I Was a Stranger	Blessing a Stranger

Luke 10:29-37	I Was Hungry	Setting the Example
Luke 10:25-37	I Was Sick	Portraying Health Issues
Luke 12:15-21	I Was Hungry	Setting the Example
Luke 12:34	I Was Imprisoned	Overcoming the Bonds of Materialism
Luke 14:15-21	I Was Hungry	Setting the Example
Luke 15:11-32	I Was a Stranger	Talking at Home
Luke 16:19-31	I Was Hungry	Setting the Example; Spreading the Word
John 2:1-11	I Was Thirsty	Discovering Water Facts
John 4:7-15	I Was Thirsty	Living Water
John 6:1-14	I Was Hungry	Multiplying the Food; Setting the Example
John 7:37-38	I Was Thirsty	Living Water
John 9:6	I Was Imprisoned	Touching with Love
John 11:17-44	I Was a Stranger	Blessing a Stranger
John 12:8a	I Was Poor	Overview
John 13:3-5	I Was Thirsty	Living Water
John 15:13	I Was Hungry	Sharing Your Resources
John 21:4-14	I Was Hungry	Setting the Example
John 21:4-18	I Was Hungry	Caring through Prayer
Acts 2:43-47	I Was Hungry	Setting the Example
Acts 6:1-7	I Was Hungry	Setting the Example
Acts 6:5	I Was Poor	Becoming Personally Involved
Acts 9:26-28	I Was a Stranger	Making New Friends
Acts 9:36-41	I Was Poor	Clothing the Poor
Acts 11:19-26	I Was a Stranger	Making New Friends
Acts 16:11-15	I Was Hungry	Setting the Example
Acts 16:11-15	I Was a Stranger	Blessing a Stranger
Acts 16:13-15	I Was a Stranger	Putting Out the Welcome Mat
Acts 16:16-40	I Was Imprisoned	Suffering for Their Beliefs
Romans 12:13	I Was a Stranger	Welcoming New Neighbors

Romans 15:25, 26	I Was Poor	Responding to Needs
1 Corinthians 6:19	I Was Sick	Creating Recipes for Healthy Living
Ephesians 2:14	I Was Imprisoned	Breaking Down Walls
Ephesians 4:14	I Was Imprisoned	Learning about Literacy
Philippians 1:12-13	I Was Imprisoned	Suffering for Their Beliefs
Philippians 4:4-8	I Was Sick	Focusing on Feelings
1 Thessalonians 5:11	I Was Poor	Encouraging through Music
1 Timothy 3:2	I Was a Stranger	Overview
Titus 1:8	I Was a Stranger	Overview
Hebrews 12:1	I Was Sick	Meeting Special Needs
Hebrews 13:2	I Was a Stranger	Showing Kindness to All
Hebrews 13:3	I Was Imprisoned	Spreading Some Sunshine
James 2:14-17	I Was Hungry	Setting the Example
James 2:14-17	I Was Poor	Searching for Support
James 5:13-14	I Was Sick	Uplifting the Sick
1 Peter 4:9-10	I Was a Stranger	Displaying Hospitality
1 John 4:7-11	I Was a Stranger	Singing the Language of Love
Revelation 7:15-17	I Was Thirsty	Living Water

ABOUT THE AUTHOR

Phyllis Vos Wezeman

As a religious educator, Phyllis Wezeman has served as Director of Christian Nurture at a downtown congregation in South Bend, Indiana, Executive Director of the Parish Resource Center of Michiana, and Program Coordinator for ecumenical as well as interfaith organizations in Indiana and Michigan.

In academics, Phyllis has been Adjunct Faculty in the Education Department at Indiana University South Bend and in the Department of Theology at the University of Notre Dame. She is an "Honorary Professor" of the Saint Petersburg (Russia) State University of Pedagogical Art where she has taught methods courses for extended periods on several occasions. She has also been guest lecturer at the Shanghai Teachers College in China.

As founder of the not-for-profit Malawi Matters, Inc., she develops and directs HIV & AIDS Education programs with thousands of volunteers in 200 villages and more than 1,000 schools in Malawi, Africa including "Creative Methods of HIV & AIDS Education," "Culture & HIV-AIDS," and "Equipping Women/Empowering Girls."

Author or co-author of over 1,950 articles and books, she has written for over 80 publishers.

Phyllis served as President of Active Learning Associates, Inc.; a consultant or board member to numerous local and national organizations such as the American Bible Society, Church World Service, LOGOS, and the Peace Child Foundation; leader of a six-week youth exchange program to Russia and the Ukraine; and Project Director for four Lilley Worship Renewal grants. She is the recipient of three "Distinguished Alumni Awards" and recipient of the Aggiornamento Award from the Catholic Library Association.

Wezeman holds undergraduate degrees in Business, Communications, and General Studies from various institutions and an MS in Education from Indiana University South Bend.

Phyllis and her husband Ken (who met when they were in second and third grade in elementary school) have three children and their spouses, Stephanie (Jeff), David, and Paul (Deha), five grandchildren, Quin, Ayle, Lief, Ashley (Mike), and Jacob, and two great-grandsons, Maddox and Troy.