

## Nine Week Mini-Lesson Overview and Outline (Faith-Based)

The “9-week mini-project outline” is designed to engage students in meaningful activities that focus on issues children face around the globe, like hunger and lack of clean water/resources.

**Goal:** The lessons are designed to inspire children to **action** (philanthropy) and should **culminate in a project of some type**, such as: a fundraiser, learning event, PBL fair, local outreach, food drive, etc.



Ultimately, we want kids to know they can make a difference by helping other children in a practical way. These lessons are designed for minor prep time with major impact.

**Options:** Standard and Faith-Based options can be used in a variety of ways:

- Classroom - The lessons are designed for a 30-minute period and can be done in a 9-week time frame or spread out over a school year
- Clubs/Service Organizations/Community Programs – The lessons can be taught as stand-alone activities or used as a unit to develop a service project
- Chapel/Sunday School/Youth Group/Vacation Bible School – the Faith-Based lesson portion can be taught to a larger group of students followed by activities done in small group settings

**Preparation:** The lessons can incorporate interactions with Feed the Hungry Staff and a specific Partner School (schools served by Feed the Hungry where children receive hot, nutritious meals during their school day). To discuss options, such as personal letter writing/video/skype calls, fund-raising or the collection of school supplies, **please e-mail Laura Baughman at [lbaughman@feedthehungry.org](mailto:lbaughman@feedthehungry.org)**

**\*NOTE:** If you choose to engage with a Partner School and wish to have a skype/face time call, FTH staff needs to know this at least ONE MONTH in advance in order to coordinate schedules and wifi availability with overseas partners.

**Week 1:** Introduction to Feed the Hungry – Who is Feed the Hungry and What Can I Do to Help?

- Choose one option to introduce your group to Feed the Hungry
  - PowerPoint slide show with information about the organization
  - Skype call with FTH Staff introducing the ministry\*\*
  - Video Introduction with Discussion Questions
- Share your FTH Project idea

**Week 2:** Hunger Awareness –Empty Hands and Empty Bellies

**Matthew 14:13-21 - Jesus feeding the 5,000**

- Understand the concept of world hunger
- Represent hunger through an art project/hands-on activity

**Week 3:** Water Transportation – Where’s My Water?

**Luke 6:20-21, “Looking at his disciples, he said: ‘Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who hunger now, for you will be satisfied.**

**Blessed are you who weep now, for you will laugh.’”**

- Understand water scarcity and how most of the world lives with very little water
- Experience the job of water transport if you were a child living without a source of clean/accessible water

**Week 4:** Hello From My Home Country - Personalized Letter and/or Video

**Hebrews 10:24, “And let us consider how we may spur one another on toward love and good deeds,”**

- Connect with students in another country through writing and receiving a personal letter and/or creating a “Hello” video

**Week 5:** Fun and Games – Trash is Treasure

**1 Peter 4:10 “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”**

- Create a toy from recycled materials and trash
  - Make your own soccer ball from the discarded materials/garbage around you (One 20 minute lesson, additional 45 minute play time)
  - Create a mancala board from a discarded egg carton and beads/rocks (Three 45-60 minute lessons)
  - Create “trash” toys from recycled pop bottles (One 45-60 minute lesson)

**Week 6: Do I Have to Go to School? Education vs Work**

**Colossians 3:23a** “Whatever you do, work at it with all your heart...”

- Understand how an education can help children rise above poverty
- Participate in a “food buying” game that demonstrates why a meal at school could mean a better education

**Week 7: Shelter Awareness – Homelessness worldwide**

**John 14:2-3,** “In My Father’s house are many rooms. If it were not so, would I have told you that I am going away to prepare a place for you? 3And if I go and prepare a place for you, I will come back and welcome you into My presence, so that you also may be where I am.”

**Luke 9:58,** “And Jesus said to him, ‘Foxes have holes and birds of the air have nests, but the Son of Man has nowhere to lay his head.’”

- Learn about global homelessness and types of homes throughout the world
- Make a temporary shelter and reflect on what it would be like to have inadequate housing

**Week 8: Making a Difference – Who Is My Neighbor?**

**Luke 10:25-37 - The story of the good Samaritan**

- Make a bracelet/bookmark as a reminder to help others
- Develop a Personal, Step-by-Step plan to help others

**Week 9: Wrap-Up Project/Presentation– Make It Real!**

- Complete your FTH or community project
- View your return letters or video (when available)\*\*
- Skype with kids in another country (when available)\*\*

\*\* Please make sure this activity has been scheduled at least one month in advance with an FTH staff member.

## **Hunger Awareness (Faith-Based)**

### **Empty Hands and Empty Bellies**

**3yr-4yr-PreK**

**Purpose:** Students will listen to the story of Jesus Feeding the 5,000, “look” for food as hungry children around the world might, and understand that Jesus asks them (the Church) to help hungry people.

#### **Lesson Prep:**

Become familiar with the following food hunger statistics:

- 1 in 9 people around the world go to bed hungry every night
- In the US, 1 in 6 children suffers from chronic hunger

#### **Gather Materials**

Cut out Filled FTH Rice Bowl Picture – 1 for each child

Empty a bag of white rice into a shallow tub, reserving a small handful. Using food dye and a plastic Ziploc bag, dye the small handful of rice orange. When dry, place the colored rice back in the shallow tub and mix in with the white rice.

#### **Materials:**

Small paper plates (colored is preferred) – 1 for each child

Filled FTH rice bowl picture – 1 for each child

Tape/glue sticks

Shallow rice tub (such as a cake pan or plastic shoe box)

Bags of uncooked rice

Orange food coloring

Bible/Bible story

#### **Lesson:**

1. Begin by reading the story of Jesus and the feeding of the 5,000 (Matthew 14:13-21, emphasis on vs. 16: **Jesus replied, “They do not need to go away. You give them something to eat.”**).
2. Discuss if children have ever felt hungry.
3. Ask where they get food when they are hungry.
4. Discuss: In America, we have many options, many ways to eat, even many places to eat, but for many in the world, there is no food or not enough food for children to eat even 1 meal a day (acknowledge that even in the US some kids are hungry).
5. Let them know sometimes kids have to “look for food” to eat because they don’t have any food at home.
6. Explain how the activity is about “looking for food.”

#### **Activity:**

1. Distribute 1 small paper plate to each child.
2. Explain that the rice tub is filled with white rice and a few pieces of orange rice.
3. Explain that children are going to “look” for their food (the colored rice) and when they find a piece, they should place it on their plate (you can do this as a group, in pairs, or individually).

4. Once the children have gathered a few pieces of colored rice on their plates, ask if they think it would be enough to feed them for a whole day and discuss.
5. Refer to the story of how Jesus took a few small loaves and a few fish and made it more.
6. Give each child a cut-out of the filled FTH rice bowl picture that is large enough to fill their small plate. Ask them to lay that picture over the plate.
7. Discuss how a rice meal in a bowl would be enough food for a day. Explain that with the help of Jesus and Feed the Hungry, children are getting enough food to eat each day. Further explore how they can give what they have (fish and loaves) to help God make it “more” for those that need food.
8. Show the pictures of kids eating the rice meals (provided by Feed the Hungry).
9. Glue the FTH filled rice bowl picture to their plates as a reminder that God feeds them and He can feed the children of the world when we help.
10. Share the FTH project students will be participating in during the next few weeks.
11. Conclude the lesson with prayer.



## Water Transportation (Faith Based)

### Where's My Water?

3yr-4yr-PreK

**Purpose:** Students will experience a common chore for kids in other countries: retrieving their daily water supply. They will learn about water usage worldwide and compare how families in America get water to how families in third-world countries get water.

#### Lesson Prep:

Become familiar with the following water usage statistics:

- An average family in the US uses over 500 gallons of water a day
- An average family in the continent of Africa uses about 5 gallons of water a day
- At least 2 billion people world-wide use a water source contaminated with waste
- Over 700 million people world-wide lack basic drinking-water services
- **Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.**

Gather materials

Fill one clear plastic cup or container with clean water

Fill one clear plastic cup or container with dirty water

Fill up a 5 gallon bucket with muddy water

Set up 2 stations in an outdoor space (can be done indoors – see note\*\*)

1. “Home base” with empty containers/cups and 1 5-gallon empty bucket
2. One 5 gallon bucket some distance away from the home base (make distance appropriate for ages/stature of children, as older children may be able to carry water longer distances)

#### Materials:

2 5-gallon buckets (one filled with water, and 1 empty)

Water

Dirt/sand/mud

Change of clothes and shoes for each student and volunteer (if activity is outside)

Paper cups

2 clear plastic cups or containers

Bible

#### Lesson:

1. Read the following Bible verses: **Luke 6:20-21, “Looking at his disciples, he said: ‘Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who hunger now, for you will be satisfied. Blessed are you who weep now, for you will laugh.’”**
2. Discuss this lesson’s Bible verse. What is Jesus saying about the poor? Think of a time in your life when you felt one of the things Jesus is talking about here. In this passage, Jesus is providing comfort to those who struggle and encouragement to look on those who have less with compassion and love.
3. Begin by asking students what they used water for this morning.

4. Discuss different ways we use water in our everyday lives without noticing (flushing the toilet, brushing our teeth, cleaning fruits and veggies for lunch, etc.).
5. Display a 5-gallon bucket filled with water. This is the amount of water a typical family in an African country uses in a day.
6. Ask for volunteers to lift the bucket! Let students know that children their age sometimes have to carry heavy water for miles for their families to use!
7. Discuss the amount of time it takes them to get to school every day. Some kids in other countries have to make a 30-minute trip to get water so they can bathe, eat, drink, and clean their dishes.
8. Now ask students to imagine 100 of these containers. This is the amount of water a typical American family uses in a day.
9. Hold up the clear container of water.
10. Ask students if the water looks okay to drink.
11. Hold up the clear container of dirty water.
12. Ask students if the water looks okay to drink.
13. Ask students about the quality of their water. Is it clean? Dirty? How do they know their water is safe to drink?
14. Discuss how much of the world does not have clean water available to them. At least 2 billion people worldwide drink water that is muddied with people and animal waste.
15. Explain how the activity is going to show them a typical chore a kid their age might do and how hard it is to access water in other countries.

**Activity:**

1. Have students start at home base (by the empty 5-gallon bucket) and grab a paper cup.
2. Students will walk to the filled bucket with their cup, scoop out some water and take it back to the empty bucket. They will need to make several trips.
3. Using their small containers, they will fill the 5-gallon bucket to the top.
4. Once the 5-gallon bucket is filled, comment on how long it took.
5. Explain that they now have the water their family needs for the day!
6. Discuss:
  - What would it feel like to do this every day for your family?
  - Would you be motivated to walk another 30 minutes to go to school afterwards?
  - What might the students be able to do to help Feed the Hungry get other kids clean, safe water?
7. Present or reiterate what your group/school will be doing for your Feed the Hungry Project. Remind students that FTH tries to help people get clean water so they can drink it safely.

**\*Note:** If doing this activity outside, ask the students the day before to bring clothes and shoes they can get wet and a change of dry clothes.

**\*\*Alternate Indoor Activity:** Have the home base and the source of water (5-gallon bucket or a couple of filled 5-gallon buckets) within a hallway or area where clean-up of spilled water will be easy. You can place the source of the muddy water a distance away or even in another part of the building to simulate

the long walk it takes to get to water. (Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.)

## **Hello From My Home Country (Faith Based)** **Personalized Letters and/or Video**

**3yr-4yr-PreK**

**Purpose:** Students will create letters, pictures and/or a video to say “hello” to their Partner School.

### **Lesson Prep:**

Gather materials

Prepare a script outline if you plan to record a video

Gather some pre-printed coloring pages if needed

Connect with FTH for the location and name of the Partner School/group/sports team



### **Materials:**

Drawing paper or pre-printed coloring pages

Writing instruments (pencils, crayons, markers, etc.)

Video recording device

Prepared script

Country background info (if desired)

### **Lesson:**

1. Begin by sharing the following Bible verse: **Hebrews 10:24, “And let us consider how we may spur one another on toward love and good deeds,”**.
2. Discuss what it means to “spur” someone on (by making them feel good) toward love and good deeds (with a kind act).
3. Ask the students if there was a time they received a card in the mail or someone did something nice for them.
4. Ask how it felt.
5. Let your students know they are going to do something nice for a group of kids in name of country your group is connected with.
6. Explain that they will be drawing or coloring a picture to send to their “new friends.”
7. Explain to students they will be connecting with a school/group/sports team from the country selected to send them a kind note or video. You may wish to have some background info on the country to present.
8. Share the information about the Partner School with your students. *You **MUST** connect with Feed the Hungry Staff at least 1 month prior to this lesson to obtain the necessary info about your Partner School.*

### **Activity:**

1. Choose a topic for the children’s pictures (my school, my family, my pets, etc) if not using pre-printed coloring pages, and let them know that they need to color a picture of that topic.
2. Pass out paper/coloring pages and crayons
3. Add names to the drawings and the age of the student “artist.”



- Remind students NOT to draw food.
  - Remind students to share their FIRST name only.
  - Remind students not to share ANY PERSONAL INFORMATION (such as address, phone, social media accounts or other personal details).
4. Create a cover letter from the whole class, or from you, the instructor, to share with the teaching staff in your partner school. You may want to include how many students you have in your class with a list of first names for the children in your partner school to respond.
  5. If creating a video, explain the project, run a quick practice and record.
    - You may want to share a memory verse as part of your video
    - You may also want to sing a song as a class/group

Following the completion of the project, send the notes or video to your FTH staff contact.

## Fun and Games (Faith Based)

### Trash is Treasure

3yr-4yr-PreK

**Purpose:** Students will learn how to be resourceful with limited materials. Students will create a soccer ball or toy out of “trash” and discarded items.

#### Lesson Prep:

Download pictures of kids with homemade soccer balls (Provided by FTH)  
Gather materials

#### Materials:

“Clean” trash

- Plastic bags
- Paper
- Cardboard
- Foam
- String/rope/yarn
- Everyday items such as candy wrappers, cereal boxes, chip bags, junk mail envelopes, etc.

Scissors (1 per group, the adult monitors limited use)

Duct tape in limited amounts

Cones/markers/folding chairs – set up as soccer goals

Bible

#### Lesson:

6. Share the following bible verse: **1 Peter 4:10**, “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”
7. Discuss questions related to the key verse. What does it mean to have resources? What has God given you?
8. Begin a discussion about access to toys, electronics, and items kids enjoy.  
Questions to ask: Where do you get your toys? Where do you usually play with the toys you have?
9. Ask students what they think the most popular sport is in the world. (Answer: Soccer is the most popular sport worldwide.)
10. What would they do if they looked in all the stores around them and NO ONE had a ball you could use to play soccer (or football, basketball, baseball)? Would they give up? What if there were no toys in the store AT ALL?
11. Discuss how in some parts of the world, there are no stores where people can buy toys. Even if there are toys, not everyone has the money to buy those toys. Some families don’t have enough money to buy food for everyone in their house. If kids want to play with something, they have to make it themselves.
12. Explain how this activity is going to show them how some kids have to use their creativity to make their own toys. They are going to work together to make soccer balls from trash and other materials they could find on the streets.

13. Show the picture (provided by FTH) of the boy with his homemade soccer ball as an example of what they are going to make.

**Activity:**

1. Divide students into pairs. Each pair will need to gather “trash” from the large pile. They will use that trash to make their ball.
2. A teacher will be the designated scissor holder. If kids want help with the scissors, they have to trade something for the privilege of using them (a few coins, a pencil, a bracelet, etc. It is up the teacher holding the scissors).
3. Each team will be given 10 minutes to make their soccer ball. They will need to work together to figure out how to structure the ball and make it secure enough to kick, throw, and bounce.
4. While they are making the soccer balls, a leader will set up a tournament area where the kids can test each ball to see which one is the best.
5. Once the kids are done making their balls, they will participate in a tournament to decide which ball travels the farthest, bounces the highest, and kicks the straightest.  
**Note:** Some options for this part of the activity would be to either have the kids line up and test the balls (distance, accuracy, and bounce) doing an elimination tournament or by having soccer games during recess spread throughout the week (each game using a different ball).
6. Discuss:
  - How did it go making your own soccer balls from the materials provided?
  - How would you feel if those were the only materials you had available to play with?
  - What other toys could you make from the materials given?
  - What might the students be able to do to help Feed the Hungry help kids around the world?
7. Show the picture of the boy with the homemade soccer ball again. This boy was creative enough to make a toy out of the materials around him. How do you think he would feel to hold a store-bought soccer ball?
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.
9. Close in prayer.

## **Do I Have To Go To School? (Faith-Based)**

### **Education vs. Work**

**3yr-4yr-PreK**

**Purpose:** Students will explore the connection between education and job opportunities, understanding that when children are fed by Feed the Hungry, they stay in school longer and can get better jobs to help break the cycle of poverty.

#### **Lesson Prep:**

Become familiar with the following statistics/information from Feed the Hungry concerning food and education:

- Education in many countries served by FTH is free, however children are required to have uniforms or provide their own transportation, costs that many families are not able to afford
- Often times, the countries where FTH works do not have laws or standards that require children to attend school
- Many countries served by FTH allow students to “graduate” out of the program by 3<sup>rd</sup> grade, 6<sup>th</sup> grade or 8<sup>th</sup> grade US equivalent
- There is no national lunch program in Uganda,

Gather materials

Make copies of the Jobs for Kids Around the World

#### **Materials:**

White Paper

Crayons, or markers

Bible

#### **Lesson Part 1:**

1. Share the scripture with students from Colossians 3:23a “Whatever you do, work at it with all your heart...”
2. Repeat the verse a few times, having students make hand gestures of building blocks (whatever you do, work at it) and making the sign of a heart with their hands (with all your heart).
3. Ask students what job they would like when they grow up.
4. After they have some answers (you may want to suggest a few), let them know they will now draw something representing their jobs.

#### **Activity:**

1. Distribute paper and crayons/markers.
2. Ask children to quickly draw a picture of them doing the job they want or a picture that represents the job (such as a fire engine or a store where they want to work)
3. Give children about 5 minutes to work, writing the name of the job on the top of their papers.
4. Collect the papers and choose 3-4 very different jobs.

**Lesson Part 2:**

1. Choose 1 picture, show it to the students and tell them the name of the job (give credit to the artist as well).
2. Ask students if the job is for an adult or a child.
3. Repeat with a couple more pictures. Most answers will reflect the jobs are for an adult.
4. Discuss with the students that families served by Feed the Hungry often cannot afford to feed themselves, so they have children work alongside them in the fields, the dump or the community to provide food and money instead of sending the children to school.
5. One by one, show the pictures of the “jobs” kids have in other countries. Ask students if they would like to have that job instead of going to school.
6. Tell students that one way Feed the Hungry helps kids not have to work is to give them a hot meal at school so they can grow strong and healthy.
7. Show the picture of kids eating the rice meal.
8. Discuss that it has vitamins and minerals in it to help kids grow strong.
9. Remind them that vitamins and minerals are good for our hearts. And our hearts help us work. And we work for God.
10. Repeat the verse with hand motions.
11. Ask students if they think kids getting food from Feed the Hungry would rather do a job (work) or go to school and get a meal.
12. Remind them that by helping Feed the Hungry, they are helping kids just like themselves stay in school.
13. Pray together, thanking God for work and for food.
14. Conclude the lesson by reminding students of your project and reminding them how they can help.

Additional Prayer for students to learn:

Thank You for the world so sweet; (make hand motions of a large circle, in the shape of the world)

Thank You for the food we eat; (make hand motions of eating food)

Thank You for the birds that sing; (make hand motions of a bird flying or students can flap their arms)

Thank You, God (point up to Heaven) for everything.

You may want to teach this at the beginning of the 9-week mini-lessons and use it frequently for meals, closings or in the morning to start a class.

Working in a field/farm in Zambia growing vegetables to sell at a local market



## Burning wood in Malawi to make charcoal to sell at the local market



Getting water from a spring in Malawi to fill buckets to take to neighbors



Working in a dump in Nicaragua to sort recyclables to sell



Students in Uganda enjoying their hot, nutritious lunch from Feed the Hungry!



## **Shelter Awareness (Faith Based)**

### **Homelessness Worldwide**

**3yr-4yr-PreK**

**Purpose:** Students will learn more about the issues of homelessness worldwide. They will see examples of different shelters people live in, and they will experience what it is like to build their own shelter.

#### **Lesson Prep:**

Become familiar with the following statistics about homelessness around the world:

- Over 66% of Ugandans live in “inadequate housing”
- More than 72% of people in Zimbabwe live below the poverty line
- In Honduras, between 8 -12% of all children under the age 18 are homeless

Gather materials

Download pictures of different homes around the world (provided by FTH)

#### **Materials:**

Cardboard boxes

Blankets

Pieces of cardboard

Newspaper

Duct tape

#### **Lesson:**

1. Begin by talking about different homes; include a few examples of animal homes, such as dens, nests and caves.
2. Read **Luke 9:58, “And Jesus said to him, ‘Foxes have holes and birds of the air have nests, but the Son of Man has nowhere to lay his head.’”** Jesus tells us He didn’t even have a place to call home while he was on earth (as a child he lived with his parents).
  - a. What type of home do you think Jesus lived in with his parents growing up?
  - b. Where do you think Jesus slept while he was traveling with his disciples?
  - c. Do you think He ever slept outside?
3. Talk about the homes your students live in and discuss:
  - What is your favorite part of your house?
  - What kind of neighborhood do you live in?
4. Discuss how every person has the basic needs of food, water, warmth, and sleep.
  - Have you ever stayed up way past your bedtime?
  - How do you feel when you don’t get enough sleep?
  - How would you feel if you didn’t have anywhere warm to sleep?
5. Discuss homelessness around the world. Share that sometimes a disaster or war may cause someone to be without a home. Show the pictures provided by Feed the Hungry of different houses around the world and discuss what the homes are made of.
6. Explain that people make homes out of what is available. Tell them they are going to experience what it is like to have to build their own home and spend time in it.

#### **Activity:**

1. Each student will use the materials provided to build a small shelter. Feel free to use resources in the room, such as chairs, books, or desks. You can also divide the students into “family” groups of 3-4, and they can build their structure together.
2. Once their structure is built, have students spend 1 minute in silence, lying on their backs in their shelters.
3. After the 1 minute is up, have a discussion while the kids are still lying down in their shelters.
  - What would it feel like to sleep in that every night?
  - Imagine it started raining. Would their home stand up to wind and rain?
  - What would happen if bugs or animals, like chickens or dogs, could get in their home?
4. Now have the kids sit outside their shelters. Ask children about their sleeping arrangements.
  - How did it feel to lie on the floor?
  - How would it feel if you didn’t have a mattress to sleep on?
5. Explain that Feed the Hungry provides food for children but also sometimes builds them beds or gives them blankets and mattresses.
6. Ask what other organizations give out beds or provide homes. How might they help Feed the Hungry or those organizations provide blankets, pillows, mattresses, or even homes?
7. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

### Optional Activities:

1. Host a lock-in where everyone can sleep in their shelters overnight.
2. You can suggest the students try it at home by themselves (with parent/guardian permission).
3. If you are in a classroom setting, students could wear appropriate pajamas or comfortable clothes for the day.

**Going deeper:** While the students are lying in their shelters, read one of the suggested books about being homeless (or another relevant book about philanthropy and helping others). Afterward, have a discussion about the people in the story or how the story affected the students.

### Bonus Book Recommendations!

“Homeless” by Mike Boyce

“A Shelter in Our Car” by Monica Gunning

“Still a Family: A Story about Homelessness” by Brenda Reeves Sturgis

## **Making A Difference (Faith Based)**

### **Who Is My Neighbor?**

**3yr-4yr-PreK**

**Purpose:** Students will explore who their neighbor is and become aware of how their compassion can help others. They will create a project (compassion bracelet/bookmark) that will serve as a daily reminder to have compassion for others.

#### **Lesson Prep:**

Understand or research Maslow's Hierarchy of Needs – Maslow stated that people are motivated to achieve certain needs, and some needs take precedence over others. Our most basic need is for physical survival or biological requirements for survival (air, water, food, shelter, clothing, warmth, etc.). This lesson focuses on water, food, shelter, and clothing.

Review the following statistics:

- Over 700 million people lack basic drinking-water services
- Around 1.6 billion people do not have adequate housing
- 1 in 9 people go to bed hungry every night around the world

Gather materials

Create color-coordinated need cards

Create one bracelet packet for each child

#### **Materials:**

White board or large butcher paper taped to the wall

Markers or crayons (white board markers if using the white board)

Colored Construction paper with the corresponding word written on it

- White - Clothing
- Blue - Water
- Green - Food
- Brown – Shelter (house)
- Yellow - School
- Orange – Feed the Hungry

White shoe strings (cut in half – one half for each student) – knotted on cut end so the beads will not slide off

Pony Beads (enough for each student to have one of each color):

- Blue
- Green
- Brown
- Yellow
- Orange

Small Ziplocs to create bracelet material packets

Bible

**Lesson:**

1. Ask students to share what they think they need to live (refer to Maslow's Hierarchy and the statistics provided).
2. Ask students to share some gifts they wanted for their birthday or Christmas.
3. Explain the difference between NEEDS and WANTS.
4. Hold up each of the color-coordinated needs cards one by one and ask why it is important.
5. Continue the discussion by explaining that some people do not have what they NEED.
6. Explain compassion (caring, helping, loving, etc.). Share with the children, "Knowing these things about the world helps us to have **compassion** for those around us. Compassion means to care about the problems other people face. When we care about other people's problems, we are more likely to help them."
7. Share the story of the Good Samaritan from Luke 10:25-27.
8. Discuss how the Good Samaritan helped a person who was in need. Explain how he had compassion for the injured man.
9. Refer back to each need card. Hold up the cards one more time, one by one, and for each of the needs, ask students:
  - How can you help someone who does not have \_\_\_\_\_?
10. Explain how this activity is going to help students remember the needs of others and remind them they can do something to help, just like the Good Samaritan did.

**Activity:**

1. Hand out the packets\* and have students assemble the bracelets as you hold up the need cards and discuss what each card represents.
  - White shoestring represents clothing.
  - Blue represents clean water. **Over 700 million people lack basic drinking water services.**
  - Green represents food. **1 in 9 people go to bed hungry every night.**
  - Brown represents housing. Around 1.6 billion people do not have adequate housing.
  - Yellow represents education. **Many schools do not provide a lunch for students.**
  - Orange represents kindness. **"Love your neighbor" and Feed the Hungry.**
  - Finish by tying off the end and wither tying the bracelet on the child's wrist, or they can use it as a bookmark.
2. Each bead signifies one thing people need. Remind students that when they look at their bracelet, they should remember there are people who don't have these things available to them. The bracelet/bookmark becomes a reminder that students can help others.

**\*You can make the sample bracelet while having the kids watch and listen first. Or, the students can make their bracelets at the same time you are holding up the cards.**

**Note: If your group is participating in the 9-week course, you can use this lesson as a review! Discuss the previous projects and what you learned about poverty and helping people. Let this be a reflective lesson that gives the kids something to take home, reminding them to care for others.**

**BONUS IDEA!**

Have a designated Feed the Hungry/compassion awareness day EVERY WEEK. Kids and teachers wear their bracelets and pray for Feed the Hungry and others in need throughout the day.



## **Hunger Awareness (Faith Based)**

### **Empty Hands and Empty Bellies**

**K-1-2**

**Purpose:** Students will hear the story of Jesus Feeding the 5,000, learn about world-wide hunger, participate in an activity demonstrating that globally, 1 in 9 people face hunger, and come up with ways they can help hungry people.

#### **Lesson Prep:**

Become familiar with the following food hunger statistics:

- 1 in 9 people around the world go to bed hungry every night
- In the US, 1 in 6 children suffers from chronic hunger

Gather materials

Create handprint cutouts on white copy paper (1 for every 9 children)

Cut out filled FTH rice bowl picture

#### **Materials:**

White copy paper

Colored paper (copy paper or construction paper)

Pencils/crayons/markers

Scissors

Tape/sticky tack

Surface to display handprint cut-outs

Filled FTH rice bowl picture

Spoon, fork, knife (1 plastic set or metal set)

Bible/Bible story

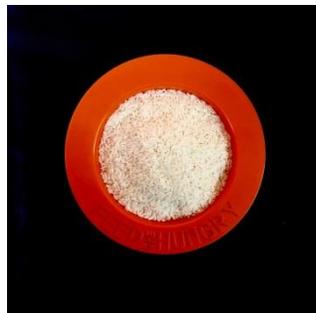
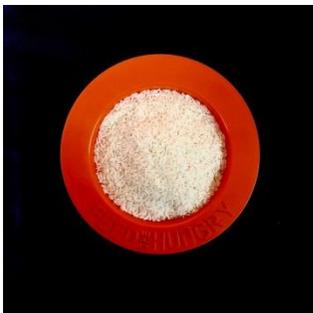
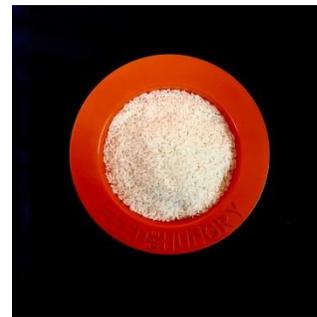
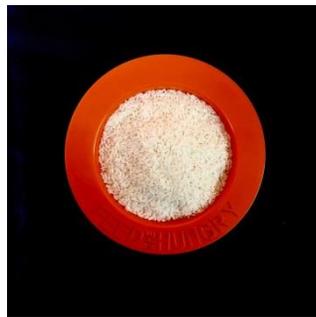
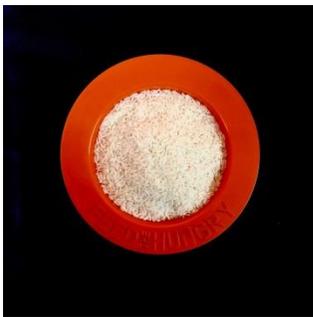
#### **Lesson:**

1. Begin by reading the story of Jesus and the feeding of the 5,000 (Matthew 14:13-21, emphasis on vs. 16: **Jesus replied, "They do not need to go away. You give them something to eat."**).
2. Have students extend their hands, face up in front of them.
3. Discuss examples of food students can hold in their hands and eat (bananas, hamburgers, juice boxes, chips, etc).
4. Display the fork, knife, and spoon. Discuss examples of food students eat which require utensils (spaghetti, soup, mac and cheese, etc).
5. Ask students to name some of their favorite restaurants and acknowledge their answers.
6. Discuss: In America, we have many options, many ways to eat, even many places to eat, but for many people in the world, there is no food or not enough food for children to eat even 1 meal a day (acknowledge that even in the US some kids are hungry).
7. Explain how the activity is going to show how many in the world do not have food!

#### **Activity:**

1. Distribute 1 piece of colored paper, a pencil/crayon/marker, and a pair of scissors to each child.
2. Have students trace around their hands and cut out their hand print.
3. On their handprint, they should write the name of 1 food they like or draw a picture of it.

4. Display the handprints in sets of 9 with 8 handprints of colored paper and 1 white handprint (created prior to lesson).
5. Explain and discuss:
  - 1 in 9 people around the world do not have food.
  - It is up to us as the body of Christ to help those in need and do our part. **Jesus replied, “They do not need to go away. You give them something to eat.”**
  - There are organizations that help feed people around the world.
  - One of those organizations is Feed the Hungry.
6. Place the bowl of rice picture (provided by Feed the Hungry) on the white handprint cutout. Explain that Feed the Hungry helps provide hot, nutritious meals to children who need food.
7. Show the pictures of kids eating the rice meals (provided by Feed the Hungry).
8. Discuss:
  - What would it feel like to help children who are hungry?
  - What might the students be able to do to help Feed the Hungry get food into the hands of children that need it?
  - What might they be able to do to help kids in their school, church or neighborhood?
  - What do they think Jesus meant when He said to his disciples, **“You give them something to eat?”**
9. Share your project idea with the students so they can begin to make a correlation between what they just learned and what they will be doing for Feed the Hungry.
10. Have kids place their hands face up again in front of them and think about what it would be like to have nothing to put in their hands to eat. Give some time for reflection.
11. Ask students to fold their hands and lead a prayer (possibly the Lord’s Prayer).



## Water Transportation (Faith Based)

### Where's My Water?

K-1-2

**Purpose:** Students will experience a common chore for kids in other countries: retrieving their daily water supply. They will learn about water usage worldwide and compare how families in America get water to how families in third-world countries get water.

#### Lesson Prep:

Become familiar with the following water usage statistics:

- An average family in the US uses over 500 gallons of water a day
- An average family in the continent of Africa uses about 5 gallons of water a day
- At least 2 billion people world-wide use a water source contaminated with waste
- Over 700 million people world-wide lack basic drinking-water services
- **Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.**

Gather materials

Cut holes in a few of the smaller containers (not the 5-gallon buckets)\*

Fill up a 55-gallon drum (or a similar sized container) with muddy water

Set up 2 stations in an outdoor space (can be done indoors – see note\*\*)

1. “Home base” with empty containers/cups and 5-gallon buckets lined up at the home base
2. One or more 55-gallon drums/containers (depending on how large the group is) some distance away from the home base (make distance appropriate for ages/stature of children, as older children may be able to carry water longer distances)

#### Materials:

Mismatched containers for carrying water (some with holes and some with missing lids, if choosing the outside option)

5-gallon buckets (one per person or one per “team,” if the group is large)

55-gallon drum (or similar sized container, such as a kiddie pool, horse trough, etc.)

Water

Dirt/sand/mud

Change of clothes and shoes for each student and volunteer (if activity is outside)

Paper cups (if choosing the indoor option)

#### Lesson:

1. Read the following Bible verses: **Luke 6:20-21, “Looking at his disciples, he said: ‘Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who hunger now, for you will be satisfied. Blessed are you who weep now, for you will laugh.’”**
2. Discuss this lesson’s Bible verse. What is Jesus saying about the poor? Think of a time in your life when you felt one of the things Jesus is talking about here. In this passage, Jesus is providing comfort to those who struggle and encouragement to look on those who have less with compassion and love.
3. Begin by asking students what they used water for this morning.

4. Discuss different ways we use water in our everyday lives without noticing (flushing the toilet, brushing our teeth, cleaning fruits and veggies for lunch, etc.).
5. Display a 5-gallon bucket. This is the amount of water a typical family in an African country uses in a day. Now ask students to imagine 100 of these containers. This is the amount of water a typical North American family uses in a day.
6. Discuss the amount of time it takes them to get to school every day. Some kids in other countries have to make a 30-minute trip to get water so they can bathe, eat, drink, and clean their dishes.
7. Ask students about the quality of their water. Is it clean? Dirty? How do they know their water is safe to drink?
8. Discuss how much of the world does not have clean water available to them. At least 2 billion people worldwide drink water that is muddied with people and animal waste.
9. Explain how the activity is going to show them a typical chore a kid their age might do and how hard it is to access water in other countries.

### Activity:

1. Have students start at home base and grab an empty container and their 5-gallon bucket.
2. Students will carry their 5-gallon buckets and their small containers to the 55-gallon drum of water.
3. Using their small containers, they will fill their 5-gallon buckets to the top.
4. Once their 5-gallon buckets are filled, they must carry the buckets back to their home base. They must also figure out how to get their small containers back with them, as it is most likely their drinking container once they are home. Now they have the water their family needs for the day!
5. Discuss:
  - What would it feel like to do this every day for your family?
  - Would you be motivated to walk another 30 minutes to go to school afterwards?
  - Think of today's Bible verse (Luke 6:20-21). With this verse in mind, what is one way you could show Jesus's love to kids who have less than you?
  - What might the students be able to do to help Feed the Hungry get other kids clean, safe water?
6. Watch the video of Memory and the Well Project (available online).
7. Discuss what was shown in the video.
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**\*Note:** If doing this activity outside, ask the students the day before to bring clothes and shoes they can get wet and a change of dry clothes.

**\*\*Alternate Indoor Activity:** Instead of using mismatched containers with holes and no lids, give each child a paper cup. Have the home base and the source of water (55-gallon drum or a couple of filled 5-gallon buckets) within a hallway or area where clean-up of spilled water will be easy. You can place the source of the muddy water a distance away or even in another part of the building to simulate the long walk it takes to get to water. (Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.)

## **Hello From My Home Country (Faith Based)** **Personalized Letters and/or Video**

**K-1-2**

**Purpose:** Students will create letters, pictures and/or a video to say “hello” to their Partner School.

### **Lesson Prep:**

Gather materials

Prepare a script outline if you plan to record a video

Print copies of the Letter Template (provided by Feed the Hungry staff - specific to country and topic)

Connect with FTH for the location and name of the Partner School/group/sports team



### **Materials:**

Letter Templates, 1 for each child

Writing instruments (pencils, crayons, markers, etc.)

Video recording device

Prepared script

Country background info (if desired)

### **Lesson:**

1. Begin by sharing the following Bible verse: **Hebrews 10:24, “And let us consider how we may spur one another on toward love and good deeds,”**.
2. Discuss what it means to “spur” someone on (by making them feel good) toward love and good deeds (with a kind act).
3. Ask the students if there was a time they received a card in the mail or someone did something nice for them. Ask how it felt.
4. Explain to students they will be connecting with a school/group/sports team from the country selected to send them a kind note or video. You may wish to have some background info on the country to present.
5. Share the information about the Partner School with your students. *You **MUST** connect with Feed the Hungry Staff prior to this lesson to obtain the necessary info about your Partner School.*
- 6.

### **Activity:**

1. If you are writing letters, discuss the topic at the top of the template and have the students brainstorm ideas about what they can write. The writing should match the appropriate age of the students (1-2 sentences or 3-4 for older students). You may also wish to draft 1 class letter together with more content.
  - a. Remind students **NOT** to mention food.
  - b. Remind students to share their **FIRST** name only.

- c. Remind students not to share ANY PERSONAL INFORMATION such as address, phone, social media accounts or other personal details.
2. If creating a video, explain the project, run a quick practice and record.

Following the completion of the project, send the notes or video to your FTH staff contact.

## Fun and Games (Faith Based)

### Trash Is Treasure

K-1-2

**Purpose:** Students will learn how to be resourceful with limited materials. Students will create a soccer ball or toy out of “trash” and discarded items.

#### Lesson Prep:

Download pictures of kids with homemade soccer balls (Provided by FTH)  
Gather materials

#### Materials:

“Clean” trash

- Plastic bags
- Paper
- Cardboard
- Foam
- String/rope/yarn
- Everyday items such as candy wrappers, cereal boxes, chip bags, junk mail envelopes, etc.

Scissors (1 per group, the adult monitors limited use)

Duct tape in limited amounts

Cones/Markers/Folding Chairs – set up as soccer goals

Bible

#### Lesson:

3. Share the following bible verse: **1 Peter 4:10**, “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”
4. Discuss questions related to the key verse. What does it mean to have resources? What has God given you?
5. Begin a discussion about access to toys, electronics, and items kids enjoy.  
Questions to ask: Where do you get your toys? Where do you usually play with the toys you have?
6. Ask students what they think the most popular sport is in the world. (Answer: Soccer is the most popular sport worldwide.)
7. What would they do if they looked in all the stores around them and NO ONE had a ball they could use to play soccer (or football, basketball, baseball)? Would they give up? What if there were no toys in the store AT ALL?
8. Discuss how in some parts of the world, there are no stores where people can buy toys. In some countries toys are available, but not everyone has the money to buy them. Some families don’t have enough money to buy food for everyone in their home. If kids want to play with something, they have to make it themselves.
9. Explain how this activity is going to show them how some kids have to use their creativity to make their own toys. They are going to work together to make soccer balls from trash and other materials they could find on the streets.

10. Show the picture (provided by FTH) of the boy with his homemade soccer ball as an example of what they are going to make.

**Activity:**

1. Divide students into pairs. Each pair will need to gather “trash” from the large pile. They will use that trash to make their ball.
2. A teacher will be the designated scissor holder. If kids want help with the scissors they have to trade something for the privilege of using them (a few coins, a pencil, a bracelet, etc. It is up to the teacher holding the scissors).
3. Each team will be given 10 minutes to make their soccer ball. They will need to work together to figure out how to structure the ball and make it secure enough to kick, throw, and bounce.
4. While they are making the soccer balls, a leader will set up a tournament area where the kids can test each ball to see which one is the best.
5. Once the kids are done making their balls, they will participate in a tournament to decide which ball travels the farthest, bounces the highest, and kicks the straightest.  
**Note:** Some options for this part of the activity would be to either have the kids line up and test the balls (distance, accuracy, and bounce) doing an elimination tournament or by having soccer games during recess spread throughout the week (each game using a different ball).
6. Discuss:
  - How did it go making your own soccer balls from the materials provided?
  - How would you feel if those were the only materials you had available to play with?
  - What are some resources you have (besides money) that God might want to use to bless other kids?
  - What might the students be able to do to help Feed the Hungry help kids around the world?
7. Show the picture of the boy with the homemade soccer ball again. Explain that we don’t have to have a lot of money to help other kids. God has given all of us resources we can use to help others. Discuss how kids in every country want to play and have fun just like them! This boy was creative enough to make a toy out of the materials around him. How do you think he would feel to hold a store-bought soccer ball?
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.
9. Close in prayer.

## **Do I Have To Go To School? (Faith Based)**

### **Education vs. Work**

**K-1-2**

**Purpose:** Students will explore the connection between education and job opportunities, understanding that when children are fed by Feed the Hungry, they stay in school longer and can get better jobs to help break the cycle of poverty.

#### **Lesson Prep:**

Become familiar with the following statistics/information from Feed the Hungry concerning food and education:

- Education in many countries served by FTH is free, however children are required to have uniforms or provide their own transportation, costs that many families are not able to afford
- Often times, the countries where FTH works do not have laws or standards that require children to attend school
- Many countries served by FTH allow students to “graduate” out of the program by 3<sup>rd</sup> grade, 6<sup>th</sup> grade or 8<sup>th</sup> grade US equivalent
- There is no national lunch program in Uganda,

Gather materials

Make copies of the Job Cards to share with students for an OPTIONAL ACTIVITY

#### **Materials:**

White Paper

Crayons, or markers

Optional: Job Cards, 1 set to show students or 1 card for each student

Bible

#### **Lesson Part 1:**

1. Share the scripture with students from Colossians 3:23a “Whatever you do, work at it with all your heart...”
2. Repeat the verse a few times, having students make hand gestures of building blocks (whatever you do, work at it) and making the sign of a heart with their hands (with all your heart).
3. Ask students what they want to be when they grow up.
4. After they have some answers (you may want to suggest a few), let them know they will now draw something representing their jobs.

#### **Activity 1:**

1. Distribute paper and crayons/markers.
2. Ask children to quickly draw a picture of them as an adult doing the job they want or a picture that represents the job (such as a fire engine or a store where they want to work)
3. Give children about 5 minutes to work, writing the name of the job on the top of their papers.
4. Collect the papers and choose 3-4 very different jobs that require a variety of degrees/educational training for the next part of the lesson.

### Lesson Part 2:

1. Choose 1 picture, show it to the students and tell them the name of the job (give credit to the artist as well).
2. Lead a discussion on what it would take to have this job (focus on education or training they might need. For example, a Doctor would need to go to elementary school, middle school, high school, college and then take a test to be accepted into a Medical Doctor Program where they have more years of training. A person working at a restaurant might be able to get a job while they are still in high school).
3. Repeat steps 1 and 2 with the other 2-3 jobs/pictures
4. Ask students how they would feel if they knew they had to go to school (get an education) to get that job, but during the school day they would not have food.
5. Talk about how difficult it is to do work, concentrate, or even play at recess when they have not had anything to eat. (refer to the stats/information)
6. Ask students what they might do if they went to school and then realized there was not lunch.
  - Would they leave?
  - Would they steal something?
  - Would they ask friends to share food (if their friends had food)?
  - Would they even bother to go to school?
7. Discuss how Feed the Hungry provides nutritious meals to students during their school day.
  - Feed the Hungry sees increased attendance (sometimes up to 70%) in schools where children are being fed
  - Children do not leave halfway through the day to get food. Whole day attendance increases when Feed the Hungry provides a meal
  - Children struggling with sickness and disease often get strong/better and miss fewer days of school because of illness
8. Optional Videos: The story of Ethan OR The story of Precious in Uganda
9. Explain that for children to have a better future (jobs and money to feed themselves) it is important they STAY IN SCHOOL.
10. Skip to the Closing if not doing Optional Activity 2.

### Optional Activity 2:

1. Discuss with the students that families often cannot afford to feed themselves, so they have children work alongside them in the fields, the dump or the community to provide food and money instead of sending the children to school.
2. Share each of the job cards (in order of least education needed to most education needed)
3. As you share a card, point out the number of years kids would need to stay in school for that job, and the amount of money they would make each week to live on.
4. Discuss why staying in school is very important and how a meal at school can help the boys and girls around the world get better jobs.
5. End with the closing.

### Closing:

1. Conclude the lesson by reviewing the scripture from the first part of the lesson.
2. Discuss what “whatever you do” means and ask students to think of the list of jobs they created.

3. How might they “work with all their heart” at that job?
4. Remind students that our work, whether in school or when we grow up and have a job, is important to God and that we should do it to glorify Him.
5. Remind students that we have much to be thankful for: meals to eat at school, schools and teachers to help us learn, the opportunity to get a job when we grow up.
6. Share with students what your FTH project is and what they can do to help.
7. Close in prayer with a prayer of thanksgiving. You may want to use the prayer at the end of the lesson.

**Optional Closing Prayer.** You may want to teach this at the beginning of the 9-week mini-lessons and use it frequently for meals, closings or in the morning to start a class.

*Thank You for the world so sweet; (make hand motions of a large circle, in the shape of the world)*

*Thank You for the food we eat; (make hand motions of eating food)*

*Thank You for the birds that sing; (make hand motions of a bird flying or students can flap their arms)*

*Thank You, God (point up to Heaven) for everything.*

## **Shelter Awareness (Faith Based)**

### **Homelessness Worldwide**

**K-1-2**

**Purpose:** Students will learn more about the issues of homelessness worldwide. They will see examples of different shelters people live in, and they will experience what it is like to build their own shelter.

#### **Lesson Prep:**

Become familiar with the following statistics about homelessness worldwide:

- Over 66% of Ugandans live in “inadequate housing”
- More than 72% of people in Zimbabwe live below the poverty line
- In Honduras, between 8 -12% of all children under the age 18 are homeless

Gather materials

Download pictures of different homes around the world (provided by FTH)

#### **Materials:**

Cardboard boxes

Blankets

Pieces of cardboard

Newspaper

Duct tape

Bible

#### **Lesson:**

1. Begin by talking about different homes; include a few examples of animal homes, such as dens, nests and caves.
2. Read **Luke 9:58**, “**And Jesus said to him, ‘Foxes have holes and birds of the air have nests, but the Son of Man has nowhere to lay his head.’**” Jesus tells us He didn’t even have a place to call home while he was on earth (as a child he lived with his parents).
  - What type of home do you think Jesus lived in with his parents growing up?
  - Where do you think Jesus slept while he was traveling with his disciples?
  - Do you think He ever slept outside?
3. Talk about the homes your students live in and discuss:
  - What is your favorite part of your house?
  - What kind of neighborhood do you live in?
4. Discuss how every person has the basic needs of food, water, warmth, and sleep.
  - Have you ever stayed up way past your bedtime?
  - How do you feel when you don’t get enough sleep?
  - How would you feel if you didn’t have anywhere warm to sleep?
5. Discuss homelessness around the world. Share that sometimes a disaster or war may cause someone to be without a home. Show the pictures provided by Feed the Hungry of different houses around the world and discuss what the homes are made of.
6. Explain that people make homes out of what is available. Tell them they are going to experience what it is like to have to build their own home and spend time in it.

**Activity:**

1. Each student will use the materials provided to build a small shelter. Feel free to use resources in the room, such as chairs, books, or desks. You can also divide the students into “family” groups of 3-4, and they can build their structure together.
2. Once their structure is built, have students spend 1 minute in silence, lying on their backs in their shelters.
3. After the 1 minute is up, have a discussion while the kids are still lying down in their shelters.
  - What would it feel like to sleep in that every night?
  - Imagine it started raining. Would their home stand up to wind and rain?
  - What would happen if bugs or animals, like chickens or dogs, could get in their home?
4. Now have the kids sit outside their shelters. Ask children about their sleeping arrangements.
  - How did it feel to lie on the floor?
  - How would it feel if you didn’t have a mattress to sleep on?
5. Explain that Feed the Hungry provides food for children but also sometimes builds them beds or gives them blankets and mattresses.
6. Ask what other organizations give out beds or provide homes. How might they help Feed the Hungry or those organizations provide blankets, pillows, mattresses, or even homes?
7. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**Optional Activities:**

1. Host a lock-in where everyone can sleep in their shelters overnight.
2. You can suggest the students try it at home by themselves (with parent/guardian permission).
3. If you are in a classroom setting, students could wear appropriate pajamas or comfortable clothes for the day.

**Going deeper:** While the students are lying in their shelters, read one of the suggested books about being homeless (or another relevant book about philanthropy and helping others). Afterward, have a discussion about the people in the story or how the story affected the students.

**Bonus Book Recommendations!**

“Homeless” by Mike Boyce

“A Shelter in Our Car” by Monica Gunning

“Still a Family: A Story about Homelessness” by Brenda Reeves Sturgis

## **Making A Difference (Faith Based)**

### **Who Is My Neighbor?**

**K-1-2**

**Purpose:** Students will explore who their neighbor is and become aware of how their compassion can help others. They will create a project (compassion bracelet/bookmark) that will serve as a daily reminder to have compassion for others.

#### **Lesson Prep:**

Understand or research Maslow's Hierarchy of Needs – Maslow stated that people are motivated to achieve certain needs, and some needs take precedence over others. Our most basic need is for physical survival or biological requirements for survival (air, water, food, shelter, clothing, warmth, etc.). This lesson focuses on water, food, shelter, and clothing.

Review the following statistics:

- Over 700 million people lack basic drinking-water services
- Around 1.6 billion people do not have adequate housing
- 1 in 9 people go to bed hungry every night around the world

Gather materials

Create color-coordinated need cards

Create one bracelet packet for each child

#### **Materials:**

White board or large butcher paper taped to the wall

Markers or crayons (white board markers if using the white board)

Colored Construction paper with the corresponding word written on it

- White - Clothing
- Blue - Water
- Green - Food
- Brown – Shelter (house)
- Yellow - School
- Orange – Feed the Hungry

White shoe strings (cut in half – one half for each student) – knotted on cut end so the beads will not slide off

Pony Beads (enough for each student to have one of each color):

- Blue
- Green
- Brown
- Yellow
- Orange

Small Ziplocs to create bracelet material packets

Bible

**Lesson:**

1. Ask students to share what they think they need to live (refer to Maslow's Hierarchy and the statistics provided).
2. Ask students to share some gifts they wanted for their birthday or Christmas.
3. Explain the difference between NEEDS and WANTS.
4. Hold up each of the color-coordinated needs cards one by one and ask why it is important.
5. Continue the discussion by explaining that some people do not have what they NEED.
6. Explain compassion (caring, helping, loving, etc.). Share with the children, "Knowing these things about the world helps us to have **compassion** for those around us. Compassion means to care about the problems other people face. When we care about other people's problems, we are more likely to help them."
7. Share the story of the Good Samaritan from Luke 10:25-27.
8. Discuss how the Good Samaritan helped a person who was in need. Explain how he had compassion for the injured man.
9. Refer back to each need card. Hold up the cards one more time, one by one, and for each of the needs, ask students:
  - How can you help someone who does not have \_\_\_\_\_?
10. Explain how this activity is going to help students remember the needs of others and remind them they can do something to help, just like the Good Samaritan did.

**Activity:**

1. Hand out the packets\* and have students assemble the bracelets as you hold up the need cards and discuss what each card represents.
  - White shoestring represents clothing.
  - Blue represents clean water. **Over 700 million people lack basic drinking water services.**
  - Green represents food. **1 in 9 people go to bed hungry every night.**
  - Brown represents housing. Around 1.6 billion people do not have adequate housing.
  - Yellow represents education. **Many schools do not provide a lunch to students.**
  - Orange represents kindness. **"Love your neighbor" and Feed the Hungry.**
  - Finish by tying off the end and wither tying the bracelet on the child's wrist, or they can use it as a bookmark.
2. Each bead signifies one thing people need. Remind students that when they look at their bracelet, they should remember there are people who don't have these things available to them. The bracelet/bookmark becomes a reminder that students can help others.

**\*You can make the sample bracelet while having the kids watch and listen first. Or, the students can make their bracelets at the same time you are holding up the cards.**

**Note: If your group is participating in the 9-week course, you can use this lesson as a review! Discuss the previous projects and what you learned about poverty and helping people. Let this be a reflective lesson that gives the kids something to take home, reminding them to care for others.**

**BONUS IDEA!**

Have a designated Feed the Hungry/compassion awareness day EVERY WEEK. Kids and teachers wear their bracelets and pray for Feed the Hungry and others in need throughout the day.



## **Hunger Awareness (Faith Based)**

### **Empty Hands and Empty Bellies**

**K-1-2**

**Purpose:** Students will hear the story of Jesus Feeding the 5,000, learn about world-wide hunger, participate in an activity demonstrating that globally, 1 in 9 people face hunger, and come up with ways they can help hungry people.

#### **Lesson Prep:**

Become familiar with the following food hunger statistics:

- 1 in 9 people around the world go to bed hungry every night
- In the US, 1 in 6 children suffers from chronic hunger

Gather materials

Create handprint cutouts on white copy paper (1 for every 9 children)

Cut out filled FTH rice bowl picture

#### **Materials:**

White copy paper

Colored paper (copy paper or construction paper)

Pencils/crayons/markers

Scissors

Tape/sticky tack

Surface to display handprint cut-outs

Filled FTH rice bowl picture

Spoon, fork, knife (1 plastic set or metal set)

Bible/Bible story

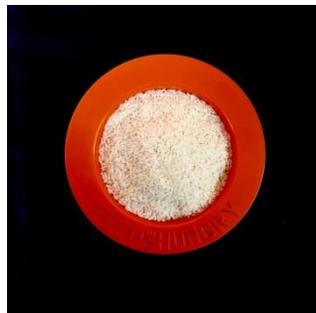
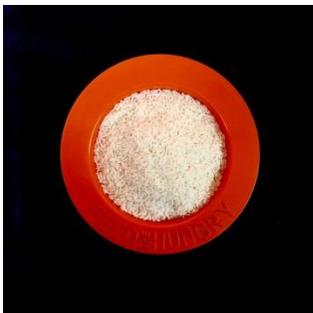
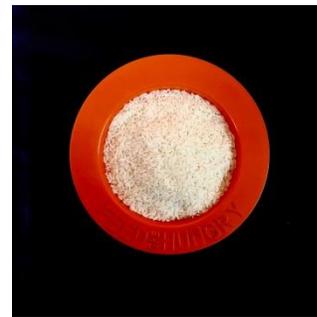
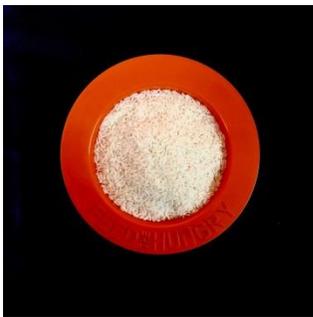
#### **Lesson:**

1. Begin by reading the story of Jesus and the feeding of the 5,000 (Matthew 14:13-21, emphasis on vs. 16: **Jesus replied, "They do not need to go away. You give them something to eat."**).
2. Have students extend their hands, face up in front of them.
3. Discuss examples of food students can hold in their hands and eat (bananas, hamburgers, juice boxes, chips, etc).
4. Display the fork, knife, and spoon. Discuss examples of food students eat which require utensils (spaghetti, soup, mac and cheese, etc).
5. Ask students to name some of their favorite restaurants and acknowledge their answers.
6. Discuss: In America, we have many options, many ways to eat, even many places to eat, but for many people in the world, there is no food or not enough food for children to eat even 1 meal a day (acknowledge that even in the US some kids are hungry).
7. Explain how the activity is going to show how many in the world do not have food!

#### **Activity:**

1. Distribute 1 piece of colored paper, a pencil/crayon/marker, and a pair of scissors to each child.
2. Have students trace around their hands and cut out their hand print.
3. On their handprint, they should write the name of 1 food they like or draw a picture of it.

4. Display the handprints in sets of 9 with 8 handprints of colored paper and 1 white handprint (created prior to lesson).
5. Explain and discuss:
  - 1 in 9 people around the world do not have food.
  - It is up to us as the body of Christ to help those in need and do our part. **Jesus replied, “They do not need to go away. You give them something to eat.”**
  - There are organizations that help feed people around the world.
  - One of those organizations is Feed the Hungry.
6. Place the bowl of rice picture (provided by Feed the Hungry) on the white handprint cutout. Explain that Feed the Hungry helps provide hot, nutritious meals to children who need food.
7. Show the pictures of kids eating the rice meals (provided by Feed the Hungry).
8. Discuss:
  - What would it feel like to help children who are hungry?
  - What might the students be able to do to help Feed the Hungry get food into the hands of children that need it?
  - What might they be able to do to help kids in their school, church or neighborhood?
  - What do they think Jesus meant when He said to his disciples, **“You give them something to eat?”**
9. Share your project idea with the students so they can begin to make a correlation between what they just learned and what they will be doing for Feed the Hungry.
10. Have kids place their hands face up again in front of them and think about what it would be like to have nothing to put in their hands to eat. Give some time for reflection.
11. Ask students to fold their hands and lead a prayer (possibly the Lord’s Prayer).



## Water Transportation (Faith Based)

### Where's My Water?

K-1-2

**Purpose:** Students will experience a common chore for kids in other countries: retrieving their daily water supply. They will learn about water usage worldwide and compare how families in America get water to how families in third-world countries get water.

#### Lesson Prep:

Become familiar with the following water usage statistics:

- An average family in the US uses over 500 gallons of water a day
- An average family in the continent of Africa uses about 5 gallons of water a day
- At least 2 billion people world-wide use a water source contaminated with waste
- Over 700 million people world-wide lack basic drinking-water services
- **Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.**

Gather materials

Cut holes in a few of the smaller containers (not the 5-gallon buckets)\*

Fill up a 55-gallon drum (or a similar sized container) with muddy water

Set up 2 stations in an outdoor space (can be done indoors – see note\*\*)

1. “Home base” with empty containers/cups and 5-gallon buckets lined up at the home base
2. One or more 55-gallon drums/containers (depending on how large the group is) some distance away from the home base (make distance appropriate for ages/stature of children, as older children may be able to carry water longer distances)

#### Materials:

Mismatched containers for carrying water (some with holes and some with missing lids, if choosing the outside option)

5-gallon buckets (one per person or one per “team,” if the group is large)

55-gallon drum (or similar sized container, such as a kiddie pool, horse trough, etc.)

Water

Dirt/sand/mud

Change of clothes and shoes for each student and volunteer (if activity is outside)

Paper cups (if choosing the indoor option)

#### Lesson:

1. Read the following Bible verses: **Luke 6:20-21, “Looking at his disciples, he said: ‘Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who hunger now, for you will be satisfied. Blessed are you who weep now, for you will laugh.’”**
2. Discuss this lesson’s Bible verse. What is Jesus saying about the poor? Think of a time in your life when you felt one of the things Jesus is talking about here. In this passage, Jesus is providing comfort to those who struggle and encouragement to look on those who have less with compassion and love.
3. Begin by asking students what they used water for this morning.

4. Discuss different ways we use water in our everyday lives without noticing (flushing the toilet, brushing our teeth, cleaning fruits and veggies for lunch, etc.).
5. Display a 5-gallon bucket. This is the amount of water a typical family in an African country uses in a day. Now ask students to imagine 100 of these containers. This is the amount of water a typical North American family uses in a day.
6. Discuss the amount of time it takes them to get to school every day. Some kids in other countries have to make a 30-minute trip to get water so they can bathe, eat, drink, and clean their dishes.
7. Ask students about the quality of their water. Is it clean? Dirty? How do they know their water is safe to drink?
8. Discuss how much of the world does not have clean water available to them. At least 2 billion people worldwide drink water that is muddied with people and animal waste.
9. Explain how the activity is going to show them a typical chore a kid their age might do and how hard it is to access water in other countries.

**Activity:**

1. Have students start at home base and grab an empty container and their 5-gallon bucket.
2. Students will carry their 5-gallon buckets and their small containers to the 55-gallon drum of water.
3. Using their small containers, they will fill their 5-gallon buckets to the top.
4. Once their 5-gallon buckets are filled, they must carry the buckets back to their home base. They must also figure out how to get their small containers back with them, as it is most likely their drinking container once they are home. Now they have the water their family needs for the day!
5. Discuss:
  - What would it feel like to do this every day for your family?
  - Would you be motivated to walk another 30 minutes to go to school afterwards?
  - Think of today's Bible verse (Luke 6:20-21). With this verse in mind, what is one way you could show Jesus's love to kids who have less than you?
  - What might the students be able to do to help Feed the Hungry get other kids clean, safe water?
6. Watch the video of Memory and the Well Project (available online).
7. Discuss what was shown in the video.
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**\*Note:** If doing this activity outside, ask the students the day before to bring clothes and shoes they can get wet and a change of dry clothes.

**\*\*Alternate Indoor Activity:** Instead of using mismatched containers with holes and no lids, give each child a paper cup. Have the home base and the source of water (55-gallon drum or a couple of filled 5-gallon buckets) within a hallway or area where clean-up of spilled water will be easy. You can place the source of the muddy water a distance away or even in another part of the building to simulate the long walk it takes to get to water. (Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.)

## **Hello From My Home Country (Faith Based)** **Personalized Letters and/or Video**

**K-1-2**

**Purpose:** Students will create letters, pictures and/or a video to say “hello” to their Partner School.

### **Lesson Prep:**

Gather materials

Prepare a script outline if you plan to record a video

Print copies of the Letter Template (provided by Feed the Hungry staff - specific to country and topic)

Connect with FTH for the location and name of the Partner School/group/sports team



### **Materials:**

Letter Templates, 1 for each child

Writing instruments (pencils, crayons, markers, etc.)

Video recording device

Prepared script

Country background info (if desired)

### **Lesson:**

1. Begin by sharing the following Bible verse: **Hebrews 10:24, “And let us consider how we may spur one another on toward love and good deeds,”**.
2. Discuss what it means to “spur” someone on (by making them feel good) toward love and good deeds (with a kind act).
3. Ask the students if there was a time they received a card in the mail or someone did something nice for them. Ask how it felt.
4. Explain to students they will be connecting with a school/group/sports team from the country selected to send them a kind note or video. You may wish to have some background info on the country to present.
5. Share the information about the Partner School with your students. *You **MUST** connect with Feed the Hungry Staff prior to this lesson to obtain the necessary info about your Partner School.*
- 6.

### **Activity:**

1. If you are writing letters, discuss the topic at the top of the template and have the students brainstorm ideas about what they can write. The writing should match the appropriate age of the students (1-2 sentences or 3-4 for older students). You may also wish to draft 1 class letter together with more content.
  - a. Remind students **NOT** to mention food.
  - b. Remind students to share their **FIRST** name only.

- c. Remind students not to share ANY PERSONAL INFORMATION such as address, phone, social media accounts or other personal details.
2. If creating a video, explain the project, run a quick practice and record.

Following the completion of the project, send the notes or video to your FTH staff contact.

## Fun and Games (Faith Based)

### Trash Is Treasure

K-1-2

**Purpose:** Students will learn how to be resourceful with limited materials. Students will create a soccer ball or toy out of “trash” and discarded items.

#### Lesson Prep:

Download pictures of kids with homemade soccer balls (Provided by FTH)  
Gather materials

#### Materials:

“Clean” trash

- Plastic bags
- Paper
- Cardboard
- Foam
- String/rope/yarn
- Everyday items such as candy wrappers, cereal boxes, chip bags, junk mail envelopes, etc.

Scissors (1 per group, the adult monitors limited use)

Duct tape in limited amounts

Cones/Markers/Folding Chairs – set up as soccer goals

Bible

#### Lesson:

3. Share the following bible verse: **1 Peter 4:10, “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”**
4. Discuss questions related to the key verse. What does it mean to have resources? What has God given you?
5. Begin a discussion about access to toys, electronics, and items kids enjoy.  
Questions to ask: Where do you get your toys? Where do you usually play with the toys you have?
6. Ask students what they think the most popular sport is in the world. (Answer: Soccer is the most popular sport worldwide.)
7. What would they do if they looked in all the stores around them and NO ONE had a ball they could use to play soccer (or football, basketball, baseball)? Would they give up? What if there were no toys in the store AT ALL?
8. Discuss how in some parts of the world, there are no stores where people can buy toys. In some countries toys are available, but not everyone has the money to buy them. Some families don’t have enough money to buy food for everyone in their home. If kids want to play with something, they have to make it themselves.
9. Explain how this activity is going to show them how some kids have to use their creativity to make their own toys. They are going to work together to make soccer balls from trash and other materials they could find on the streets.

10. Show the picture (provided by FTH) of the boy with his homemade soccer ball as an example of what they are going to make.

**Activity:**

1. Divide students into pairs. Each pair will need to gather “trash” from the large pile. They will use that trash to make their ball.
2. A teacher will be the designated scissor holder. If kids want help with the scissors they have to trade something for the privilege of using them (a few coins, a pencil, a bracelet, etc. It is up the teacher holding the scissors).
3. Each team will be given 10 minutes to make their soccer ball. They will need to work together to figure out how to structure the ball and make it secure enough to kick, throw, and bounce.
4. While they are making the soccer balls, a leader will set up a tournament area where the kids can test each ball to see which one is the best.
5. Once the kids are done making their balls, they will participate in a tournament to decide which ball travels the farthest, bounces the highest, and kicks the straightest.  
**Note:** Some options for this part of the activity would be to either have the kids line up and test the balls (distance, accuracy, and bounce) doing an elimination tournament or by having soccer games during recess spread throughout the week (each game using a different ball).
6. Discuss:
  - How did it go making your own soccer balls from the materials provided?
  - How would you feel if those were the only materials you had available to play with?
  - What are some resources you have (besides money) that God might want to use to bless other kids?
  - What might the students be able to do to help Feed the Hungry help kids around the world?
7. Show the picture of the boy with the homemade soccer ball again. Explain that we don’t have to have a lot of money to help other kids. God has given all of us resources we can use to help others. Discuss how kids in every country want to play and have fun just like them! This boy was creative enough to make a toy out of the materials around him. How do you think he would feel to hold a store-bought soccer ball?
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.
9. Close in prayer.

## **Do I Have To Go To School? (Faith Based)**

### **Education vs. Work**

**K-1-2**

**Purpose:** Students will explore the connection between education and job opportunities, understanding that when children are fed by Feed the Hungry, they stay in school longer and can get better jobs to help break the cycle of poverty.

#### **Lesson Prep:**

Become familiar with the following statistics/information from Feed the Hungry concerning food and education:

- Education in many countries served by FTH is free, however children are required to have uniforms or provide their own transportation, costs that many families are not able to afford
- Often times, the countries where FTH works do not have laws or standards that require children to attend school
- Many countries served by FTH allow students to “graduate” out of the program by 3<sup>rd</sup> grade, 6<sup>th</sup> grade or 8<sup>th</sup> grade US equivalent
- There is no national lunch program in Uganda,

Gather materials

Make copies of the Job Cards to share with students for an OPTIONAL ACTIVITY

#### **Materials:**

White Paper

Crayons, or markers

Optional: Job Cards, 1 set to show students or 1 card for each student

Bible

#### **Lesson Part 1:**

1. Share the scripture with students from Colossians 3:23a “Whatever you do, work at it with all your heart...”
2. Repeat the verse a few times, having students make hand gestures of building blocks (whatever you do, work at it) and making the sign of a heart with their hands (with all your heart).
3. Ask students what they want to be when they grow up.
4. After they have some answers (you may want to suggest a few), let them know they will now draw something representing their jobs.

#### **Activity 1:**

1. Distribute paper and crayons/markers.
2. Ask children to quickly draw a picture of them as an adult doing the job they want or a picture that represents the job (such as a fire engine or a store where they want to work)
3. Give children about 5 minutes to work, writing the name of the job on the top of their papers.
4. Collect the papers and choose 3-4 very different jobs that require a variety of degrees/educational training for the next part of the lesson.

### Lesson Part 2:

1. Choose 1 picture, show it to the students and tell them the name of the job (give credit to the artist as well).
2. Lead a discussion on what it would take to have this job (focus on education or training they might need. For example, a Doctor would need to go to elementary school, middle school, high school, college and then take a test to be accepted into a Medical Doctor Program where they have more years of training. A person working at a restaurant might be able to get a job while they are still in high school).
3. Repeat steps 1 and 2 with the other 2-3 jobs/pictures
4. Ask students how they would feel if they knew they had to go to school (get an education) to get that job, but during the school day they would not have food.
5. Talk about how difficult it is to do work, concentrate, or even play at recess when they have not had anything to eat. (refer to the stats/information)
6. Ask students what they might do if they went to school and then realized there was not lunch.
  - Would they leave?
  - Would they steal something?
  - Would they ask friends to share food (if their friends had food)?
  - Would they even bother to go to school?
7. Discuss how Feed the Hungry provides nutritious meals to students during their school day.
  - Feed the Hungry sees increased attendance (sometimes up to 70%) in schools where children are being fed
  - Children do not leave halfway through the day to get food. Whole day attendance increases when Feed the Hungry provides a meal
  - Children struggling with sickness and disease often get strong/better and miss fewer days of school because of illness
8. Optional Videos: The story of Ethan OR The story of Precious in Uganda
9. Explain that for children to have a better future (jobs and money to feed themselves) it is important they STAY IN SCHOOL.
10. Skip to the Closing if not doing Optional Activity 2.

### Optional Activity 2:

1. Discuss with the students that families often cannot afford to feed themselves, so they have children work alongside them in the fields, the dump or the community to provide food and money instead of sending the children to school.
2. Share each of the job cards (in order of least education needed to most education needed)
3. As you share a card, point out the number of years kids would need to stay in school for that job, and the amount of money they would make each week to live on.
4. Discuss why staying in school is very important and how a meal at school can help the boys and girls around the world get better jobs.
5. End with the closing.

### Closing:

1. Conclude the lesson by reviewing the scripture from the first part of the lesson.
2. Discuss what “whatever you do” means and ask students to think of the list of jobs they created.

3. How might they “work with all their heart” at that job?
4. Remind students that our work, whether in school or when we grow up and have a job, is important to God and that we should do it to glorify Him.
5. Remind students that we have much to be thankful for: meals to eat at school, schools and teachers to help us learn, the opportunity to get a job when we grow up.
6. Share with students what your FTH project is and what they can do to help.
7. Close in prayer with a prayer of thanksgiving. You may want to use the prayer at the end of the lesson.

**Optional Closing Prayer.** You may want to teach this at the beginning of the 9-week mini-lessons and use it frequently for meals, closings or in the morning to start a class.

*Thank You for the world so sweet; (make hand motions of a large circle, in the shape of the world)*

*Thank You for the food we eat; (make hand motions of eating food)*

*Thank You for the birds that sing; (make hand motions of a bird flying or students can flap their arms)*

*Thank You, God (point up to Heaven) for everything.*

## **Shelter Awareness (Faith Based)**

### **Homelessness Worldwide**

**K-1-2**

**Purpose:** Students will learn more about the issues of homelessness worldwide. They will see examples of different shelters people live in, and they will experience what it is like to build their own shelter.

#### **Lesson Prep:**

Become familiar with the following statistics about homelessness worldwide:

- Over 66% of Ugandans live in “inadequate housing”
- More than 72% of people in Zimbabwe live below the poverty line
- In Honduras, between 8 -12% of all children under the age 18 are homeless

Gather materials

Download pictures of different homes around the world (provided by FTH)

#### **Materials:**

Cardboard boxes

Blankets

Pieces of cardboard

Newspaper

Duct tape

Bible

#### **Lesson:**

1. Begin by talking about different homes; include a few examples of animal homes, such as dens, nests and caves.
2. Read **Luke 9:58, “And Jesus said to him, ‘Foxes have holes and birds of the air have nests, but the Son of Man has nowhere to lay his head.’”** Jesus tells us He didn’t even have a place to call home while he was on earth (as a child he lived with his parents).
  - What type of home do you think Jesus lived in with his parents growing up?
  - Where do you think Jesus slept while he was traveling with his disciples?
  - Do you think He ever slept outside?
3. Talk about the homes your students live in and discuss:
  - What is your favorite part of your house?
  - What kind of neighborhood do you live in?
4. Discuss how every person has the basic needs of food, water, warmth, and sleep.
  - Have you ever stayed up way past your bedtime?
  - How do you feel when you don’t get enough sleep?
  - How would you feel if you didn’t have anywhere warm to sleep?
5. Discuss homelessness around the world. Share that sometimes a disaster or war may cause someone to be without a home. Show the pictures provided by Feed the Hungry of different houses around the world and discuss what the homes are made of.
6. Explain that people make homes out of what is available. Tell them they are going to experience what it is like to have to build their own home and spend time in it.

**Activity:**

1. Each student will use the materials provided to build a small shelter. Feel free to use resources in the room, such as chairs, books, or desks. You can also divide the students into “family” groups of 3-4, and they can build their structure together.
2. Once their structure is built, have students spend 1 minute in silence, lying on their backs in their shelters.
3. After the 1 minute is up, have a discussion while the kids are still lying down in their shelters.
  - What would it feel like to sleep in that every night?
  - Imagine it started raining. Would their home stand up to wind and rain?
  - What would happen if bugs or animals, like chickens or dogs, could get in their home?
4. Now have the kids sit outside their shelters. Ask children about their sleeping arrangements.
  - How did it feel to lie on the floor?
  - How would it feel if you didn’t have a mattress to sleep on?
5. Explain that Feed the Hungry provides food for children but also sometimes builds them beds or gives them blankets and mattresses.
6. Ask what other organizations give out beds or provide homes. How might they help Feed the Hungry or those organizations provide blankets, pillows, mattresses, or even homes?
7. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**Optional Activities:**

1. Host a lock-in where everyone can sleep in their shelters overnight.
2. You can suggest the students try it at home by themselves (with parent/guardian permission).
3. If you are in a classroom setting, students could wear appropriate pajamas or comfortable clothes for the day.

**Going deeper:** While the students are lying in their shelters, read one of the suggested books about being homeless (or another relevant book about philanthropy and helping others). Afterward, have a discussion about the people in the story or how the story affected the students.

**Bonus Book Recommendations!**

“Homeless” by Mike Boyce

“A Shelter in Our Car” by Monica Gunning

“Still a Family: A Story about Homelessness” by Brenda Reeves Sturgis

## **Making A Difference (Faith Based)**

### **Who Is My Neighbor?**

**K-1-2**

**Purpose:** Students will explore who their neighbor is and become aware of how their compassion can help others. They will create a project (compassion bracelet/bookmark) that will serve as a daily reminder to have compassion for others.

#### **Lesson Prep:**

Understand or research Maslow's Hierarchy of Needs – Maslow stated that people are motivated to achieve certain needs, and some needs take precedence over others. Our most basic need is for physical survival or biological requirements for survival (air, water, food, shelter, clothing, warmth, etc.). This lesson focuses on water, food, shelter, and clothing.

Review the following statistics:

- Over 700 million people lack basic drinking-water services
- Around 1.6 billion people do not have adequate housing
- 1 in 9 people go to bed hungry every night around the world

Gather materials

Create color-coordinated need cards

Create one bracelet packet for each child

#### **Materials:**

White board or large butcher paper taped to the wall

Markers or crayons (white board markers if using the white board)

Colored Construction paper with the corresponding word written on it

- White - Clothing
- Blue - Water
- Green - Food
- Brown – Shelter (house)
- Yellow - School
- Orange – Feed the Hungry

White shoe strings (cut in half – one half for each student) – knotted on cut end so the beads will not slide off

Pony Beads (enough for each student to have one of each color):

- Blue
- Green
- Brown
- Yellow
- Orange

Small Ziplocs to create bracelet material packets

Bible

**Lesson:**

1. Ask students to share what they think they need to live (refer to Maslow's Hierarchy and the statistics provided).
2. Ask students to share some gifts they wanted for their birthday or Christmas.
3. Explain the difference between NEEDS and WANTS.
4. Hold up each of the color-coordinated needs cards one by one and ask why it is important.
5. Continue the discussion by explaining that some people do not have what they NEED.
6. Explain compassion (caring, helping, loving, etc.). Share with the children, "Knowing these things about the world helps us to have **compassion** for those around us. Compassion means to care about the problems other people face. When we care about other people's problems, we are more likely to help them."
7. Share the story of the Good Samaritan from Luke 10:25-27.
8. Discuss how the Good Samaritan helped a person who was in need. Explain how he had compassion for the injured man.
9. Refer back to each need card. Hold up the cards one more time, one by one, and for each of the needs, ask students:
  - How can you help someone who does not have \_\_\_\_\_?
10. Explain how this activity is going to help students remember the needs of others and remind them they can do something to help, just like the Good Samaritan did.

**Activity:**

1. Hand out the packets\* and have students assemble the bracelets as you hold up the need cards and discuss what each card represents.
  - White shoestring represents clothing.
  - Blue represents clean water. **Over 700 million people lack basic drinking water services.**
  - Green represents food. **1 in 9 people go to bed hungry every night.**
  - Brown represents housing. Around 1.6 billion people do not have adequate housing.
  - Yellow represents education. **Many schools do not provide a lunch to students.**
  - Orange represents kindness. **"Love your neighbor" and Feed the Hungry.**
  - Finish by tying off the end and wither tying the bracelet on the child's wrist, or they can use it as a bookmark.
2. Each bead signifies one thing people need. Remind students that when they look at their bracelet, they should remember there are people who don't have these things available to them. The bracelet/bookmark becomes a reminder that students can help others.

**\*You can make the sample bracelet while having the kids watch and listen first. Or, the students can make their bracelets at the same time you are holding up the cards.**

**Note: If your group is participating in the 9-week course, you can use this lesson as a review! Discuss the previous projects and what you learned about poverty and helping people. Let this be a reflective lesson that gives the kids something to take home, reminding them to care for others.**

**BONUS IDEA!**

Have a designated Feed the Hungry/compassion awareness day EVERY WEEK. Kids and teachers wear their bracelets and pray for Feed the Hungry and others in need throughout the day.



## **Hunger Awareness**

### **Empty Hands and Empty Bellies**

**3-4-5-6**

**Purpose:** Students will learn about world-wide hunger, participate in an activity demonstrating that globally 1 in 9 people face hunger, and come up with ways they can help hungry people.

#### **Lesson Prep:**

Become familiar with the following food hunger statistics:

- 1 in 9 people around the world go to bed hungry every night
- In the US, 1 in 6 children suffers from chronic hunger
- In some countries, only 22%-39% of the population has clean water

Gather materials

Cut out filled FTH rice bowl picture (1 for every 9 children)

Fill water pitchers (make one slightly muddy)

#### **Materials:**

Large paper plates

Crayons or markers – 1 for each child

Timer

Tape/glue stick

Clear cups for water

Two pitchers

Dirt/mud

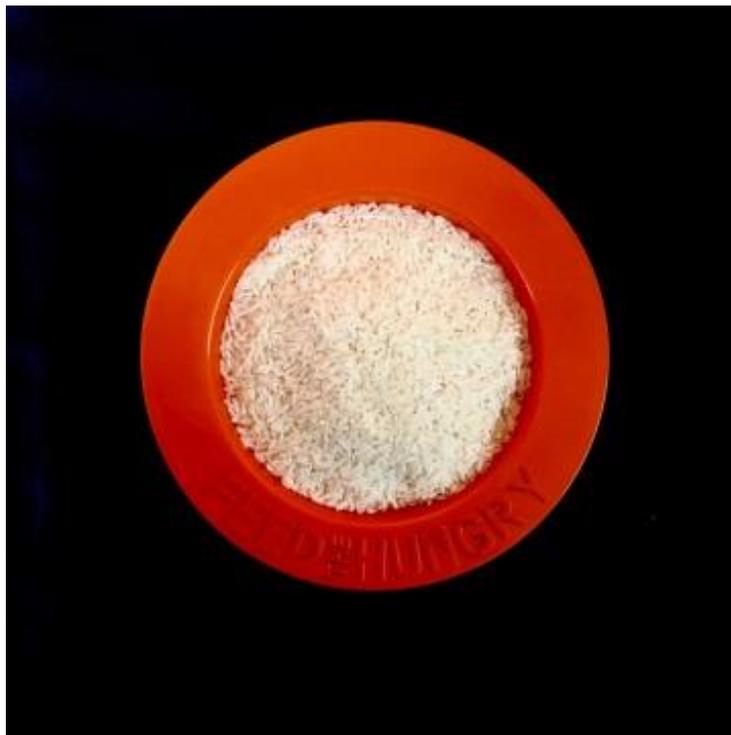
#### **Lesson:**

1. Ask students to name some things humans need to survive. Focus on how food gives us energy and nutrients so we can be healthy and strong.
2. Ask students to name some of their favorite foods/restaurants and acknowledge their answers.
3. Tell them they are going draw a picture of their favorite food and get a cup of water so they have a “meal”.

#### **Activity:**

1. Arrange students in groups of 9 (pair students up if needed).
2. Distribute 1 paper plate to each child/group.
3. Explain that they will have 2 minutes to draw their favorite food on the plate, but they may only use the crayon/marker they are given. They may not share or trade crayons or markers with anyone else.
4. Distribute 1 marker or crayon to 8 of the 9 children/groups.
5. Start the timer and let them draw. While they are drawing ask the students who had no markers/crayons to help you fill water cups.
6. Give 3 of the 9 children/groups clean water in their cups and 6 of the 9 children/groups dirty water.
7. At the two minute mark, ask students to put their crayons/markers down.

8. Discuss: In America, we have many options, many ways to eat, even many places to eat, but for many in the world, there is no food or not enough food for children to eat even 1 meal a day (acknowledge that even in the US some kids are hungry).
9. Share/Explain/Discuss:
  - 1 in 9 people around the world do not have food. Ask the student who could not draw food what that felt like.
  - In some countries, only 22%-39% of the population has clean water (about a third). Ask students with the muddy water what it felt like to not be able to drink their cups of water.
  - There are organizations that help feed people around the world.
  - One of those organizations is Feed the Hungry.
10. Place the bowl of rice picture (provided by Feed the Hungry) on the paper plate with no drawing. Explain that Feed the Hungry helps provide hot, nutritious meals to children who need food.
11. Show the pictures of kids eating the rice meals (provided by Feed the Hungry).
12. Discuss:
  - What would it feel like to help children who are hungry?
  - What might the students be able to do to help Feed the Hungry get food into the hands of children that need it?
  - What might they be able to do to help kids in their school or neighborhood?
13. Share your project idea with the students so they can begin to make a correlation between what they just learned and what they will be doing for Feed the Hungry.



## Water Transportation

### Where's My Water?

3-4-5-6

**Purpose:** Students will experience a common chore for kids in other countries: retrieving their daily water supply. They will learn about water usage worldwide and compare how families in America get water compared to how families in third-world countries get water.

#### Lesson Prep:

Become familiar with the following water usage statistics:

- An average family in the US uses over 500 gallons of water a day
- An average family in the continent of Africa uses about 5 gallons of water a day
- At least 2 billion people world-wide use a water source contaminated with waste
- Over 700 million people world-wide lack basic drinking-water services
- **Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.**

Gather materials

Cut holes in a few of the smaller containers (not the 5-gallon buckets)\*

Fill up a 55-gallon drum (or a similar sized container) with muddy water

Set up 2 stations in an outdoor space (can be done indoors – see note\*\*)

1. “Home base” with empty containers/cups and 5-gallon buckets lined up at the home base
2. One or more 55-gallon drums/containers (depending on how large the group is) some distance away from the home base (make distance appropriate for ages/stature of children, as older children may be able to carry water longer distances)

#### Materials:

Mismatched containers for carrying water (some with holes and some with missing lids, if choosing the outside option)

5-gallon buckets (one per person or one per “team,” if the group is large)

55-gallon drum (or similar sized container, such as a kiddie pool, horse trough, etc.)

Water

Dirt/sand/mud

Change of clothes and shoes for each student and volunteer (if activity is outside)

Paper cups (if choosing the indoor option)

#### Lesson:

1. Begin by asking students what they used water for this morning.
2. Discuss different ways we use water in our everyday lives without noticing (flushing the toilet, brushing our teeth, cleaning fruits and veggies for lunch, etc.).
3. Display a 5-gallon bucket. This is the amount of water a typical family in an African country uses in a day. Now ask students to imagine 100 of these containers. This is the amount of water a typical American family uses in a day.

4. Discuss the amount of time it takes them to get to school every day. Some kids in other countries have to make a 30-minute trip to get water so they can bathe, eat, drink, and clean their dishes.
5. Ask students about the quality of their water. Is it clean? Dirty? How do they know their water is safe to drink? Why don't all countries have clean water?
6. Discuss how much of the world does not have clean water available to them. At least 2 billion people worldwide drink water that is muddied with people and animal waste.
7. Explain how the activity is going to show them a typical chore a kid their age might do and how hard it is to access water in other countries.

### Activity:

1. Have students start at home base and grab an empty container and their 5-gallon bucket.
2. Students will carry their 5-gallon buckets and their small containers to the 55-gallon drum of water.
3. Using their small containers, they will fill their 5-gallon buckets to the top.
4. Once their 5-gallon buckets are filled, they must carry the buckets back to their home base. They must also figure out how to get their small containers back with them, as it is most likely their drinking container once they are home. Now they have the water their family needs for the day!
5. Discuss:
  - What would it feel like to do this every day for your family?
  - Would you be motivated to walk another 30 minutes to go to school afterwards?
  - What might the students be able to do to help Feed the Hungry get other kids clean, safe water?
6. Watch the video of Memory and the Well Project (available online).
7. Discuss what was shown in the video.
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**\*Note:** If doing this activity outside, ask the students the day before to bring clothes and shoes they can get wet and a change of dry clothes.

**\*\*Alternate Indoor Activity:** Instead of using mismatched containers with holes and no lids, give each child a paper cup. Have the home base and the source of water (55-gallon drum or a couple of filled 5-gallon buckets) within a hallway or area where clean-up of spilled water will be easy. You can place the source of the muddy water a distance away or even in another part of the building to simulate the long walk it takes to get to water. (Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.)

## **Hello From My Home Country (Faith Based)** **Personalized Letters and/or Video**

**3-4-5-6**

**Purpose:** Students will create letters, pictures and/or a video to say “hello” to their Partner School.

### **Lesson Prep:**

Gather materials

Prepare a script outline if you plan to record a video

Print copies of the Letter Template (provided by Feed the Hungry staff - specific to country and topic)

Connect with FTH for the location and name of the Partner School/group/sports team



### **Materials:**

Letter Templates, 1 for each child

Writing instruments (pencils, crayons, markers, etc.)

Video recording device

Prepared script

Country background info (if desired)

### **Lesson:**

1. Ask the students if there was a time they received a card in the mail or someone did something nice for them. Ask how it felt.
2. Explain to students they will be connecting with a school/group/sports team from the country selected to send them a kind note or video and encourage them in their walk with Christ. You may wish to have some background info on the country to present.
3. Share the information about the Partner School with your students. *You **MUST** connect with Feed the Hungry Staff prior to this lesson to obtain the necessary info about your Partner School.*

### **Activity:**

1. If you are writing letters, discuss the topic at the top of the template and have the students brainstorm ideas about what they can write. The writing should match the appropriate age of the students. Encourage them to ask questions and tell about their lives. You may also wish to draft one class letter together with more content.
  - Remind students **NOT** to mention food.
  - Remind students to share their **FIRST** name only.
  - Remind students not to share **ANY PERSONAL INFORMATION** such as address, phone, social media accounts or other personal details.
2. If creating a video, explain the project, run a quick practice and record.

Following the completion of the project, send the notes or video to your FTH staff contact.

## Fun and Games

### Trash is Treasure

3-4-5-6

**Purpose:** Students will learn how to be resourceful with limited materials. Students will create a soccer ball or toy out of “trash” and discarded items.

#### Lesson Prep:

Download pictures of kids with homemade soccer balls (Provided by FTH)

Gather materials

#### Materials:

“Clean” trash

- Plastic bags
- Paper
- Cardboard
- Foam
- String/rope/yarn
- Everyday items such as candy wrappers, cereal boxes, chip bags, junk mail envelopes, etc.

Scissors (1 per group, the adult monitors limited use)

Duct tape in limited amounts

Cones/Markers/Folding Chairs – set up as soccer goals

#### Lesson:

1. Begin a discussion about access to toys, electronics, and items kids enjoy.  
Questions to ask: Where do you get your toys? Where do you usually play with the toys you have?
2. Ask students what they think the most popular sport is in the world. (Answer: Soccer is the most popular sport worldwide.)
3. What would they do if they looked in all the stores around them and NO ONE had a ball they could use to play soccer (or football, basketball, baseball)? Why don't different communities have the toys and resources that are available to us?
4. Discuss poverty and resources. Why do some people have fewer resources than we do? What is it about countries like Uganda and Nicaragua that cause them to have less access to things like food and toys? Talk about how politics affect things like poverty and people's access to resources.
5. Because not everyone has the same resources, some kids have to use their creativity to make their own toys. This activity is going to give them a glimpse of what that feels like. They are going to work together to make soccer balls from trash and other materials they could find on the streets.
6. Show the picture (provided by FTH) of the boy with his homemade soccer ball as an example of what they are going to make.

**Activity:**

1. Divide students into pairs. Each pair will need to gather “trash” from the large pile. They will use that trash to make their ball.
2. A teacher will be the designated scissor holder. If kids want help with the scissors, they have to trade something for the privilege of using them (a few coins, a pencil, a bracelet, etc. It is up the teacher holding the scissors).
3. Each team will be given 10 minutes to make their soccer ball. They will need to work together to figure out how to structure the ball and make it secure enough to kick, throw, and bounce.
4. While they are making the soccer balls, a leader will set up a tournament area where the kids can test each ball to see which one is the best.
5. Once the kids are done making their balls, they will participate in a tournament to decide which ball travels the farthest, bounces the highest, and kicks the straightest.  
**Note:** Some options for this part of the activity would be to either have the kids line up and test the balls (distance, accuracy, and bounce) doing an elimination tournament or by having soccer games during recess spread throughout the week (each game using a different ball).
6. Discuss:
  - How did it go making your own soccer balls from the materials provided?
  - How would you feel if those were the only materials you had available to play with?
  - What other toys could you make from those materials given?
  - What might the students be able to do to help Feed the Hungry help kids around the world?
7. Show the picture of the boy with the homemade soccer ball again. Discuss how kids in every country want to play and have fun just like them! This boy was creative enough to make a toy out of the materials around him. How do you think he would feel to hold a store-bought soccer ball?
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

## **Do I Have To Go To School?**

### **Education vs. Work**

**3-4-5-6**

**Purpose:** Students will explore the connection between education and job opportunities, understanding that when children are fed by Feed the Hungry, they stay in school longer and can get better jobs to help break the cycle of poverty.

**NOTE:** This lesson has 2 activity options. The activities can be combined, but if combining, allow for adequate time to complete the discussions.

#### **Lesson Prep:**

Become familiar with the following statistics/information from Feed the Hungry concerning food and education:

- Education in many countries served by FTH is free, however children are required to have uniforms or provide their own transportation, costs that many families are not able to afford
- Often times, the countries where FTH works do not have laws or standards that require children to attend school
- Many countries served by FTH allow students to “graduate” out of the program by 3<sup>rd</sup> grade, 6<sup>th</sup> grade or 8<sup>th</sup> grade US equivalent
- Uganda does not have a national school lunch program

Gather materials

\*Make copies of the Job Cards on heavy card stock and cut them apart, 1 Job Card for each student or 1 set of Job Cards per group.

#### **Materials:**

White board or poster board

Markers

Job Cards (1 set per group or 1 per student)

#### **Lesson 1:**

1. Ask students what they want to be when they grow up.
2. Write down their answers and record a list that is visible to all students (you may want to suggest a few).
3. Choose a couple of jobs from the list that require different amounts of schooling.
4. Lead a discussion on each job chosen - focusing on education or training someone would need. For example, a Doctor would need to go to elementary school, middle school, high school, college and then take a test to be accepted into a Medical Doctoral Program where they have more years of training. A person working at a restaurant might be able to get a job while they are still in high school.
5. Ask students how they would feel if they knew they had to go to school (get an education) to get that job, but during the school day they would not have food.

6. Talk about how difficult it is to do work, concentrate, or even play at recess when they have not had anything to eat.
7. Ask students what they might do if they went to school and then realized no lunch was being served.
  - Would they leave to go look for food?
  - Would they steal something?
  - Would they ask and beg for something from friends?
  - Would they even bother to go to school?
8. Discuss how Feed the Hungry provides nutritious meals to students during their school day.
  - a. Feed the Hungry sees increased attendance (sometimes up to 70%) in schools where children are being fed (remember, not all countries require school attendance)
  - b. Whole day attendance increases when Feed the Hungry provides a meal, as children do not leave at lunch time to find food
  - c. Children struggling with sickness and disease often get strong/better and miss fewer days of school because of illness
9. Watch one of the suggested videos: The story of Ethan OR The story of Precious in Uganda
10. Explain that for children to have a better future (jobs and money to feed themselves) it is important they STAY IN SCHOOL.

**Activity 1:**

1. Discuss with the students that families often cannot afford to feed themselves, so they have children work alongside them in the fields, the dump or the community to provide food and money instead of sending the children to school.
2. Let students know they are going to get a set of cards with a “job” for specific countries with the amount of school needed for each job and pay they would receive (in US dollars).
3. Divide students into small groups.
4. Pass out 1 set of job cards to each group.
5. Have groups discuss the following (helping them make the connection between being fed in school, more education and better paying jobs):
  - What would it be like to work instead of going to school?
  - Would students like to work with their parents and families?
  - How does more education affect pay?
  - How does having a meal at school help kids?
6. Wrap up with comments on how important it is that children receive a meal from Feed the Hungry during their school day so they can finish their education and get a better job.
7. Conclude the lesson by reminding students of your FTH project and what they can do to help.

**Activity 2:**

1. Discuss with the students that families often cannot afford to feed themselves, so they have children work alongside them in the fields, the dump or the community to provide food and money instead of sending the children to school.
2. Let students know they are going to receive a card with a “job” on it. The amount of schooling needed for each job and pay they would receive (in US dollars) is listed on the card as well.

3. Let them know that after everyone has received their cards, they can walk around and see what other jobs are available.
4. If they do not like their job, they may trade with another student, provided the other student wants to trade.
5. Give students a few minutes to mingle and look at all the jobs.
6. Have students reassemble, and discuss the following (helping them make the connection between being fed in school, more education and better paying jobs):
  - Did they like the job they received? Why or why not?
  - If they didn't like the job, what would it take to get something better?
  - What would it be like to work instead of going to school or only go to school for a few years?
  - What would happen to them if they didn't get an education to be able to get a better paying job?
7. Wrap up with comments on how important it is that children receive a meal from Feed the Hungry during their school day so they can finish their education and get a better job.
8. Conclude the lesson by reminding students of your FTH project and what they can do to help.

## **Shelter Awareness**

### **Homelessness Worldwide**

**3-4-5-6**

**Purpose:** Students will learn more about the issues of homelessness worldwide. They will see examples of different shelters people live in, and they will experience what it is like to build their own shelter.

#### **Lesson Prep:**

Become familiar with the following statistics about homelessness worldwide:

- Over 66% of Ugandans live in “inadequate housing”
- More than 72% of people in Zimbabwe live below the poverty line
- In Honduras, between 8 -12% of all children under the age 18 are homeless

Gather materials

Download pictures of different homes around the world (provided by FTH)

#### **Materials:**

Cardboard boxes

Blankets

Pieces of cardboard

Newspaper

Duct tape

#### **Lesson:**

1. Talk about the homes your students live in.
2. Discuss:
  - What is your favorite part of your house?
  - What kind of neighborhood do you live in?
3. Discuss how every person has the basic needs of food, water, warmth, and sleep.
  - Have you ever stayed up way past your bedtime?
  - How do you feel when you don't get enough sleep?
  - How would you feel if you didn't have anywhere warm to sleep?
4. Discuss homelessness around the world. People all over the world don't have shelter. In many countries, even those who do have shelter live in what we would consider “inadequate housing.” This means their home may be unclean, unsafe, or does not protect them from the weather.
5. Ask questions that prompt students to think about the causes of homelessness (poverty, war, job loss, natural disaster, etc.).
6. Show the pictures provided by Feed the Hungry of different houses around the world and discuss what the homes are made of.
7. Explain that people make homes out of what is available. Tell them they are going to experience what it is like to have to build their own home and spend time in it.

**Activity:**

1. Each student will use the materials provided to build a small shelter. Feel free to use resources in the room, such as chairs, books, or desks. You can also divide the students into “family” groups of 3-4, and they can build their structure together.
2. Have students spend 4 minutes in silence, lying on their backs in their shelters.
3. After the 4 minutes is up, have a discussion while the kids are still lying down in their shelters.
  - What would it feel like to sleep in that every night?
  - Imagine it started raining. Would their home stand up to wind and rain?
  - What would happen if bugs or animals, like chickens or dogs, could get in their home?
  - What types of noise would be outside their home that they could hear?
  - Would they feel safe sleeping in the shelter they made? Why or why not?
4. Now have the kids sit outside their shelters. Ask children about their sleeping arrangements.
  - How did it feel to lie on the floor?
  - How would it feel if you didn’t have a mattress to sleep on?
  - How would it feel to have to “build” a structure every night to sleep in?
5. Explain that Feed the Hungry provides food for children but also sometimes builds them beds or gives them blankets and mattresses.
6. Ask what other organizations give out beds or provide homes. How might your students help Feed the Hungry or those organizations provide blankets, pillows, mattresses, or even homes?
7. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**Optional Activities:**

1. Host a lock-in where everyone can sleep in their shelters overnight.
2. You can suggest the students try it at home by themselves (with parent/guardian permission).
3. If you are in a classroom setting, students could wear appropriate pajamas or comfortable clothes for the day.

**Going deeper:** While the students are lying in their shelters, read one of the suggested books about being homeless (or another relevant book about philanthropy and helping others). Afterward, have a discussion about the people in the story or how the story affected the students.

**Bonus Book Recommendations!**

“Homeless” by Mike Boyce

“A Shelter in Our Car” by Monica Gunning

“Still a Family: A Story about Homelessness” by Brenda Reeves Sturgis

## **Making A Difference**

### **Who Is My Neighbor?**

**3-4-5-6**

**Purpose:** Students will explore who their neighbor is and become aware of how their compassion can help others. They will create a project (compassion bracelet/bookmark) that will serve as a daily reminder to have compassion for others.

#### **Lesson Prep:**

Understand or research Maslow's Hierarchy of Needs – Maslow stated that people are motivated to achieve certain needs, and some needs take precedence over others. Our most basic need is for physical survival or biological requirements for survival (air, water, food, shelter, clothing, warmth, etc.). This lesson focuses on water, food, shelter, and clothing.

Review the following statistics:

- Over 700 million people lack basic drinking-water services
- Around 1.6 billion people do not have adequate housing
- 1 in 9 people go to bed hungry every night around the world

Gather Materials

Create color-coordinated need cards

Create one bracelet packet for each child

#### **Materials:**

White board or large butcher paper taped to the wall

Markers or crayons (white board markers if using a white board)

Colored construction paper with the corresponding word written on it

- White - Clothing
- Blue - Water
- Green - Food
- Brown – Shelter (house)
- Yellow - School
- Orange – Feed the Hungry

White shoe strings (cut it half – one half for each student) – knotted on cut end so the beads will not slide off

Pony beads (enough for each student to have one of each color):

- Blue
- Green
- Brown
- Yellow
- Orange

Small Ziplocs to create bracelet material packets

#### **Lesson:**

1. Ask the students what they think they need to live (refer to Maslow's Hierarchy and the statistics provided).
2. Create a list of what the students say they need to live.
3. Help students identify what are NEEDS and what are WANTS, and circle or place a star by the items that are NEEDED. Use the construction paper with the words printed on it to represent the NEEDS.
4. Continue the discussion by explaining some people do not have what they NEED.
5. Explain compassion (caring, helping, loving, etc.). Share with the students, "Knowing these things about the world helps us to have **compassion** for those around us. Compassion means to care about the problems other people face. When we care about other people's problems, we are more likely to help them."
6. Refer back to each NEED card. For each of the needs, ask students:
  - How can you help someone who does not have \_\_\_\_\_?
  - Hold up a corresponding piece of construction paper when you talk about each need.
7. Explain how this activity is going to help students remember the needs of others and remind them they can help other people.

**Activity:**

1. Hand out the packets\* and have students assemble the bracelets as you hold up the need cards and discuss what each card represents.
  - White shoestring represents clothing.
  - Blue represents clean water. **Over 700 million people lack basic drinking water services.**
  - Green represents food. **1 in 9 people go to bed hungry every night.**
  - Brown represents housing. **Around 1.6 billion people do not have adequate housing.**
  - Yellow represents education. **Schools often don't provide lunch for children**
  - Orange represents kindness. **"Love your neighbor" and Feed the Hungry.**
  - Finish by tying off the end and wither tying the bracelet on the child's wrist, or they can use it as a bookmark.
2. Each bead signifies one thing people need. Remind students that when they look at their bracelet, they should remember there are people who don't have these things available to them. The bracelet/bookmark becomes a reminder that students can help others.

**\*You can make the sample bracelet while having the kids watch and listen first. Or, the students can make their bracelets at the same time you are holding up the cards.**

**Note: If your group is participating in the 9-week course, you can use this lesson as a review! Discuss the previous projects and what you learned about poverty and helping people. Let this be a reflective lesson that gives the kids something to take home that reminds them to care for others.**

**BONUS IDEA!**

**Have a designated Feed the Hungry/compassion awareness day EVERY WEEK. Kids and teachers wear their bracelets and remember Feed the Hungry and others in need throughout the day.**

